

Year 3/4 Rotation B (Autumn 1)

Class reader			
Eng	Nature Poetry by Joseph Coelho	Fanatical about frogs by Owen Davey	
Maths	Number and place value	Addition, subtraction and measures	Multiplication and division, fractions and conversion
Sci	<p>LTS - Manage the Meadow: What is the best way, most optimum way to develop plants and insects in the meadow? Animals; Skeletons and movement</p> <p><i>Record findings using simple scientific language.</i></p>		
Computing	<p>Logo/Probots.</p> <ul style="list-style-type: none"> - Create a script to move the 'bot' for a specific goal(Y3) or to a given brief (Y4) - Use and change colour of the pen tool (use eye dropper tool) - Debug errors within a script - Predict the outcome of a sequence - Use the repeat function (Y4) <p>Design, write and debug programs that achieve a specific goal. Identify where a physical system has been simulated on screen. E.g. computer games. Create a sequence using on screen programming. Identify input (mouse and keyboard) and output devices and how these work together. Pupils can explain/predict what their algorithm will do onscreen. Pupils can spot errors in algorithms.</p> <p><u>Y3 Assessment</u> - Programming - Design, write and debug programs that achieve a specific goal. Pupils can design some elements of a program to a given brief. Pupils can come up with simple adaptations to a program. Pupils can program commands in an appropriate order including loops. Pupils can explain a simple sequence based algorithm. Pupils can use logical reasoning to detect errors in a code.</p> <p><u>Y4 Assessment</u> - Programming - Pupils can design some elements of a program to a given brief.</p> <p><u>Y3 Key Vocabulary</u> Design Specific goal Identify</p>		

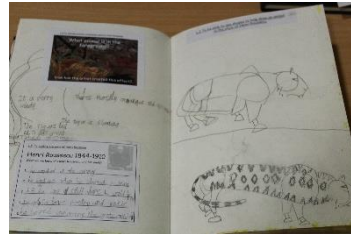
	<p>Simulation Input Output Device Error Test Improve <u>Y4 Key Vocabulary</u> Adapt Loops Commands</p>
History	None this half term
Geography	<p>Year 3: Biomes and Climate Zones - Peru</p> <p><u>Assessment - Y3</u> Can locate the world's countries using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries and major cities</p> <p><u>Assessment - Y3</u> - Can describe and understand physical geography including biomes, climate zones and vegetation belts</p> <p><u>Assessment Y4 -</u> <u>Y3/4 Key Vocabulary</u> Antarctic circle Arctic circle Continent County Country Equator Europe Greenwich Meridian Latitude Longitude North America Northern hemisphere Ocean South America</p>

Southern hemisphere
Time zones
Topography
Tropic of Cancer
Tropic of Capricorn
UK

Art

Rainforest

Drawing: sketching, shape



Painting: brush strokes, creating mood, layering

Assessment focus: Painting

Year 3 Key Skill: use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works

Year 4 Key Skill: confidently create different effects and textures with paint according to what they need for the task



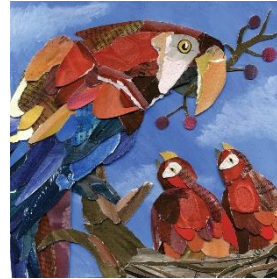
Collage: Layers to the background



Art and ICT: I can draw wild animals
Artist, Craftsperson or Designer:
Henri Rousseau



Jim Lightcap - Children's illustrator



Chanel - faux fur & animals skins used in fashion

Remembrance Day

Y3 Key Vocabulary

Colour-scheme • Colour spectrum • Tertiary colours • Blocking • Colour washing • Thickened paint • Properties • Application • Opacity • Water resistant • Pattern • Shape

Y4 Key Vocabulary

• Tint • Tone • Hue • Marbling • Silkscreen • Coldwater paste

DT

None this half term

Music

L2me

Hampshire music service. Assessment points identified once instruments allocated.

Year 3 assessment points

- Child is starting to use musical dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture, structure. Child can internalise the pulse in music.
- Child can maintain a simple part within the group
- Child can play notes on instruments clearly and including steps/ leaps in pitch.
- Child can compose and perform melodies using two or three notes.
- Child knows number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).
- Child uses silence for effect and knows the symbol for a rest (duration).

Year 4 assessment points

- Child can use more musical dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.
- Child performs with control and awareness of what others are singing/ playing.

- Child can improvise within a group using more than 2 notes.
- Child can perform a tune using three or four notes.
- Child knows that sense of occasion affects performance and rises to the performance

Y3 Key Vocabulary

Strumming

Plucking

Blowing

Humming

Singing

Shaking

Vibrating

Posture

Breathing

Y4 Key Vocabulary

Strumming

Plucking

Blowing

Humming

Singing

Shaking

Vibrating

Posture

breathing

PE

Yoga

Y3 Assessment -

Begin to focus on breathing technique in more than one pose.

Perform individual poses .

Y4 Assessment

Focus on breathing technique in more than one pose.

Perform individual poses .

Team Building/OAA

Y3 Assessment -

Work together to relate real features to drawn symbols on a map/plan.

Work cooperatively to plan their travel from one place to the next using the best route.

Y4 Assessment -

Work together to relate real features to drawn symbols on a map/plan.

Work cooperatively to plan their travel from one place to the next using the best route.

