

Year 3 Overview 2024/2025

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>The First Drawings (Links with The Stone Age and Rocks) <u>Prior Learning (Year 2)</u> Children have learnt to spell by learning the possessive apostrophe. <u>Knowledge</u> Children will learn about life as a cave boy in the Stone Age. They will write a recount of the story. They will develop their knowledge of prepositions and increase their English terminology including, concrete and abstract nouns and modal verbs. <u>Skills</u> Children will be able to infer meaning from illustrations and make connections and comparisons within the text. Order events of a recount correctly Use prepositions <u>Key vocabulary</u> Stone Age</p> <p>Escape from Pompeii <u>Prior Learning (Year 2)</u> The children have learnt how to use verbs to describe. <u>Knowledge</u> The children will learn the features of a newspaper article and will apply this knowledge to produce their own article. <u>Skills</u> Children will extend their descriptive writing skills by using noun phrases. Children will also edit their work for clarity. <u>Key vocabulary (new vocab in bold)</u> Possession, vivid description In Year 4 children will continue to draft and write non-narrative material.</p>	<p>Leon and The Place Between <u>Prior Learning (Year 2)</u> The children have learnt how to use expanded noun phrases and adverbs to make them writing more interesting for the reader. <u>Knowledge</u> Children will explore the idea of wonder and magic. They will learn that a fronted adverb is when an adverbial word or phrase is used at the start of a sentence. They will also learn a range of synonyms for 'said' and will. <u>Skills</u> Use speech marks around spoken words. Use synonyms in their writing. <u>Key vocabulary (new vocab in bold)</u> Fronted adverbs, speech marks, synonyms, expanded noun phrase In Year 4 the children will learn how to use modifying adjectives, nouns and prepositions in expanded noun phrases.</p>	<p>Sparky <u>Prior Learning (Year 2)</u> Children have used simple conjunctions to create multi-clause sentences and noun phrase for description. They started to use commas in a list. <u>Knowledge</u> Children will research potential pets that need little care before creating a catalogue page. They develop an understanding of multi-clause sentences using commas and brackets. Children write a response to the text from their own viewpoint after discussing the concepts of double-meanings, subtle humour and accepting someone for who they really are. The sequence of learning concludes with the children writing an own-version narrative. <u>Skills</u> Children will explore the concept of irony and subtle characterisation by being 'Reading Detectives' to infer and deduce ideas from careful authorial choices. Fronted adverbials and the associated punctuation will be explored. <u>Key vocabulary (new vocab in bold)</u> Multi-clause sentences, commas, brackets, infer, fronted adverbials In Year 4 the children will continue to use fronted adverbials and use brackets in the middle of sentences.</p> <p>Black Dog <u>Prior Learning (Year 2)</u> Children have started to use speech in writing and simple adverbials. <u>Knowledge</u> Children will be reading the book Black Dog by Levi Pinfold and identifying the structure of the text. They will look at the issue of the size of the dog and how it relates to fear and worry. Children will write their own suspenseful story based on a fear they might have using the structure of Black Dog. <u>Skills</u> This will provide opportunities to embed speech, and adverbials for how, where and when, which. In Year 4 children will use direct and indirect speech and more complex adverbials.</p>	<p>The BFG <u>Prior Learning (Year 2)</u> Children have learnt how to identify word classes such as nouns, verbs, adjectives and adverbs. <u>Knowledge</u> The children will learn that a simile describes something by comparing it to something else, using like or as. <u>Skills</u> Children will learn how to summarise the key events in a narrative and will be able to sequence their own narrative. They will also be able to infer how a character is feeling and use adjectives to describe a character. <u>Key vocabulary (new vocab in bold)</u> Simile, fronted adverb, narrative, synonym, noun phrases In Year 4 the children will develop their use of planning using simple organisational Devices</p>	<p>Jim, A Cautionary Tale <u>Prior Learning (Year 2)</u> Children can recognise alternative pronunciation of known graphemes and alternative spellings of known phonemes. <u>Knowledge</u> Children will use their understanding of rhyming words allowing them to identify cohesion within rhyming couplets. Children will explore a range of scenarios and their consequences, in order to make predictions about the contents of a number of tales. <u>Skills</u> Children will be able to create pairs of rhyming couplets and vary the order sentences, before planning a cautionary tale in detail. <u>Key vocabulary (new vocab in bold)</u> Rhyme, rhyming couplet, syllable In Year 4 children will compose and rehearse sentences orally, progressively building a varied and rich vocabulary.</p> <p>The Day I Swapped my Dad for two Goldfish <u>Prior Learning (Year 2)</u> Children have learnt to write multi-clause sentences using because as a conjunction. <u>Knowledge</u> The children will build upon previously learnt features and conventions of written dialogue and use of speech marks, which they will draw upon to write their own missing scenes from the book. <u>Skills</u> Children will read and discuss the story, identifying the different characters and their voices by using dramatised reading. <u>Key vocabulary (new vocab in bold)</u> In Year 4 children will indicate possession by using the possessive apostrophe with plural nouns</p>	<p>Cinderella of the Nile <u>Prior Learning (Year 2)</u> Children have made comparisons between traditional fairy tales and other versions. <u>Knowledge</u> Children will explore different themes within the text and will make links with the story of Cinderella. <u>Skills</u> Children will be able to plan a story using adverbs and adverbial phrases and will produce a twisted version of a traditional fairytale. <u>Key vocabulary (new vocab in bold)</u> Fairytale, fable, metaphor, simile, noun phrase, adverbial In Year 4 the children will continue to develop their ability to proof-read for spellings punctuation errors as well as evaluating and editing their work.</p> <p>Flotsam <u>Prior Learning (Year 2)</u> Children will continue to write narratives, creating settings, characters and plot. <u>Knowledge</u> Children will explore the genres of 'fantasy' and 'realistic' and will identify the features of both. <u>Skills</u> Children will create their own version of a story, planning characters, settings and plot. They will use many grammatical elements they have learnt throughout the year and put them together to create their mystery story. <u>Key vocabulary (new vocab in bold)</u> In Year 4 the children will begin to consider the audience and purpose when writing narratives.</p>

