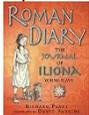
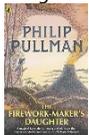




## Yearly overview of skills

Year group: Year 3 4 Cycle A- 2020-21

|                                     | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|-------------------------------------|---|---|--|--|---|--|
| <b>Topic/Theme</b>                  | Fantasy stories   | Fantasy stories   | Romans   | Romans   | States of matter  | Light  |
| <b>Resources needed</b>             | Roman DLR<br>Tie dye kits   | Roman DLR<br>Fabric/felt cushion padding  | Roman DLR  | Roman DLR  | Roman DLR   | Roman DLR  |
| <b>Visit/Visitor</b>                |   | Captain Chemistry   |  | Captain Chemistry  |   | Captain chemistry  |
| <b>English Literature – text(s)</b> | The Lion, the witch and wardrobe- CS Lewis<br>   | The Lion, the witch and wardrobe- CS Lewis<br> | Roman Diary-journal of Ilona, a young slave. By Richard Platt<br>  | The Orchard Book of Roman Myths-Geraldine McCaughrean (Romulus and Remus)<br> | Charlie and the Chocolate Factory – Roald Dahl<br><br><br>(see STEM link for ideas that link text to Cross Curricula ideas)<br><br><a href="https://www.stem.org.uk/resources/community/collecion/357458/charlie-and-chocolate-factory-states-matter">https://www.stem.org.uk/resources/community/collecion/357458/charlie-and-chocolate-factory-states-matter</a> | The firework makers daughter –Pullman<br><br><br>(see STEM link for ideas that link text to Cross Curricula ideas)<br><br><a href="https://www.stem.org.uk/resources/community/collecion/354488/firework-makers-daughter-light">https://www.stem.org.uk/resources/community/collecion/354488/firework-makers-daughter-light</a> |
| <b>Speaking and Listening</b>       | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. |   | apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word |  | apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  |  |
|                                     | develop positive attitudes to reading, and an understanding of what they read, by:<br>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  |   | identifying themes and conventions in a wide range of books  |  | drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence   |  |

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|  | <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>                   |  | <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>understand what they read, in books they can read independently, by:</p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> |  | <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> |  |
| <b>Writing</b>                             | <p>Narrative</p> <p>Recount</p> <p>Instructions</p> <p>Limericks</p>  |  | <p>Narrative</p> <p>Explanation</p> <p>Report</p> <p>haiku</p>   |  | <p>Narrative</p> <p>Discussion</p> <p>Persuasion</p> <p>Research a poet</p>   |  |
| <b>Vocabulary, Grammar and Punctuation</b> | <p>Year 3-</p> <p>Expanded noun phrases, revise year 2 punctuation, apostrophe for possession and contraction, use a and an, Present and past tense , commas in a list and conjunctions.</p> <p>Year 4</p> <p>Conjunctions, adverbs, prepositions, inverted commas, present perfect, pronouns, possessive pronouns, fronted adverbials,</p> |  | <p>Year 3</p> <p>Adverbs, prepositions, Speech marks and tense.</p> <p>Year 4</p> <p>Apostrophe, Speech and noun phrases</p>   |  | <p>Year 3</p> <p>Nouns, paragraphs, headings/subheadings.</p> <p>Year 4</p> <p>Standard English and paragraphs</p>  |  |
| <b>Spelling</b>                            | <p>Year 3</p> <p>ey/ai</p> <p>Homophones/near homophones</p>  | <p>Year 3</p> <p>Suffix ly</p>             | <p>Year 3</p> <p>Suffixes ed/ing/er</p> <p>Prefix mis/dis</p>  | <p>Year 3</p> <p>Homophones/near homophones</p> <p>Prefix bi</p> <p>Que/ch</p> | <p><b>Year 3</b></p> <p>Ending ary</p> <p>ou</p> <p>Word families</p>   | <p>Year 3</p> <p>Suffix -al</p> <p>Ending -sure/ture</p> <p>Silent letters</p> |
|  | <p>Year 4</p> <p>Prifix-in/im/il</p> <p>Homophones/near homophones</p>  | <p>Year 4</p> <p>Sion/tion</p> <p>ough</p> | <p>Year 4</p> <p>Ation</p> <p>Plural apostrophe</p> <p>Prefix -sub</p>   | <p>Year4</p> <p>Sc/ce/ci</p> <p>Word families</p>                              | <p><b>Year 4</b></p> <p><b>Prefix-</b></p> <p><b>inter/anti/auto/ex/non</b></p>   | <p>Year 4</p> <p>Suffix-ous</p> <p>adverbials</p>                              |