PDL	<p>1) Positive friendships (including online) <u>Assessment Y3</u> - the child knows what helps and hinders friendships and consider ways of resolving differences <u>Assessment Y4</u> -the child understands the meaning of friendship and loyalty and can be honest.</p> <p>2) Responding to hurtful behaviour, managing confidentiality and recognising risks online</p> <p><u>Y3 Key Vocabulary</u> Compliments Witness Solutions</p> <p><u>Y4 Key Vocabulary</u> Disappointment Overcoming Resilience Positive attitude</p>
RE	<p>The Mosque - Sacred places (Muslim traditions) <i>Visit to the mosque</i> <u>Year 3/4 Assessment</u> <i>Contextualise</i> <u>Y3 Key Vocabulary</u> stewards, Trinity, the Fall, salvation, disobey, forgiveness, Testaments, incarnation, temptation, Holy Communion, Anglican, Catholic, denominations, injustice, intercession, confession, Beatitudes 5 Pillars, salat, zakat, sawm, hajj, ibhadah, Sunnah, Hadith, rak'ah, Ramadan, guidance <u>Y4 Key Vocabulary</u> initiation, confirmation, baptism, disciple, gospel, Eucharist, condemn, resurrection, crucify, sacrifice, gratitude, inspiration, miracle, sermon, 5 Pillars, salat, zakat, sawm, hajj, ibhadah, Sunnah, Hadith, rak'ah, Ramadan, guidance</p>
French	<p>Autumn 1 French culture: French spoken countries</p> <p>Greetings/Introducing - song (Core unit 1) themselves: what is your name? How old are you? Numbers 1-15 Core unit1 My family - story Core unit 1</p>

Y3 Assessment Speaking and pronunciation

Listen and respond to simple rhymes, stories and songs:

Listen attentively and understand instructions, everyday classroom language and praise words

- repeat words and phrases modelled by the teacher
- remember a sequence of spoken words
- use physical response, mime and gesture to convey meaning and show understanding

Y4 Assessment Speaking and pronunciation

Memorise and present a short spoken text:

- Learn finger rhymes, poems or a non-fiction text.
- Learn and say several sentences on a topic

Year 3/4 Rotation B (Autumn 2)

Class reader						
Eng	Leon and the place between			Lion and the Unicorn - Theme war and conflict		
Maths	Multiplication and division, fractions and conversion	Geometry and time	Statistics and measure	Number and place value	Addition, subtraction and measures	
Sci	Solids, liquids and gases <i>Begin to discuss whether the results of an enquiry were what was expected.</i>					
Computing	Word Processing and Digital Photography					

- Manipulate and organise text (Bold, Underline, Font, Size, centre, bullet points)
- Insert text box, and pictures taken with a digital camera.
- Change orientation of the page, understand margins and use borders.
- Copy and paste within word and images from the internet.
- Insert and format a table
- Use spell checker

Can use some software with support. Children can create digital content using laptops or desktop computers.

Children can use a computer to research information.

Can also understand search engines to find content online.

Different software has different uses.

Find the appropriate programme using the search bar.

Save their work properly.

Understand the importance of a tidy workspace and keeping your hardware clean.

Y3 Assessment Software Skills - To understand and use search engines to find content online.

Children understand that the internet is a network of networks e.g 'school network' can communicate with other 'networks' such as messaging services and public facing webpages.

Collect research with a specific topic in mind using browser and search tools on specific web pages.

Can select web pages using key words through search engines.

Y4 Assessment Software Skills - Can select web pages using key words through search engines.

Y3 Key Vocabulary

Search bar

Copy

Paste

Y4 Key Vocabulary

Retrieve

History

Timeline / map

Work to see when and where they came from. Why they left their homelands? maps to chart changing kingdoms

Hampshire History Anglo Saxon The Ruin Of Britain Pack

Assessment

Year 3 Can answer simple questions about before and after relating to timeline for period studied.

Year 4 Can show change over time with evidence on a timeline.

Anglo Saxon Life and Death Box

Change from paganism to Christianity/ Saxon culture

Changing Saxon Kingdoms

Christian Conversion from Paganism

Assessment

Year 3 Can describe the changes in Britain with Saxon and Scots Settlement and how much stayed the same. How much continued after the Romans?

Hampshire History

Anglo Saxon Ruin Of Britain Pack

Why came to Britain ? Angles, Saxons, Jutes. Push/Pull Factors Why/how converted to Christianity ?

Hampshire History Anglo Saxons The Ruin Of Britain Pack

The Saxon Legacy - language learning, Christian centres

*

Hampshire History

Alfred The Great Pack

Does Alfred deserve his title ? Was he great or just lucky ?

Assessment

Year 3 Can recognise differences between 2 accounts of Alfred The Great

Hampshire History Anglo Saxon Life and Death Box

To explore Christian conversion/ Saxon culture

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Saxon Legacy. Language, cultural identity and important Christian centres

Year 4 Can describe how different historical account versions of Alfred The Great arise .

Y3 Key Vocabulary

conquest revolt outpost

colony Gods/goddesses invention

Celts Alfred The Great Invaders/settlers

Y4 Key Vocabulary


Anglo-Saxons

Middle Ages

Reputation

Invasion

Celts

	<p>Legacy Impact Change</p>
<p>Geography</p>	
<p>Art</p>	<p><u>Gardens</u> Drawing: To recreate shapes and structures in different images Painting: To understand the use of colour and the colour wheel. To create and use different tones of colour and consider the effect Collage: Cutting out shapes to make an image. To create work in a decoupage <u>Assessment focus:</u> Collage <u>Year 3 Key Skill:</u> apply adhesive sparingly and stick shapes down accurately produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern <u>Year 4 Key Skill:</u> Talking about their work and the work of others using language appropriate to all the visual elements and identifying how they combine in the work to achieve specific results <u>Remembrance Day</u> Drawing: Drawing poppies using crayons/pastels</p> <p><u>Y3 Key Vocabulary</u> Printing • Quilting • Embroidery • Paper and paper trappings • Appliqué • Overlapping • Layering • Papier mache • Transparent</p> <p><u>Y4 Key Vocabulary</u> Carving • Surface • Tactile</p> 