Year 3 Overview 2024/2025

<p>Reading</p>	<p>Lost Species <u>Prior learning (Year 2)</u> Children have started to retrieve information from non-fiction and narratives to answer simple questions. They have started to think about what inferences are and verbally made inferences. <u>Knowledge/ Skills</u> Children start by sorting information and identifying meaning from new vocabulary. They then retrieve in order to explore how to use tables. Simple inferences are made through exploring the thoughts of scientists. <u>Key vocab</u> Foraged, predator, colonise, fearsome, fossil, cartilage, herd, grazing, remarkable, vast, mammal, temptation, preserve, victim, ferocious, talons, stocky, asteroid, elaborate, vegetarian, floodplain, armoured, sticky, majestic, spines, snout, striking, desired, destruction, retreat, prey, habitat, predator In Year 4, children will continue to work on using evidence to back up ideas for inferences and give more complex answers to questions.</p>	<p>Earth Shattering Events <u>Prior learning (Year 2)</u> Children have sequenced events using images and retrieved new vocabulary. <u>Knowledge/ Skills</u> Children will look specifically at the vocabulary associated with natural disasters. There is the inclusion of myths, idioms and other information to support the core subject-matter. Children will be able to match information and sequence events. <u>Key vocab</u> Species, planet, resources, infrastructure, catastrophe, natural disasters, tectonic plates, magma, dependable, permanent, boundaries, friction, fault, seismic, seismology, seismologist, seismograph, epicentre, magnitude, sparsely, tsunami, displacement, landslide, friction, molten, magma, volcano, lava, soda, risk, slope, cascade, snowpack, sloughing, hurtles, anatomy, destructive, unstable, chute-like, indicate, atmosphere, pressure, moisture, alternate, category, percent, appliances, cumulonimbus, uproot, intact, horizontally, vertically, funnel, condensation, radar, devices, debris In Year 4, children will be able to sequence events independently and read a wider range of text.</p>	<p>The White Fox <u>Prior learning (Year 2)</u> Children have started to verbally make inferences and use pictures to sequence events. <u>Knowledge/ Skills</u> Children will explore the characters' motivations in order to understand their behaviours and study the language used by the author to portray the range of emotions felt at different points in the story. There will also be opportunities to summarise the key events and sequence them in order, as well as looking at the significance of recurring themes through the story. They will make inferences about the relationships between the main characters. <u>Key vocab</u> Feral, supper, dockside, docks, dockers, Inuit, stalking, coincidence, masculine, battered, loner, drones, massed, mangy, scrawny, loomed, expanse, kindred, store, connection, animal shelter, stunted, bolting, humane, station wagon, terror-stricken, agitated, welfare, marksman, resolute, summary, sequence, isolation, bolted, company, awkward, territories, smuggle, conspirators, untamed, endure, taunt, wisdom, vixen, ramshackle, chaos, brazier, sculptor, surpassed, affinity, present, antler, remnant, enroll, carve, ease, passage, adopted, government, refuge, pride, glimmer, Northern Lights, drifts, ancestors, compare, contrast, justify, connect In Year 4, children will continue to use all these skills giving more evidence to back up ideas. They will continue to look at themes throughout a narrative.</p> <p>The Lost Spells <u>Prior learning (Year 2)</u> Children have studied poems and made simple predictions. They have looked at some simple poetic devices. <u>Knowledge/ Skills</u> Children will study three poems from the collection in particular: Jackdaw, Grey Seal and Woodpecker. Children begin by exploring the notion of 'spells' and make predictions about what the Lost Spells may be about. They then move on to study each poem in turn, investigating the vocabulary and meanings within each and examining the authors' use of poetic devices. Through studying three poems side by side, children are encouraged to make comparisons by summarising and identifying</p>	<p>The BFG <u>Prior learning (Year 2)</u> Children have identified unusual language from Roald Dahl and made simple predictions. <u>Knowledge/ Skills</u> Children will have opportunities to explore the main characters, make predictions and comparisons with similar texts and further opportunities to explore Roald Dahl's (and the BFG's unique) use of language. <u>Key vocab</u> Dormitory, lavatory, frankfurter, brute, fragments, vapour, dewdrops, titchy, famished, pulsing, swiveled, glided, withdrawing, stirrings, crockery, beseechingly, ingenuity, versatility, footmen, dexterity, ninepins, lofty, miffed, atlas, godforsaken, venom, trussed, errand, mobilized, ceaselessly, perpendicular, telegrams In Year 4, children will make more complex comparisons doing this more independently. They will also make predictions with evidence from a text.