

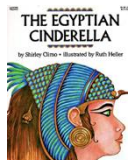

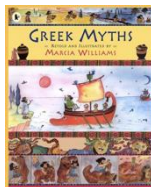
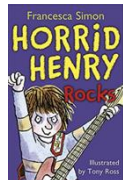




## Yearly overview of skills

Year group: Year 3 4 Cycle B 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic/Theme</b>	Forces and magnets		Egyptians	Egyptians	Ancient Greek – Hercules	Ancient Greeks-
<b>Resources needed</b>						
<b>Visit/Visitor</b>	Captain Chemistry		Captain Chemistry		Captain Chemistry	
<b>English Literature – text(s)</b>	Iron man –Ted Hughes  (see STEM link for ideas that link text to Cross Curricula ideas) <a href="https://www.stem.org.uk/resources/community/collection/360107/iron-man-forces-magnetism">https://www.stem.org.uk/resources/community/collection/360107/iron-man-forces-magnetism</a>	Iron man –Ted Hughes  (see STEM link for ideas that link text to Cross Curricula ideas) <a href="https://www.stem.org.uk/resources/community/collection/360107/iron-man-forces-magnetism">https://www.stem.org.uk/resources/community/collection/360107/iron-man-forces-magnetism</a>	The Egyptian Cinderella Shirley Climo 	The Scarab's Secret Nick Would & Christina Balit 	Marcia Williams- Greek Myths for young children 	Horrid Henry Rocks- Francesca Simon  (see STEM link for ideas that link text to Cross Curricula ideas) <a href="https://www.stem.org.uk/resources/community/collection/352265/horrid-henry-rocks-sound">https://www.stem.org.uk/resources/community/collection/352265/horrid-henry-rocks-sound</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		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		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.	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
<b>Reading</b>	<p>develop positive attitudes to reading, and an understanding of what they read, by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <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>identifying themes and conventions in a wide range of books</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>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</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><b>Year 3</b></p> <p>Revise Year 2 Punctuation and Grammar</p> <p>Expanded noun phrases</p> <p>Apostrophe for possession and contraction</p> <p>Use a and an,</p> <p>Present and past tense</p> <p>Commas in a list</p> <p><b>Year 4</b></p> <p>Use expanded noun phrases (with adjectives and prepositional phrases)</p> <p>Use apostrophes for singular and plural possession</p> <p>Use a wider range of conjunctions in an increasing range of sentence structures</p>	<p><b>Year 3</b></p> <p>Use adverbs – <i>then, next, soon, therefore</i></p> <p>Use prepositions - <i>before, after, during, in, because of</i></p> <p>Use inverted commas for direct speech.</p> <p>Use a wide range of conjunctions (and begin to Understand subordinate clauses)</p> <p>pronouns to avoid repetition</p> <p><b>Year 4</b></p> <p>Punctuate direct speech, using commas after reporting clause and new speaker, new line</p> <p>Use expanded noun phrases (with adjectives and prepositional phrases)</p> <p>Use apostrophes for singular and plural possession</p> <p>Use fronted adverbials (demarcated with commas)</p>	<p><b>Year 3</b></p> <p>Use present perfect verb form</p> <p>Begin to use paragraphs</p> <p>Use headings and sub-headings</p> <p><b>Year 4</b></p> <p>Use Standard English</p> <p>Use paragraphs</p>