DT	<p>Levers & linkages - Link to Leon <i>Design, make and evaluate a moving card/ book page for an information book</i></p> <p>Designer: Robert Sabuda</p> <p><u>Assessment Points:</u></p> <p><u>Year 3:</u> Make; Children can make a prototype Children can begin to try new/ different ideas use simple lever and linkages to create movement</p> <p><u>Year 4:</u> Design; Children can explain how product will work make a prototype Children can use levers and linkages to create movement</p> <p><u>Y3/4 Key Vocabulary</u> mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating user, purpose, function prototype, design criteria, innovative, appealing, design</p>
Music	<p style="text-align: center;">Listen to Me:</p> <p>Hampshire music service. Assessment points identified once instruments allocated.</p> <p><u>Year 3</u></p> <ul style="list-style-type: none"> ● Responding and reviewing Start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure. ● Controlling sounds Maintain a simple part within an ensemble. ● Controlling sounds Play notes on instruments clearly and including steps/ leaps in pitch. ● Developing performing Compose and perform melodies using two or three notes.

	<ul style="list-style-type: none"> • Listening and applying (K&U) Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). <p><u>Year 4</u></p> <ul style="list-style-type: none"> • Responding and reviewing Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. • Controlling sounds Perform with control and awareness of what others are singing/ playing. • Controlling sounds Sing in tune, breathe well, pronounce words, change pitch and dynamics. • Developing performing Compose and perform melodies using three or four notes. • Listening and applying (K&U) Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). <p><u>Y3 Key Vocabulary</u></p> <ul style="list-style-type: none"> - Longer notes - Shorter notes - Rhythm (shorter and longer sounds that fit the beat) - Pulse (the regular beat) <p><u>Y4 Key Vocabulary</u></p> <ul style="list-style-type: none"> - Steady pulse - Rhythmic patterns - Rhythmic ostinato - Sustained notes
PE	<p>Gym – Shape and Balance</p> <p>Y3 Assessment</p> <p><i>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</i></p> <p>Y4 Assessment</p> <p><i>Link combinations of actions with increasing</i></p> <p>Netball</p> <p>Y3 Assessment</p> <p><i>Develop marking and footwork.</i></p> <p><i>Acquire and apply basic shooting techniques.</i></p> <p>Y4 Assessment</p> <p><i>Develop marking and footwork.</i></p> <p><i>Acquire and apply basic shooting techniques. Develop strategies for throwing (shoulder thrown to go over opponents head)</i></p>
PDL	<p>Respecting differences and similarities and discussing difference sensitively.</p> <p><u>Y3 Assessment</u> - the child knows what helps and hinders friendships and consider ways of resolving differences</p> <p><u>Y4 Assessment</u> -the child understands the meaning of friendship and loyalty and can be honest.</p> <p><u>Y3 Key Vocabulary</u></p> <p>Roles</p> <p>Negotiation</p>

	<p>Diverse lives Impact</p> <p><u>Y4 Key Vocabulary</u></p> <p>Judgment Appearance Acceptance Influences Impressions</p>
RE	<p>Angels Imagery <i>Y3/4 Assessment - Evaluate</i></p> <p><u>Y3 Key Vocabulary</u> stewards, Trinity, the Fall, salvation, disobey, forgiveness, Testaments, incarnation, temptation, Holy Communion, Anglican, Catholic, denominations, injustice, intercession, confession, Beatitudes 5 Pillars, salat, zakat, sawm, hajj, ibhadah, Sunnah, Hadith, rak'ah, Ramadan, guidance</p> <p><u>Y4 Key Vocabulary</u> initiation, confirmation, baptism, disciple, gospel, Eucharist, condemn, resurrection, crucify, sacrifice, gratitude, inspiration, miracle, sermon, 5 Pillars, salat, zakat, sawm, hajj, ibhadah, Sunnah, Hadith, rak'ah, Ramadan, guidance</p>
French	<p>French culture Differences and similarities between French and English birthday celebrations Revisit My family and greetings (register) numbers 1-15 New learning <u>Numbers up to 31</u>, (Core Unit 2 lesson 3 (11-20), Core unit 3 lesson 3 (20-31)) Calendar (days of the week: song Core unit 2 lesson 1, months: core unit 3 lesson 5 Birthday Core unit 3 lesson 6 Story about someone's birthday (Core unit 3 lesson 6) <u>Classroom instructions</u> <u>Y3 Assessment</u> Speaking and pronunciation <u>Recognise and respond to sound patterns and words.</u> -Listen with care. Identify phonemes which are the same as or different from English and other known languages. -Speak clearly and confidently</p>

Y4 Assessment Speaking and pronunciation


Listen for specific words and phrases:

- Listen with care.
- Use physical response to show recognition and understanding of specific words and phrases.

Year 3/4 Rotation B (Spring 1)

	1	2	3	4	5	6
Eng	Neil Gaiman's instructions		SLS Information book award	Lion, witch and the Wardrobe		
Maths	Geometry. Position and direction	Multiplication, division and fractions			Statistics and measures	Number and place value, measures (Time)
Sci	Light					
	<i>Independently complete fair test planner.</i>					
Computing	Graph Drawing/ Databases/Data Logging					
	<ul style="list-style-type: none">- Input, amend and delete data in a database- Search the database (Using AND / OR questions)- Present data in a variety of ways, using tables and graphs appropriate to the audience.- Data logging alongside science Can use some software with support. Children can create digital content using laptops or desktop computers.					
	Different software has different uses.					