</p>	<p>Fortunately, The Milk <u>Prior learning (Year 2)</u> Children have made simple inferences verbally. <u>Knowledge/ Skills</u> Children begin by playing with Kennings, which is a much-compressed form of metaphor, originally used in Anglo-Saxon and Norse poetry. They then go onto draw inferences, firstly about the plot and then about characters. <u>Key vocab</u> Conference, suspicious, orchestra, piranhas, discharges, temperamental, sacrifice, prostrated, prophecy, despondency, strobe, ominous, disquieting, pallid, deposited, flamingos, portal, geological, Southern Hemisphere, baffled In Year 4, children will use evidence when inferring and explore more complex types of text.</p> <p>The Day I Swapped My Dad for Two Goldfish <u>Prior learning (Year 2)</u> Children have explored interesting words and phrases and retrieve information to answer simple questions. <u>Knowledge/ Skills</u> Children will explore the unique layout of the book and how helps adds to meaning. They will then look at the words and phrases and use these to predict and infer. Children will discuss vocabulary and answer questions by retrieving information. <u>Key vocab</u> Pretty neat, transformer, baseball, penny whistle, mumf, shrugged, hmph, In Year 4, children will explain how layout adds to the readers meaning and use evidence.</p>	<p>Africa, Amazing Africa <u>Prior learning (Year 2)</u> Children have answered simple questions from narratives as well as finding simple facts. <u>Knowledge/ Skills</u> The layout, vocabulary, content and illustrations will capture children's attention and provide plenty of opportunities for modelling key reading skills. Children will develop their fact-finding skills, as well as summarising, matching, sequencing, asking questions, and not forgetting simply reading for pleasure from this wonderful text. <u>Key vocab</u> Tradition, glimpse, populate, official, independent, ancient, cultures, deltas, ancient, shanty-towns, extinct, cutting edge, innovations, thrived, astronomy, scholars, slavery, savannah, ancestors, heritage, yachts, millionaires, ethanol, diagrams, dune, foggy, scattered, nation, conflict, equality, ghettos, president, parliament, migration, structures, sculptures, ebony, ivory, labour, thriving, mosque, considered, nomad, mural, seized, descent, immigrant, step, poacher, astonishing, reserves, incomprehensible, pyramid, archer, ripen, mangrove, embroidered, religion, synagogue, festivals, commander, passionate, gadgets, tournament, democratic In Year 4, children will continue to use all the above skills more independently.</p> <p>My Penguin and the Lost Treasure <u>Prior learning (Year 2)</u> Children have identified new words in narratives and completed some simple sequencing and comparing. <u>Knowledge/ Skills</u> Children will become detectives as they decipher the meanings of words and phrases in context and make inferences from the clues presented. There will be opportunities for children to practice retrieval, summarising, comparing and sequencing throughout, as well as collaboration and role play as children work together to solve the mystery of the lost treasure. <u>Key vocab</u> Penguin, magnifying glass, satchel, advertisement, crabstick, stomach-churning, wedged, waddled, incense,</p>
-----------------------	--	---	--	---	--	---

Year 3 Overview 2024/2025

			<p>similarities between each. There will also be opportunities for children to work in small groups to discuss and share thoughts about their reading.</p> <p><u>Key vocab</u> Spell, incarnation, wish, mantra, conjuring, charm, tongue-twister, blessing, lullaby, psalm, caw, hacksaw, troubadour, folklore, belfry, bivouac, steeplejack, outlaw, gimcrack, fossick, heather, matter, skerries, reef, fathoms, beech, hazel, ash, larvae, weevils, shirk, modus operandi, staccato, castanet, tuxedo, Morse-code</p> <p>In Year 4, children will use more evidence and explain further how devices alter meaning.</p>			<p>hurtled, skyscraper, wrought-iron, atrium, doilies, lasso, disguised, sledgehammer, ricocheted, teeming, chute, undergrowth, fireflies, troupe, foliage, hotfooting, manoeuvre, ominously, thrashing, gnashing, waterfall, lagoon, cave, chamber, stringy, fibre, trekking, sacrifice, enticing, notorious, tripwire, plaice, bedraggled, laboratory, theme words</p> <p>In year 4, children will continue to use all the above skills more independently.</p>
--	--	--	--	--	--	---