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| <b>Mathematics</b>                  | Number: Place value.<br>Number: Addition and Subtraction  | Number: Multiplication and Division<br><br>Consolidation   | Number: Multiplication and Division.<br>Measurement: Length, Perimeter and Area.<br>Number: Fractions   | Number: Fractions<br>Number: Decimals  | Measurement: Money.<br>Statistics<br>Measurement: Time<br>Properties of Shape.   | Measurement: Mass and capacity.<br><br>Position and Direction  |
| <b>Science</b>                      | <i>Rocks</i>  | <i>Animals including humans (4)</i>  | <i>Living things and their habitats</i>   | Investigations   | States of Matter   | Light  |
| <b>RE</b>                           | <b>Yea4 –People</b> -The family of God in Scripture<br><b>Year 4-Torah</b>  | <b>Year 4- Building Bridges</b> -Sacramental topic<br>Year 4 –Gift-God's gift of love and friendship in Jesus  | <b>Year 4 –Community</b> -life in the local Christian community and ministries in the parish<br><b>Year 4-Sacramental module</b> . Celebrating the Mass   | <b>Year 4 Holy Books</b> -Islam<br><br><b>Year 4- Self-Discipline</b> - Celebrating growth to new life (Lent/Easter)   | <b>Year 4-New Life- To hear and live the Easter message (Pentecost)</b><br><br><b>Year 4- Called- Confirmation: a call to witness. (Baptism/confirmation)</b>  | <b>Universal church</b><br><br><b>Year 4-God's People</b> - Different saints show people what God is like.   |
| <b>History</b>                      | <b>Why did the Romans march through County Durham?</b><br><b>NC ref:</b> A Local history study<br><b>Focus:</b> Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past   |  | <b>What was daily life like for Romans?</b><br><b>NC ref:</b> The Roman Empire and its impact on Britain<br><b>Focus:</b> Key features of a global empire, chronology (duration) similarity and difference of experiences within the period, use of primary sources |  | <b>What happened when the Romans left Britain?</b><br><b>NC ref:</b> Britain's settlement by the Anglo Saxons and Scots<br><b>Focus:</b> Key features of Anglo Saxon Britain, chronology, consequences and significance. Use of information texts and historian's interpretations.   |  |
| <b>Geography</b>                    |   | <b>What can we discover about Europe?</b><br>Places, features and people.<br><b>Focus:</b> land use, key human and physical features, and locations. |   | <b>Why does Italy shake and roar?</b><br>Bay of Naples.<br><b>Focus:</b> region in Europe, physical and human characteristics, tectonics. Compare to North East England. |  | Local fieldwork – school discretionary study.<br>Suggested focus: coasts. What happens when the land meets the sea?<br><br><b>NB:</b> there is a plan that can be used on gateway – see information on planning on gateway |
| <b>Computing (E-safety in PSHE)</b> | <u>Online safety and digital literacy</u> - Cyber Detectives<br><br><u>Information Technology Word</u>  | <u>Online safety and digital literacy</u> - Internet Legends<br><br><u>Information Technology PowerPoint</u>   | <u>Online safety and digital literacy</u> - safer internet website<br><u>Information Technology Publisher</u>   | <u>Online safety and digital literacy</u> - safe sites- Google lessons<br><br><u>Computer science Microbits</u>  | <u>Online safety and digital literacy</u> - Media choices- common sense media.<br><br><u>Information Technology Movie maker</u>  | <u>Online safety and digital literacy</u> - Power of words- online bullying.<br><br><u>Computer Science Scratch</u>  |
| <b>Art</b>                          | <b>Fantasy Stories</b><br><b>Focus:</b> To develop drawing, painting and printing skills by painting for pleasure, expressing their individual ideas and feelings through colour, shape, lines, texture, neatness etc. Using a range of media e.g. paint, pastel, |  | <b>Romans</b><br><b>Focus:</b> To develop collage and textile skills through mosaics, look at pattern, shape, colour, size, cutting and position. Refine drawing skills by planning, and designing a mosaic. Using a range of media, paper, printing,               |  | <b>States of Matter</b><br><b>Focus:</b> To develop sculpture skills using a range of media in more abstract form. Manipulate a range of media to form desired effects showing shape, space and form. Use modelling tools to engrave media. To use a range of techniques to join and |  |

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|                              | chalk, water colour etc. to begin to layer work.<br>To introduce dying fabrics e.g. tie dyeing, colour resist, marbling   |   | fabric, natural materials etc.<br>Create a mosaic to your design.<br>Compare past and present work.<br>Evaluate outcomes.   |   | manipulate materials. To work carefully and safely adhering to safety rules.    |   |
| <b>Design and Technology</b> |   | <b>Fantasy Stories</b><br><br><b>Focus:</b> To improve design, stitching, sewing, cutting and measuring skills by making a cushion to represent a fantasy story of your choice. |   | <b>Romans</b><br><br><b>Focus:</b> To explore what the Romans ate and find recipes from their time.<br>To plan, design and make a food product, safely and hygienically, using scales for measurements. To use tools safely and measure accurately. |   | <b>Light</b><br><br><b>Focus:</b> To investigate different type of torch, their brightness, how they are made, how they operate, what their casing is like, comparing results, before designing, planning and making their own torch for a specific purpose, using an electrical circuit. |
| <b>Music</b>                 | <b>Marching Music</b><br><br>Study and objectives inspired by Tchaikovsky's March of the Toy Soldier, John Williams' Imperial March, Chopin's Funeral March, study of the orchestra |   | <b>Animals</b><br><br>A study of music from The Lion King, Composers including Sir Tim Rice, Sir Elton John and Hans Zimmer |   | <b>Sacred Music</b><br><br>Durham Cathedral, choral music, music for worship    |   |
| <b>PE</b>                    | <u>OAA</u><br>Where am I?<br><br><u>Health and Fitness</u><br>Health Related Exercise<br>Y3/4   | <u>Athletics</u><br>Faster Higher Further<br><br><u>Dance</u><br>Round the Clock  | <u>Dance</u><br><br><u>Swimming</u>   | <u>Net/Wall games</u><br>Mini Tennis 2<br><br><u>Swimming</u>   | <u>Gymnastics</u><br>Partner Work<br><br><u>Invasion Games</u><br>On the attack | <u>Invasion Games</u><br>End Zone<br><br><u>Striking and Fielding games</u><br>Run the Loop   |
| <b>PSHE</b>                  | All around me.  | Keeping healthy and safe  | Mental health   | Ten Ten<br>Module 1   | Ten Ten<br>Module 2   | Ten Ten<br>Module 3   |
| <b>MFL</b>                   | Core unit 1   | Unit E<br>My Home   | Core unit 2   | Unit F<br>My Town   | Core unit 3   | Unit G<br>Describing people   |