	<p>Find the appropriate programme using the search bar. Save their work properly. Understand the importance of a tidy workspace and keeping your hardware clean. <u>Y3 Assessment</u> - Software Skills - To understand different software has different uses. Children can select appropriate software for chosen topic. They can plan a project and use appropriate software to complete it. Demonstrate good practice of a clean and tidy workspace when using digital hardware. Retrieve previously saved work. <u>Y4 Assessment</u> - Software Skills - Children can select appropriate software for chosen topic. <u>Y3 Key Vocabulary</u> Research Search Engine</p> <p><u>Y4 Key Vocabulary</u> Search tool Web pages Key Words</p>
History	None this half term
Geography	<p>Year 3: Our local area</p> <p>Y3: Can name and locate the countries and cities of the UK, geographical regions and identifying human/physical characteristics, key topographical features (hills, mountains, coast/river) and land-use patterns</p> <p>Y3: Can understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom</p> <p>Y4: Can describe and understand human geography including types of settlement and land use</p> <p>Y4: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, such as sketch maps, plans and graphs & digital technologies</p> <p><u>Y3/4 Key Vocabulary</u> Agricultural Borders Bungalow City Deforestation Factory Farming Flats Habitat Hamlet High street House Industrial Land use Local Logging Mega-city National Nomadic Out of town shopping centre Population</p>

	Residential area Rural Settlement Shanty town Shop Suburb Town Urban Village
Art	<p>Textiles: sewing, joining, decorating Artist: Gillian Ayres</p>  <p><u>Assessment focus:</u> Textiles <u>Year 3 Key Skill:</u> cut and apply fabrics and threads with some accuracy and create and apply new fabric textures by eg: crumpling, creasing and pleating.</p> <p>Thread and sew with fine metal needles and sew with straight stitches to create patterns and surface decoration</p> <p><u>Year 4 Key Skill:</u> Sew objects such as beads, buttons, feathers and threads and weave using a wide range of fabric strips and threads</p> <p><u>Y3 Key Vocabulary</u> Create Pop up Stitch Join Fabric Form Padding Sew/ing Detail Texture</p> <p><u>Y4 Key Vocabulary</u> Texture Sewing Skills Project</p>
DT	None this half term
Music	<p>Listen to Me: Hampshire music service. Assessment points identified once instruments allocated.</p> <p><u>Year 3</u></p> <ul style="list-style-type: none"> • Responding and reviewing Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure. • Controlling sounds Maintain a simple part within an ensemble. • Controlling sounds Play notes on instruments clearly and including steps/ leaps in pitch. • Developing performing Compose and perform melodies using two or three notes.

	<ul style="list-style-type: none"> • Listening and applying (K&U) Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). <p><u>Year 4</u></p> <ul style="list-style-type: none"> • Responding and reviewing Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. • Controlling sounds Perform with control and awareness of what others are singing/ playing. • Controlling sounds Sing in tune, breathe well, pronounce words, change pitch and dynamics. • Developing performing Compose and perform melodies using three or four notes. <ul style="list-style-type: none"> • Listening and applying (K&U) Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). <p><u>Y3 Key Vocabulary</u></p> <ul style="list-style-type: none"> - Solo - Duet - Quartet - Few - Many -Ensemble <p><u>Y4 Key Vocabulary</u></p> <ul style="list-style-type: none"> -Solo - Duet - Quartet -Quintet -Few -Many -Ensemble -Orchestral
PE	<p>Sport Dance</p> <p><u>Y3/4 Assessment</u></p> <p><i>Perform movements with some examples of canon and in unison and changes of level using small and large apparatus.</i></p> <p><i>Demonstrate an awareness of the music's rhythm.</i></p> <p>Football</p> <p><u>Year 3/4 Assessment</u></p> <p><i>Show basic control skills including sending and receiving the ball.</i></p> <p><i>To send the ball with some accuracy to maintain possession and build attacking play.</i></p>

PDL	<p>1)What makes a community; shared responsibilities Assessment - Y3 - the child can understand that there are many different social groups in society and that people live their lives in different ways Assessment - Y4 - the child can assess positive things about themselves and set personal goals that are realistic.</p> <p>2) How the internet is used; assessing information online <u>Y3 Key Vocabulary</u></p> <p>Diverse families Family conflict Child-centred Compliments Witness Solutions</p> <p><u>Y4 Key Vocabulary</u></p> <p>Judgment Appearance Acceptance Influences Impressions</p>
RE	<p>The Journey of life Christian and Muslim RE040 Belonging <u>Y3/4 Assessment Apply</u> <i>Can children explain how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives</i></p> <p><u>Y3 Key Vocabulary</u> stewards, Trinity, the Fall, salvation, disobey, forgiveness, Testaments, incarnation, temptation, Holy Communion, Anglican, Catholic, denominations, injustice, intercession, confession, Beatitudes 5 Pillars, salat, zakat, sawm, hajj, ibhadah, Sunnah, Hadith, rak'ah, Ramadan, guidance</p> <p><u>Y4 Key Vocabulary</u> initiation, confirmation, baptism, disciple, gospel, Eucharist, condemn, resurrection, crucify, sacrifice, gratitude, inspiration, miracle, sermon, 5 Pillars, salat, zakat, sawm, hajj, ibhadah, Sunnah, Hadith, rak'ah, Ramadan, guidance</p>
French	<p>Spring 1 French culture Learn about some aspects of everyday life and compare them to their own</p>

revisit
numbers up to 31
How old are you? How old is....?
What is your name?
Days of the week

New Learning
French adjectives of colour, shape and size.
Unit School (except of lesson 4, what time is it)
Naming places in school
Listing the contents of their pencil case
Telling the time
Naming school subjects

Y3 Assessment Reading

Make links between some phonemes, rhymes and spellings, and read aloud familiar words:

- Pronounce accurately the most commonly used characters, letters and letter strings.
- Read aloud a familiar sentence, rhyme or poem.