Year 3 Overview 2024/2025

Spellings	ELS Year 2 Spellings	ELS Year 2 Spellings	Year 3 spelling shed	Year 3 spelling shed	Year 3 spelling shed	Year 3 spelling shed
	<ol style="list-style-type: none"> 1. Constants, a and e sounds (Aut 1 wk 1) 2. g sounds (Aut 1 wk 3) 3. oor, common words, igh (Aut 1 wk 6) 4. or, ar, homophones (Aut 2 wk 1 and 2) 5. gne sounds (Aut 1 wk 3 and 4) 6. sounds spelt differently (aut 2 wk 5 and 6) 7. l sound (Spr 1 wk 1) 	<ol style="list-style-type: none"> 1. Double constants of CVC words (Spr 1 wk 2,3,4) 2. -ing suffix (Spr 2 wk 2) 3. -er suffix (Spr 1 wk 4) 4. -ly suffix (Sum 1 wk 2 and 5) 5. -less and -ness suffix (Sum 1 wk 4 and 6) 6. Dropping the y (Sum 2 wk 1 and 2) 7. Common words (sum 2 wk 5) 	<ol style="list-style-type: none"> 1. 'ou' makes /ow/ and /u/ (Aut 1 wk 1 and 2) 2. 'y' and /i/ (Aut 1 wk 3) 3. -sure and -ture (Aut 1 wk 4 and 5) 4. Re- (Aut 2 wk 1) 5. Dis- (aut 2 wk 2) 6. Mis- (aut 2 wk 3) 	<ol style="list-style-type: none"> 1. -ing (Aut 2 wk 4 and 5) 2. 'ai' and 'aigh' (Spr 1 wk 1) 3. 'ei' and 'eigh' (Spr 1 wk 2) 4. 'ey' makes /ai/ (Spr 1 wk 3) 5. -ly (Spr 1 wk 4) 6. -al and '-le (Spr 2 wk 1 and 2) 	<ol style="list-style-type: none"> 1. -ly in varying forms (Spr 2 wk 3, 4 and 5) 2. -er (Sum 1 wk 1) 3. 'ch' make /k/ (Sum 1 wk 2) 4. -gue and 'que (Sum 1 wk 3) 5. 'sc' makes /s/ 	<ol style="list-style-type: none"> 1. Homophones 2. Homophones 3. -sion (Sum 2 wk 1) 4. Revisions words 5. Revision words 6. Revision words 7. Revision words