			Use subordinate clauses correctly punctuated with commas			
<b>Spelling</b>	Year 3 ey/ei Homophones/near homophones	Year 3 Suffix ly	Year 3 Suffixes ed/ing/er Prefix mis/dis	Year 3 Homophones/near homophones Prefix bi Que/ch	<b>Year 3</b> Ending ary ou Word families	Year 3 Suffix -al Ending -sure/ture Silent letters
	Year 4 Prifix-in/im/il Homophones/near homophones	Year 4 Sion/tion ough	Year 4 Ation Plural apostrophe Prefix -sub	Year4 Sc/ce/ci Word families	<b>Year 4</b> <b>Prefix-</b> <b>inter/anti/auto/ex/non</b>	Year 4 Suffix-ous adverbials
<b>Mathematics</b>	Number: Place value. Number: Addition and Subtraction	Number: Multiplication and Division  Consolidation	Number: Multiplication and Division. Measurement: Length, Perimeter and Area. Number: Fractions	Number: Fractions Number: Decimals	Measurement: Money. Statistics Measurement: Time Properties of Shape.	Measurement: Mass and capacity.  Position and Direction
<b>Science</b>	<i>Forces and magnets</i>	<i>Electricity</i>	<i>Animals including humans</i>	Investigations	Plants	Sound
<b>RE</b>	<b>Year 3 – Family Homes</b>  <b>Year 3- places for worship</b> <i>The Synagogue</i>	<b>Year 3- Loving : Visitors</b>  <b>Year 3-Sacramental Preparation Module</b>	<b>Year 3 - COMMUNITY – Journeys</b> <b>Year 3 - Sacramental Preparation Module</b>	<b>Year 3-Places for Worship</b> <i>The Mosque</i> <b>Year 3 – GIVING:</b> <i>Giving all</i>	<b>Year 3 – Serving: Energy</b> <b>Year 3 – Belonging: Promises</b>	<b>Year 3 – World: Special places</b>
<b>History</b>	<b>Who were Britain’s first builders?</b> NC ref: Changes in Britain Stone Age to Iron Age <b>Focus:</b> building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.		<b>Why did the Ancient Egyptians build pyramids?</b> NC ref: Achievements of earliest civilisations - Ancient Egypt <b>Focus:</b> key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources		<b>How have the Greeks shaped my world?</b> NC Ref: Ancient Greece; achievements and influence <b>Focus:</b> Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations	
<b>Geography</b>		<b>UK Discovery – is the UK the same everywhere?</b> <b>Focus:</b> Physical geography - hills, coasts, rivers.		<b>Why do we have cities?</b> UK towns, cities and countries. <b>Focus:</b> countries, counties, land use,		<b>We’ve got it all! Why is the North East special?</b> Regional focus with lead on rivers and economic activity.

				settlement, contrasting cities.		<b>Focus:</b> Fieldwork, water cycle, rivers- their formation and impact.
<b>Computing (E-safety in PSHE)</b>	<u>Online safety and digital literacy</u> - smart crew  <u>Information Technology</u> Word	<u>Online safety and digital literacy</u> - smart crew  <u>Information Technology</u> PowerPoint	<u>Online safety and digital literacy</u> - safer internet website <u>Information Technology</u> Publisher	<u>Online safety and digital literacy</u> - safe sites-Is seeing believing? <u>Computer science</u> Microbits	<u>Online safety and digital literacy</u> - online balance  <u>Information Technology</u> Movie maker	<u>Online safety and digital literacy</u> - online presence  <u>Computer Science</u> Scratch
<b>Art</b>	<b>Forces and Magnets</b> <b>Focus:</b> To develop drawing and sketching skills, incorporating movement/actions of people into work. To develop printing skills and temporary collage work.		<b>Egyptians</b> <b>Focus:</b> To further develop painting and drawing/ sketching and collage/textile skills, looking at art from another culture and past. Develop knowledge of colour, shape and pattern in work.		<b>Ancient Greece</b> <b>Focus:</b> To further develop sculpture skills. Manipulating, kneading and shaping to a design criterion. To engrave pattern to an object and complete with art & design	
<b>Design and Technology</b>		<b>Forces and Magnets</b> <b>Focus:</b> To improve planning, design, making and evaluation skills by creating a structure with moving parts and an electrical circuit.		<b>Egyptian</b> <b>Focus:</b> To improve cooking skills by exploring Egyptian recipes and comparing them to food today. To plan, design and make a food product, safely and hygienically, using scales for measurements. To use tools safely and measure accurately.		<b>Ancient Greece</b> <b>Focus:</b> To Improve textile and sewing skills by making a product for a specific purpose. To plan, design, make and evaluate the product to the design criteria.
<b>Music</b>	<b>Composers and the Orchestra</b> Study of a famous, significant Classical composer and their music. Study of the orchestra.		<b>Why do we have cities?</b> Music in cities – New Orleans Jazz		<b>Why is the North East Special?</b> A study of music from the North East (folk, mining brass bands, Sting, Kathryn Tickell, Durham Cathedral, Sage Gateshead)	
<b>PE</b>	<u>OAA</u> Orienteering Unit <u>Swimming</u>	<u>Games</u> Invasion games – Hockey <u>Swimming</u>	<u>Athletics</u> Throwing and jumping <u>Swimming</u>	<u>Games</u> Net and wall games – Tennis <u>Swimming</u>	<u>Games</u> Striking and Fielding Games – Rounders <u>Dance</u> Weather unit	<u>Athletics</u> Running <u>Dance</u> Symmetry and asymmetry
<b>PSHE</b>	Created by God Diverse Britain	Diverse Britain Anti-Bullying	Created and Loved by God	Emotional Wellbeing	Money Matters Life Cycles	Created to live in the Community
<b>MFL- Kapow</b>	Greetings/ target language games numbers	In the Classroom	Recall/ target language	French adjectives, colours and shapes.	Recall/ target language	Playground games

	Numbers, calendars and Birthdays		Portraits		Clothes	
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