Y4 Assessment Reading

Follow a short familiar text, listening and reading at the same time:


- Make links between the spoken and written words.
- Identify common spelling patterns in letter strings

Year 3/4 Rotation B (Spring 2)

Eng	Viking Mythology - The Dragon Hoard by Lari Don	Monster slayer Brian Patten

Maths	Multiplication, division and fractions	Geometry, Position, direction	Multiplication, division with measures	Statistics
Sci	How plants make their food <i>Use relevant scientific language when predicting</i>			
Computing	Scratch -Design, write and debug programs that achieve a specific goal(Y3) or to a design brief (Y4) - Make simple adaptations to an existing programme (Y4) - Insert, create and edit own sprite. - Insert, create and edit the background - Use the control menu to begin and end scripts - Create a script to move a sprite - Uses the 'change' blocks within the appearance menu to alter their sprites appearance (Y3) - Identify and use input and output devices - Debug errors within a script - Predict the outcome of a sequence - Program cDesign, write and debug programs that achieve a specific goal. Identify where a physical system has been simulated on screen. E.g. computer games. Create a sequence using on screen programming. Identify input (mouse and keyboard) and output devices and how these work together. Pupils can explain/predict what their algorithm will do onscreen. Pupils can spot errors in algorithms. <u>Y3 Assessment</u> - Programming - Create a sequence using on screen programming Pupils can design some elements of a program to a given brief including simple inputs. Pupils can come up with simple adaptations to a program. Pupils can program commands in an appropriate order including loops. Pupils can explain a simple sequence based algorithm. Pupils can use logical reasoning to detect errors in a code. <u>Y4 Assessment</u> - Programming - Pupils can program commands in an appropriate order including loops.ommmands in an appropriate order including loops(Y4) <u>Y3 Key Vocabulary</u> Design Specific goal			

	<p>Identify Simulation Input Output Device Error Test Improve <u>Y4 Key Vocabulary</u> Adapt Loops Commands</p>
History	<p>Year 3/4 Rot B Viking and Anglo Saxon Conflict Explore where/when Vikings came from/ travelled to on world map & timeline. Watery places compare to Stone Bronze & Iron ages Hampshire History Vikings: Raiders or Traders Pack Why Vikings came to Britain, conflict with Saxons. *** <u>Assessment</u> Year 3 Can describe the causes and consequences of Viking Invasion of Britain Saxon Conflict Year 4 Can describe with examples giving detail the causes and consequences of the Viking Invasion and struggle of Saxons and Vikings. Hampshire History Alfred the Great Pack Survival/dominance Of Wessex and later Wessex Kings *** <u>Assessment</u> Year 3 To show an understanding of the significance of the Wessex king. His Achievements (consequences for people at the time/over time) Year 4 To identify that significance reveals something about history or contemporary life. Link to Alfred The Great and his achievements. Hampshire History Pack Vikings: Raiders Traders Pack just murderous thugs or some positives? *** Evidence of Viking trading & settlement across the known world. Normans <u>Y3 Key Vocabulary</u></p>

	<p>Alfred the Great archaeologist archaeology sources importance significance legacy impact effects reason</p> <p><u>Y4 Key Vocabulary</u> reputation raids resistance culture legacy achievements impact effects consequences</p>
Geography	None this half term
Art	<p>Printing - images 'Icarus' To create a tile print in the style of Matisse Artist, Craftsperson Designer: Henry Matisse</p>  <p><u>Assessment Focus:</u> Printing <u>Year 3 Key Skill:</u> Print simple pictures using different printing techniques and build a printing block by applying string, wool, card etc * investigate a range of other techniques eg. Printing on fabric with a range of objects and as represented in the work of other artists</p> <p><u>Year 4 Key Skill:</u> make a more complex printing block from polystyrene tiles or similar and to ink up a block and print a regular and off-set pattern eg. Half drop * print more complex regular and irregular patterns * work on a range of scales and surfaces including fabric</p>

	<p>* be able to talk about prints made by other artists using a range of techniques</p> <p><u>Y3 Key Vocabulary</u> Printing block Colour print</p> <p><u>Y4 Key Vocabulary</u> Print Different Materials Colours Accurate Design</p>
DT	
Music	<p style="text-align: center;">Listen to Me:</p> <p>Hampshire music service. Assessment points identified once instruments allocated.</p> <p><u>Year 3</u></p> <ul style="list-style-type: none"> • Responding and reviewing Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure. • Controlling sounds Maintain a simple part within an ensemble. • Controlling sounds Play notes on instruments clearly and including steps/ leaps in pitch. • Developing performing Compose and perform melodies using two or three notes. • Listening and applying (K&U) Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). <p><u>Year 4</u></p> <ul style="list-style-type: none"> • Responding and reviewing Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. • Controlling sounds Perform with control and awareness of what others are singing/ playing. • Controlling sounds Sing in tune, breathe well, pronounce words, change pitch and dynamics. • Developing performing Compose and perform melodies using three or four notes. • Listening and applying (K&U) Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). <p><u>Y3 Key Vocabulary</u></p> <ul style="list-style-type: none"> - Longer notes - Shorter notes - Rhythm (shorter and longer sounds that fit the beat)