Year 3 Overview 2024/2025

<p>Maths</p>	<p>Place Value <u>Prior Learning (Year 2)</u> The children have learnt about the place value of 2-digit numbers. Children will learn to recognise the place value of each digit in a 3-digit number and will be able to compare and order numbers up to 1000. They will identify, represent and estimate numbers using different representations, such as a number line. They will learn how to read and write numbers up to 1,000 in numerals and in words and solve number problems and practical problems. <u>Key vocabulary (new vocab in bold)</u> Hundreds, tens, ones, represent, estimate,</p> <p>In Year 4 the children will develop their understanding of 4-digit numbers.</p> <p>Addition and Subtraction <u>Prior learning (year 2)</u> The children have learnt how to add and subtract 2 digit numbers.</p> <p>Children will learn how to add and subtract numbers mentally, including, a three-digit number and 1s, a three-digit number and 10s and a three-digit number and 100s. They will also learn how to add and subtract numbers with up to 3 digits, using formal written methods such as column addition and subtraction. <u>Key vocabulary (new vocab in bold)</u> Addition, add, sum, altogether, subtraction, take away, difference between, column addition, column subtraction, estimate, inverse In Year 4 the children will apply the column method when adding and subtracting 4 digit numbers</p>	<p>Addition and Subtraction <u>Prior learning (year 2)</u> Children can recognise the inverse relationship between addition and subtraction. Children will continue to develop their understanding of addition and subtraction of 3-digit numbers, allowing them to check their answers and estimate. They will learn how to solve missing number problems. <u>Key vocabulary (new vocab in bold)</u> Addition, add, sum, altogether, subtraction, take away, difference between, column addition, column subtraction, estimate, inverse In Year 4, children will move onto addition and subtraction of 4-digit numbers and will continue to check and estimate. They will use their increased understanding to approach 2 step problems.</p> <p>Multiplication and Division <u>Prior learning (year 2)</u> The children have learnt their 2, 5 and 10 times tables. The children will revise the 2, 5 and 10 times tables and how to multiply and divide using a 1-digit number and 2-digit number. The children will continue to develop their understanding of multiplication and division and its relationship to addition and subtraction. In Year 3 they will focus on the 3, 4 and 8 times tables and will use this understanding to help them to problem solve. <u>Key vocabulary (new vocab in bold)</u> Multiplication, multiply, lots of, times, repeated addition, array, division, divided by, grouping, sharing, remainder In Year 4 children will continue to learn their times tables up to 12x</p>	<p>Multiplication and Division <u>Prior learning (year 2)</u> The children have learnt their 2, 5 and 10 times tables. Children will build on their understanding of the relationship between multiplication and division, and will start to write and calculate mathematical statements for multiplication and division using the multiplication tables that they know. They will also begin to use the term remainders. <u>Key vocabulary (new vocab in bold)</u> Multiplication, multiply, lots of, times, repeated addition, array, division, divided by, grouping, sharing, remainder In Year 4 children will develop their knowledge of formal written methods.</p> <p>Length and Perimeter <u>Prior learning (year 2)</u> The children have learnt the units of measure for length and how to measure using a ruler and meter stick. Children will be taught to measure, compare, add and subtract length. They will be introduced to the concept of perimeter and will measure the perimeter of simple 2-D shapes. <u>Key vocabulary (new vocab in bold)</u> Length, cm, mm, m, centimeters, millimeters, meters, convert, units, perimeter In Year 4 children will measure and calculate the perimeter of a rectilinear figure in centimetres and meters.</p>	<p>Fractions <u>Prior learning (year 2)</u> The children will recap the idea that fractions are part of a whole and their understanding of 1/3, 1/4, 2/4, 3/4. Children will build on their knowledge of fractions from Year 2 to learn about tenths and continuing to work out fractions of amounts. <u>Key vocabulary (new vocab in bold)</u> Equal parts, unequal parts, part, whole, half, quarter, third, unit fractions, non-unit fractions, tenth, decimal, equivalent, compare, order In year 4 the children will begin to count in hundredths and add and subtract fractions with the same denominator.</p> <p>Mass and Capacity <u>Prior learning (year 1)</u> Children can describe mass/weight using the terms heavier than/lighter than. Children will learn to measure mass, temperature and capacity to the nearest unit using scales, thermometers and measuring vessels. The children will be taught how to measure, compare, add and subtract mass, volume and capacity. <u>Key vocabulary (new vocab in bold)</u> Mass, capacity, volume, scales, temperate, vessel, thermometers, measure, compare In Year 4 children will convert between different units of measure.</p>	<p>Fractions <u>Prior learning (year 2)</u> Children are able to recognize and find 1/3, 1/4, 2/4, 3/4. Children will start to learn about equivalent fractions, comparing fractions and problem solving using addition and subtraction of fractions. In Year 4 children will explore the relationship between fractions and decimals.</p> <p>Money <u>Prior learning (year 2)</u> The children will recap the value of coins and how to combine them to make different amounts. They will learn to add and subtract amounts of money to give change, using both £ and p in practical contexts. <u>Key vocabulary (new vocab in bold)</u> Pounds, pence, convert, change In Year 4 the children will begin to estimate, compare, and calculate using pounds and pence.</p> <p>Time <u>Prior learning (year 2)</u> The children will continue to tell the time using o'clock, half past, quarter to and quarter past and 5 minute intervals. They will further their understanding by learning how to tell the time to the nearest minute. They will also learn to tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24- hour clocks. They will estimate and read time with increasing accuracy to the nearest minute and record and compare time. <u>Key vocabulary (new vocab in bold)</u> Time, seconds, minutes, hours, o'clock, half past, quarter past, quarter to, minutes past, minutes to, am, pm, morning, afternoon, midnight In Year 4 children will learn to read, write an convert time between analogue and digital 12 and 24 hour clocks.</p>	<p>Shape <u>Prior learning (year 2)</u> The children have learnt some of the properties of 2D and 3D shapes and have used these to describe them. Children will develop their understanding of 2D and 3D shapes further and will recognise angles as a property of shape or a description of a turn. <u>Key vocabulary (new vocab in bold)</u> Shape, pattern, turns, angles, right angles, horizontal, vertical, parallel, perpendicular In Year 4 children will identify acute and obtuse angles and compare and order angles up to 2 right angles by size.</p> <p>Statistics <u>Prior learning (year 2)</u> The children will recap the topic of statistics and how they can record and interpret data in pictograms, tally charts, tables and block diagrams. Children will be able to interpret and present data using bar charts, pictograms and tables. They will also learn how to solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. <u>Key vocabulary (new vocab in bold)</u> Count, tally, tally chart, pictogram, bar chart, information, data In Year 4 children will learn to interpret and present discrete and continuous data using appropriate graphical methods</p>
<p>Science</p>	<p>Rocks (May go over into Autumn 2) (Links to the Stone Age and 'The First Drawing text) <u>Prior Learning (Year 2)</u> The children will use their</p>	<p>Diet and Hygiene <u>Prior Learning (Year 2)</u> The children have learnt about the importance of exercise and nutrition.</p>	<p>Animals Including Humans <u>Prior Learning (Year 2)</u> The children will continue to learn about the basic needs of animals.</p>	<p>Plants <u>Prior Learning (Year 2)</u> The children have learnt about the basic needs of plants and what they need to grow and stay</p>	<p>Forces and Magnets <u>Prior Learning (Year 2)</u> The children have learnt that the shapes of solid objects made from some materials can be changed by</p>	<p>Light <u>Prior Learning (Year 2)</u> The children have learnt about materials and their properties which will support them with the</p>