	<p>- Pulse (the regular beat)</p> <p><u>Y4 Key Vocabulary</u></p> <p>- Steady pulse</p> <p>- Rhythmic patterns</p> <p>- Rhythmic ostinato</p> <p>- Sustained notes</p>
PE	<p>Gym - Wallbars</p> <p><u>Y3/4 Assessment</u></p> <p><i>Move onto and off apparatus using control, precision and showing increased controlled tension.</i></p> <p><i>Balance on different body parts and move fluently from one to another.</i></p> <p>Cricket</p> <p><u>Y3/4 Assessment</u></p> <p><i>Throw and catch under pressure.</i></p> <p><i>Use fielding skills to stop the ball effectively.</i></p>
PDL	<p>Different jobs and skills; job stereotypes , setting personal goals</p> <p><u>Assessment - Y3</u> - the child can understand that there are many different social groups in society and that people live their lives in different ways</p> <p><u>Assessment - Y4</u> - the child can assess positive things about themselves and set personal goals that are realistic.</p> <p><u>Y3 Key Vocabulary</u></p> <p>Ambitions</p> <p>Enthusiasm</p> <p>Managing feelings</p> <p>Budgeting</p> <p><u>Y4 Key Vocabulary</u></p> <p>Disappointment</p> <p>Overcoming</p> <p>Resilience</p> <p>Positive attitude</p>
RE	<p>Easter</p> <p>Changing Emotions</p> <p><u>Y3/4 Assessment Evaluate</u></p> <p><u>Y3 Key Vocabulary</u></p> <p>stewards, Trinity, the Fall, salvation, disobey, forgiveness, Testaments, incarnation, temptation, Holy Communion, Anglican, Catholic, denominations, injustice, intercession, confession, Beatitudes</p>

	<p><u>Y4 Key Vocabulary</u> initiation, confirmation, baptism, disciple, gospel, Eucharist, condemn, resurrection, crucify, sacrifice, gratitude, inspiration, miracle, sermon,</p>
French	<p>French culture</p> <p>Revisit: adjectives of colour, shape and size New learning</p> <p>Core unit 2 lesson 2 and 3+Unit Animals(lessons 1,2,3 and 4 - Y3)</p> <p>Saying animal vocabulary Asking about pets Describing animals using adjectives Using prepositions -Y4Y£ Reading</p> <p><u>Y3 Assessment</u> - Assessment Reading Make links between some phonemes, rhymes and spellings, and read aloud</p> <ul style="list-style-type: none"> - Pronounce accurately the most commonly used characters, letters and letter strings. -Read aloud a familiar sentence, rhyme or poem <p>familiar words</p> <ul style="list-style-type: none"> -Understand how far letters/letters strings are both similar to and different from English. -Recognise that some words occur in both English and the language being learned, although they may sound different. - Say words to a rhythm. <p><u>Y4 Assessment</u> Reading</p> <p>Read some familiar words and phrases aloud and pronounce them accurately:</p> <ul style="list-style-type: none"> -Read aloud words which they use on a regular basis, e.g. numbers, days, weather. Pronounce letter strings, words and phrases accurately with good pronunciation - Use phonic and whole word knowledge to support accurate pronunciation. <p>Recognise the main word classes.</p>

Eng	Hippocrump - James Reeves (Bob Cox)	Boy who swam with Piranhas
Maths	Reasoning and consolidation of learnt skills	
Sci	<p style="text-align: center;">Solutions Mixtures and separating them</p> <p><i>Use a wide range of equipment (inc. thermometers, force metres & data loggers.)</i></p>	
Computing	<p>Multimedia/Digital Presentations.</p> <ul style="list-style-type: none"> -Understand computers are connected via networks through the internet and people can communicate through these. -Plan a project using appropriate software (Y4) - Add pictures and sound to slides - Can create a new and delete unwanted slides - Create main titles and text boxes on a slide and populate, changing the appearance using existing skills - Include transitions between slides within a presentation - Change the background colour and the font of a slide <p>Can use some software with support. Children can create digital content using laptops or desktop computers. Different software has different uses. Find the appropriate programme using the search bar. Save their work properly. Understand the importance of a tidy workspace and keeping your hardware clean.</p> <p><u>Y3 Assessment</u> - Operating System Skills - To save their work properly. Children can select appropriate software for chosen topic. They can plan a project and use appropriate software to complete it. Can select web pages using key words through search engines. Demonstrate good practice of a clean and tidy workspace when using digital hardware. Retrieve previously saved work.</p> <p><u>Y4 Assessment</u> - Operating System Skills - Retrieve previously saved work.</p> <p><u>Y3 Key Vocabulary</u> Search bar Copy Paste</p> <p><u>Y4 Key Vocabulary</u> Retrieve</p>	

History	None this half term
Geography	<p>Year 3: European place study - Vannes</p> <p><u>Assessment - Y3</u> - Can understand geographical similarities and differences through the study of human and physical geography of a region in Europe</p> <p><u>Assessment - Y3</u> Use the four-points (introduce eight-points) of a compass to build knowledge of the wider world</p> <p><u>Assessment - Y3</u> Can name and locate the countries and cities of the world, using maps to focus on Europe (including Russia), concentrating on geographical regions and identifying human/physical characteristics, key topographical features (hills, mountains, coast/river) and land-use patterns</p> <p><u>Assessment - Y4</u></p> <p><u>Y3/4 Key Vocabulary</u> Antarctic circle Arctic circle Continent County Country Equator Europe Greenwich Meridian Latitude Longitude North America Northern hemisphere Ocean South America Southern hemisphere Time zones Topography Tropic of Cancer Tropic of Capricorn</p>
Art	<p><u>The Boy Who Swam with Piranhas</u> Sculpture: To make a piranhas out of clay Assessment focus: Sculpture</p> <p><u>Key Skills: Year 3</u></p> <ul style="list-style-type: none"> * Mould malleable materials eg: clay to create objects and people from a range of component shapes * use simple techniques for building and joining clay * in sketchbooks plan the sculpture and select appropriate materials and tools to work with <p><u>Key Skill: Year 4</u></p> <ul style="list-style-type: none"> * use pinch/slab/coil techniques * use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials <p><u>Y3 Key Vocabulary</u> Create Texture Shape Life size Material/s</p>