Year 3 Overview 2024/2025

	<p>Knowledge of materials and their properties to support them with the topic of rocks.</p> <p><u>Knowledge</u> They will learn about different types of rocks and will be able to group and compare them based on their appearance and simple physical properties. They will learn how fossils are formed and what soil is made of.</p> <p><u>Skills</u> Set up simple and practical enquiries, comparative and fair tests with some support.</p> <p><u>Key vocabulary (new vocab in bold)</u> Appearance, physical Properties, hand/soft shiny/dull, rough/smooth absorbent/not absorbent fossils, sedimentary, metamorphic, igneous, rock, soils, organic matter buildings, gravestones grains, crystals.</p> <p>In Year 4 children will apply their learning to understand different states of matter.</p>	<p><u>Knowledge</u> Children will learn about the importance of looking after their teeth, appropriate portions for a balanced and healthy diet and how to stay safe in the sun.</p> <p><u>Skills</u> Set up simple and practical enquiries, comparative and fair tests with some support.</p> <p>In Year 4 the children will build on their knowledge of the body to understand the basic functions of the digestive system and identify different types of skill</p>	<p><u>Knowledge</u> Children will learn that they need the right types and amount of nutrition, and that they cannot make their own food. They will learn that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p><u>Skills</u> Use straightforward scientific evidence to answer questions or to support his/her findings. Ask relevant questions and use different types of scientific enquires to answer them.</p> <p><u>Key vocabulary (new vocab in bold)</u> Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, skull, ribs, spine, muscles, joints.</p> <p>In Year 4 children will learn to describe the simple functions of the basic parts of the digestive system in humans</p>	<p>healthy.</p> <p><u>Knowledge</u> Children will develop their learning from KS1 and learn about the different parts and functions of a plant, how water travels through a plant and what different plants need to grow.</p> <p><u>Skills</u> Make systematic and careful observations, using simple equipment.</p> <p><u>Key vocabulary (new vocab in bold)</u> Common, wild plants, garden plants, deciduous pollination, dispersal, formation, nutrients, flowering</p> <p>In Year 4 the children will explore environmental impacts on living things and build on their ability to group and classify</p>	<p>squashing, bending, twisting and stretching.</p> <p><u>Knowledge</u> Children will learn about forces, friction and magnetic attraction. They will learn about forces in the context of pushing and pulling, and will identify different actions as pushes or pulls.</p> <p><u>Skills</u> Make systematic and careful observations, using simple equipment. With prompting, suggest conclusions from enquiries. Suggest how findings could be reported Suggest possible improvements or further questions to investigate.</p> <p><u>Key vocabulary (new vocab in bold)</u> Force, push, pull, open, surface, magnet, magnetic, attract, repel, magnetic poles, North, South.</p>	<p>new topic of light.</p> <p><u>Knowledge</u> Children will learn about different sources of light, and that we need light to see. They will notice that light is reflected from surfaces and will be able to recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them. Set up simple practical enquiries, comparative and fair tests.</p> <p><u>Key vocabulary (new vocab in bold)</u> Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous.</p> <p>In Year 4 children will apply their understanding of light to help them learn about electricity.</p>
--	--	---	---	--	--	---

<p>Geography</p>	<p>Map Skills (Focusing on the UK) <u>Prior Learning (Year 2)</u> The children have examined maps, globes and atlases exploring compass directions and key map symbols.</p> <p><u>Knowledge</u> Children will recap their knowledge of North, East South and West and begin to explore digital mapping. They will explore how a scale is used and different projections, exploring their similarities and differences. They will explore topological maps and cardinal directions to find locations on a map. They will explore atlases focusing on the use of an atlas including using the index and using a key.</p> <p><u>Skills</u> As well as the knowledge gained the children will be</p> <ol style="list-style-type: none"> 1. Asking geographic questions 2. Acquiring geographic information 3. Organizing geographic information 4. Analyzing geographic information 5. Answering geographic questions <p><u>Key Vocabulary (new vocab in bold)</u> Globe, North, South, East, West, digital mapping, Google Earth, search function, gridlines, maps, scale, cm, km, revise, similarities, differences, map projections, (eg Mercator, Robinson, digital mapping, Google Maps, compass rose symbol, cardinal directions (N, S, E, W), ordinal directions, NE, SE, SW, NW, compare, navigating, legend, key, landmarks, symbols, topological, identify, land heights, atlas, index, place name, page number, grid code, 2-figure grid reference, alphabetical order, physical features, human features</p> <p>In year 4 the children will continue to develop their understanding of maps, globes and atlases in more detail including latitude and longitude and explore Europe on the map.</p>	<p>Rivers and Mountains <u>Prior Learning (Year 2)</u> The children have learnt about key physical and human features within a small area of the UK.</p> <p><u>Knowledge</u> Identify key topographical features (including hills, mountains, coasts and rivers) of an area/s of the UK. Know how some topographical features have changed over time (eg rivers changing course - how mountains are made)</p> <p>Physical Processes Know in simple terms how rivers and mountains are made. Identify land-use patterns of an area/s of the UK and how some of these aspects have changed over time (eg villages becoming towns/farm land becomes housing estate)</p> <p>Human Processes Know in simple terms the links between increases in population and urban expansions. Know in simple terms the links between population levels and settlement types</p> <p><u>Key Vocabulary (new vocab in bold)</u> Topographical features, Hill, mountain, coast, river, urban, rural,</p> <p>In year 4 the children will continue to explore physical and human processes looking at the water cycle.</p>	<p>The UK <u>Prior learning (year 2)</u> The children learnt about the 4 countries in the UK, their capital cities and the surrounding seas and ocean.</p> <p><u>Knowledge</u> Children will know about more cities in the UK including their physical features such as mountains, rivers and seas. They will know how the UK has changed over time</p> <p><u>Skills</u> Use maps and atlases to locate places and features Using relevant geographical language Use a range of sources for research purposes Be able to identify similarities and differences between places Key vocabulary (new vocabulary in bold) Topographical, physical feature, river, mountain, sea</p> <p>In year 4 the children will explore their locational knowledge focusing on Europe.</p>
-------------------------	--	--	--

<p>History</p>	<p>The Stone Age- The Iron Age <u>Prior learning (year 2)</u> The children learnt to describe events beyond living memory that are significant, such as The Great Fire of London. <u>Knowledge</u> Children will know about what life was like in the Stone Age/ Bronze Age/ Iron Age. They will find out about Stone Age/ Bronze Age/ Iron Age tools, houses, animals, religion, power and the significance of Skara Brae and Stonehenge. They will compare how life changed over this time period and decide what the most significant changes are. <u>Skills</u> use of historical language and questioning, developing intrigue, and encouraging curiosity Use a range of common words and phrases relating to the passing of time, gather evidence from sources, ask and answer questions, discuss similarities and differences <u>Key vocabulary (new vocabulary in bold)</u> Neolithic, Mesolithic, Paleolithic, mammoth, tools, cave painting, fur pelt, spear, flint stone, artefact, archeologist, source, B.C, A.D, hunter-gathers, shelter, settlement, Skara Brae, Stonehenge, flint, bronze, iron, copper, ore, prehistory, chronology In Year 4 the children will begin to place historical periods in chronological order and use historic terms related to different periods in history.</p>	<p>The Egyptians <u>Prior learning (year 2)</u> The children learnt to describe events beyond living memory that are significant, such as The Great Fire of London. <u>Knowledge</u> Children will know about what life was like in Ancient Egypt They will find out about Ancient Egyptian tools, houses, animals, religion, power and the significance of the Pyramids and the River Nile. They will compare how life changed over this time period and decide what the most significant changes are. <u>Skills</u> use of historical language and questioning, developing intrigue, and encouraging curiosity Use a range of common words and phrases relating to the passing of time, gather evidence from sources, ask and answer questions, discuss similarities and differences <u>Key vocabulary (new vocabulary in bold)</u> Ancient Egyptian, archeologist, artefact, B.C, A.D, chronology, Valley of the King, hieroglyphics, papyrus, sarcophagous, scarab, Great Pyramid, mummy, Sphinx, pharaoh, Giza, Canopic jar In Year 4 the children will begin to place historical periods in chronological order and use historic terms related to different periods in history.</p>
-----------------------	--	--