	<p><u>Y4 Key Vocabulary</u> Sculpt Clay Mouldable Material Experiment Combine materials Processes Design 3d form</p>
DT	<p>Healthy & varied diet - link to Geog <i>Design, make and evaluate a healthy lunch for HC3S- sandwich/ roll/ pitta/ bagel</i></p> <p>Chef: Jaime Oliver</p> <p><u>Assessment Points:</u> <u>Year 3:</u> Design; Children can begin to measure ingredients</p> <p>Children can prepare and cook some dishes safely and hygienically</p> <p><u>Year 4:</u> Make; Children can measure, ingredients</p> <p>Children can explain how to be safe/hygienic</p> <p><u>Y3/4 Key Vocabulary</u> name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet planning, design criteria, purpose, user, annotated sketch, sensory evaluations</p>
Music	<p style="text-align: right;">Listen to Me:</p> <p>Hampshire music service. Assessment points identified once instruments allocated.</p> <p><u>Year 3</u></p> <ul style="list-style-type: none"> • Responding and reviewing Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure. • Controlling sounds Maintain a simple part within an ensemble. • Controlling sounds Play notes on instruments clearly and including steps/ leaps in pitch. • Developing performing Compose and perform melodies using two or three notes. • Listening and applying (K&U) Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). <p><u>Year 4</u></p>

	<ul style="list-style-type: none"> • Responding and reviewing Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. • Controlling sounds Perform with control and awareness of what others are singing/ playing. • Controlling sounds Sing in tune, breathe well, pronounce words, change pitch and dynamics. • Developing performing Compose and perform melodies using three or four notes. • Listening and applying (K&U) Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). <p><u>Y3 Key Vocabulary</u></p> <ul style="list-style-type: none"> - Phrase - Verse - Chorus - Round - Repetition <p><u>Y4 Key Vocabulary</u></p> <ul style="list-style-type: none"> -Introduction - Interlude - Phrase 	
PE	<p>Handball Games</p> <p><u>Y3/4 Assessment</u></p> <p><i>Use a variety of ways to dribble in a game with success.</i></p> <p><i>Send and receive the ball with increasing speed, accuracy, and success in a game situation.</i></p> <p>Cycling</p> <p><u>Y3/4 Assessment</u></p> <p><i>Start, pedal and stop with control.</i></p> <p><i>Look all around and behind, staying in control of their bike.</i></p>	
PDL	<p>Health choices and habits; what affects feelings; expressing feelings</p> <p><u>Assessment - Y3</u> - the child can understand the factors that create a healthy lifestyle and have strategies to maintain this.</p> <p><u>Assessment - Y4</u> - the child knows about the range of legal drugs encountered in everyday life (including over the counter drugs and prescriptions)</p> <p><u>Y3 Key Vocabulary</u></p> <ul style="list-style-type: none"> Food labelling Healthy choices Online safety Offline safety 	<p>SRE</p> <p><u>Y4 Key Vocabulary</u></p> <ul style="list-style-type: none"> Jealousy Love/loss Memories Girlfriends Boyfriends Being unique Body changes Transition Accepting change Having a baby External body parts Sex Parts

	<p><u>Y4 Key Vocabulary</u> Healthy friendships Smoking Alcohol Inner strength Assertiveness</p>	
RE	<p>Ramadam/ Eid-ul-Fitr Belonging (Christian and Muslim traditions) <i>Can children explain examples of rituals they and others participate in.</i></p> <p><u>Y3/4 Assessment - Apply</u> <u>Y3 Key Vocabulary</u> stewards, Trinity, the Fall, salvation, disobey, forgiveness, Testaments, incarnation, temptation, Holy Communion, Anglican, Catholic, denominations, injustice, intercession, confession, Beatitudes 5 Pillars, salat, zakat, sawm, hajj, ibhadah, Sunnah, Hadith, rak'ah, Ramadan, guidance</p> <p><u>Y4 Key Vocabulary</u> initiation, confirmation, baptism, disciple, gospel, Eucharist, condemn, resurrection, crucify, sacrifice, gratitude, inspiration, miracle, sermon, 5 Pillars, salat, zakat, sawm, hajj, ibhadah, Sunnah, Hadith, rak'ah, Ramadan, guidance</p>	
French	<p>French culture Revisit Colours and numbers •Using "c'est" •Using "il y a" •Colours and numbers New learning Unit Home Story Garon the giant <u>Y3 Assessment</u> Writing Experiment with the writing of simple words: -Write simple, familiar words using a model. Write some single words from memory - Appreciate that writing systems are different from one another</p>	

	<p><u>Y4 Assessment</u> Writing</p> <p>Write simple words and phrases using a model and some words from memory:</p> <ul style="list-style-type: none"> -Write labels for work on wall displays and in their books. - Complete a semi-completed message to someone
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Year 3/4 Rotation B (Summer 2)

			CAMP	CAMP			
Eng	Rudyard Kipling's Just so stories			A Walk in Paris by Salvatore Rubbino			
Maths	Reasoning and consolidation of learnt skills						
Sci							
Computing	<p>*Air Brick* - What do the children need?</p> <p><u>Y3 Assessment</u> - Software Skills - Children can create digital content using laptops or desktop computers.</p> <p><u>Y4 Assessment</u> - Software Skills - They can plan a project and use appropriate software to complete it.</p> <p><u>Y3 Key Vocabulary</u></p> <p>Research Search Engine</p> <p><u>Y4 Key Vocabulary</u></p> <p>Search tool Web pages Key Words</p>						

History	<p>Local Study - Mary Rose Timeline for the Tudors when where who why ?</p> <p>Assessment Year 3 Can answer simple questions about before and after relating to a timeline for the period studied. Can understand historians give names to periods in the past with distinct characteristics. Year 4 Can place period on a timeline showing duration and in relation to other times studied. How different was life for people at different levels of tudor society? ***</p> <p>Assessment Year 3 Describe the main features associated with the Tudor period. Year 4 Can give a simple explanation that not everyone in the past lived in the same way. E.g., Explain how life was different for people at different levels of Tudor society. Why did the Mary Rose sink? Why were the tudors significant? **</p> <p>Using a variety of sources create a report why the Mary Rose sank ? ***</p> <p>Assessment Year 3 Can describe in simple terms how sources reveal information about the past. Recognise the absence of certain types of sources make it more difficult to draw conclusions.</p> <p><u>Y3 Key Vocabulary</u> first hand evidence second hand evidence myths and legends oral history museum Tudors</p> <p><u>Y4 Key Vocabulary</u> historian archaeologist archaeology first hand evidence second hand evidence</p>
Geography	None this half term
Art	<p>Theme; History - Mary Rose Drawing: Sketching techniques to sketch artefacts</p>



Artist, Craftsperson

Designer: TBC - all suggestions welcome.

Assessment focus: Drawing

Year 3 Key Skill: making drawing from observation, experience and imagination with the emphasis on first-hand experience. Selecting media from a limited range and deciding how it might be used and working on a range of surfaces and scales and beginning to choose the scale and surface appropriate to the work. Make drawings using the computer.

Year 4 Key Skill: Working from the human figure in range of active and passive situations

* Recognise and apply the proportions of the human body

* a range of artists who observe the same thing or have the same kind of experience can produce work that is very different

Y3 Key Vocabulary

Grades of pencil Scale

Symmetry Refine Alter Visual Sources

Texture

Y4 Key Vocabulary

Paper types

DT

Simple circuits & switches



*Design, make and evaluate a night light for a child at camp
(programming- sparkles)*

Inventor:

Edison

Assessment Points:

Year 3: children learn how to program a computer to control product

Evaluate; Children can talk about how products were designed learn about some inventors/ designers/ engineers/ chefs/ manufacturers of ground-breaking products

Year 4:

Evaluate; Children can talk about some inventors/ designers/ engineers/ chefs /manufacturers of ground breaking products

Children can program a computer to control product

Y3/4 Key Vocabulary

series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, light emitting diode (LED), bulb, bulb holder, USB cable, wire, insulator, conductor, crocodile clip

control, program, system, input device, output device, process

user, purpose, function, prototype, design criteria, innovative, appealing, design brief

Music

Listen to Me:

Hampshire music service. Assessment points identified once instruments allocated.

Year 3

- **Responding and reviewing** Start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure.
- **Controlling sounds** Maintain a simple part within an ensemble.
- **Controlling sounds** Play notes on instruments clearly and including steps/ leaps in pitch.
- **Developing performing** Compose and perform melodies using two or three notes.
- **Listening and applying (K&U)** Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).

Year 4

- **Responding and reviewing** Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.
- **Controlling sounds** Perform with control and awareness of what others are singing/ playing.
- **Controlling sounds** Sing in tune, breathe well, pronounce words, change pitch and dynamics.
- **Developing performing** Compose and perform melodies using three or four notes.
- **Listening and applying (K&U)** Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).

Y3 Key Vocabulary

- *Forte* (loud)

- *Piano* (quiet)

Y4 Key Vocabulary

- *Forte* (loud)

- *Piano* (quiet)

	<p>- <i>Crescendo</i> (getting louder) - <i>Diminuendo</i> (getting quieter)</p>
PE	<p>Athletics <u>Y3/4 Assessment</u> <i>Confidently demonstrate an improved technique for sprinting. Send with some accuracy and power into a target area.</i></p> <p>Rounders <u>Y3/4 Assessment</u> <i>Choose and use a range of simple tactics in isolation and in a game context.</i></p>
PDL	<p>1) Personal strengths and achievements, managing and reframing setbacks 2) Medicines and household products; drugs common to everyday life. <u>Assessment - Y3</u> - the child can understand the factors that create a healthy lifestyle and have strategies to maintain this. <u>Assessment - Y4</u> - the child knows about the range of legal drugs encountered in everyday life (including over the counter drugs and prescriptions)</p> <p><u>Y3 Key Vocabulary</u></p> <p>Ambitions Enthusiasm Managing feelings Budgeting</p> <p>Roles Negotiation Diverse lives Impact</p> <p><u>Y4 Key Vocabulary</u></p> <p>Disappointment Overcoming Resilience Positive attitude</p> <p>Judgment Appearance Acceptance Influences Impressions</p>
RE	<p>Jesus, his teachings and his message 'The Good Samaritan'</p> <p><u>Y3/4 Assessment -Community</u> <i>Can children express the value of Jesus' messages to Christians and the possible value for themselves and their communities</i></p> <p><u>Y3 Key Vocabulary</u></p>

	<p>stewards, Trinity, the Fall, salvation, disobey, forgiveness, Testaments, incarnation, temptation, Holy Communion, Anglican, Catholic, denominations, injustice, intercession, confession, Beatitudes</p> <p><u>Y4 Key Vocabulary</u> initiation, confirmation, baptism, disciple, gospel, Eucharist, condemn, resurrection, crucify, sacrifice, gratitude, inspiration, miracle, sermon,</p>
French	<p>Summer 2 Culture Investigate what food French people eat. Revisit •Greetings for use in role play •ne... pas •Numbers and colours New Learning Unit food</p> <p>Making French toast or pizza with the children could be a fun way to end the unit. (camp time)</p> <p><u>Y3 assessment</u> Intercultural understanding Understand that familiar things have different names in different languages eg. Wasser, eau, water</p> <p><u>Y4 Assessment</u> Intercultural understanding Know about some aspects of everyday life and compare them to their own: Understand that conventions are respected by native speakers and are important for learners</p>