Year 3 Overview 2024/2025

<p>Computing</p>	<p>Online Safety (PSHE link) <u>Prior learning (Year 2)</u> The children have learnt about the importance of keeping personal information safe online. <u>Knowledge</u> They will build on their understanding of passwords and how to ensure they are safe and secure as well as who they should and should not share this with. They will also learn about acceptable and unacceptable behaviour online. <u>Skills</u></p>	<p>Digital Literacy – Word Processing <u>Prior learning (Year 1)</u> The children have learnt to recognize common uses of information technology in the home and school <u>Knowledge</u> The children will learn to recognise familiar forms of input and output devices. They will know how to open, close and edit a word document, as well as knowing how to use copy and paste. <u>Skills</u></p>	<p>Coding – Sequences <u>Prior learning (Year 2)</u> The children have learnt what an algorithm is and have started to make simple programs. <u>Knowledge</u> Children will develop their understanding of how algorithms work and how they can be programmed and debugged. <u>Skills</u> Design, write and debug their own programs, using logical reasoning to explain simple algorithms. Develop their ability to use logical reasoning to explain how and why certain algorithms work and others do not. <u>Key vocabulary (new vocab in bold)</u> Programme, algorithm, debug, command, sequence, code In Year 4 the children will continue to develop their ability to use logical reasoning to detect and correct errors.</p>	<p>Networking – Connecting Computers <u>Knowledge</u> Children will be introduced to the new topic of Networks. They will begin to learn about the concept of networks and how these enable the sharing of data and information. They will develop their understanding of the internet and how it works as a large network of computers. <u>Skills</u> Follow simple processes, design a digital device <u>Key vocabulary (new vocab in bold)</u> Network, connect, connections, internet, sharing, devices, In Year 4 the children will build on their learning and explore servers and how they provide services to a network.</p>	<p>Digital Literacy – Net Searching <u>Prior learning (Year 2)</u> The children have practiced basic processes on the laptops in school. <u>Knowledge</u> Children will learn how different programs can be used for different purposes and will recognise that some sources are more reliable than others. <u>Skills</u> Children will develop their use of different programs. Use simple search technologies to research different topics. <u>Key vocabulary (new vocab in bold)</u> Search, search engine, internet, results, reliable, unreliable In Year 4 the children will learn about how search engines work and how results are selected and ranked.</p>	<p>Coding – Sequences <u>Prior learning (Year 2)</u> The children have learnt what an algorithm is and have started to make simple programs. <u>Knowledge</u> Children will develop their understanding of how algorithms work and how they can be programmed and debugged. <u>Skills</u> Design, write and debug their own programs, using logical reasoning to explain simple algorithms. Develop their ability to use logical reasoning to explain how and why certain algorithms work and others do not. <u>Key vocabulary (new vocab in bold)</u> Programme, algorithm, debug, command, sequence, code In Year 4 the children will continue to develop their ability to use logical reasoning to detect and correct errors.</p>
------------------	---	--	---	---	--	---

Year 3 Overview 2024/2025

<p>PE</p>	<p>OAA <u>Prior learning (year 2)</u> The children learnt to work cooperatively with a partner and a small group. <u>Knowledge</u> Children will learn to problem solve through a range of challenges. They learn to be inclusive of others and work collaboratively to overcome challenges. They will learn to orientate a map, identify key symbols, and follow routes. <u>Skills</u> Develop map reading skills. Listen to and accept others ideas. Plan and implement strategies to solve problems. <u>Key vocabulary (new vocab in bold)</u> Orientate, control, course, symbol In Year 4 the children will plan independently and in small groups, implementing a strategy with increased success.</p> <p>Fundamentals <u>Prior learning (year 2)</u> Children have learnt to balance when changing direction and show different speeds when running. <u>Knowledge</u> Children will learn how to change direction quickly and how the body moves at different speeds. They will understand the importance of warming up. <u>Skills</u> Link jumping and hopping actions Jump and turn a skipping rope. Demonstrate balance. <u>Key vocabulary (new vocab in bold)</u> Distance, technique, accelerate, decelerate, control, momentum, co-ordination, pace, stability In Year 4 children will learn to demonstrate when and how to accelerate and decelerate.</p>	<p>Fitness <u>Prior learning (year 2)</u> Children have learnt to perform actions with increased control when coordinating their body with and without equipment. <u>Knowledge</u> The children will learn how to improve in different physical activities and learn to evaluate and recognise their own success. <u>Skills</u> Coordinate their bodies with increased consistency. Balance when changing direction. Develop sprinting technique. Build strength in different muscle groups. <u>Key vocabulary (new vocab in bold)</u> Fitness, balance, agility, coordination, speed, pace, control, muscle, strength, steady, progress, stamina In Year 4 children will explore increased speed when coordinating their bodies.</p> <p>Gymnastics <u>Prior learning (year 2)</u> Children learnt to explore using shape in different gymnastic balances. <u>Knowledge</u> Children will learn the difference between point and patch balances and transition smoothly into and out of them. They will also learn how to perform straight, barrel, and forward roll and stepping into shape jumps with control. <u>Skills</u> Explore point and patch balances and transition smoothly into and out of them. Develop the straight, barrel, and forward roll. Develop stepping into shape jumps with control. <u>Key vocabulary (new vocab in bold)</u> Strength, balance, distance, accurately, control In Year 4 children will develop strength in bridge and shoulder stand.</p>	<p>Yoga <u>Prior learning (year 2)</u> Children have learnt to demonstrate increased control in performing pose. <u>Knowledge</u> Children will learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. <u>Skills</u> Develop their ability to stay still and keep focus. Demonstrate increased control when in poses and explore control in paired poses. <u>Key vocabulary (new vocab in bold)</u> Strength, perform, flexibility, link, technique In Year 4 children will demonstrate increased extension in their poses.</p> <p>Dance <u>Prior learning (year 2)</u> Children have learnt to structure sequences of movements and actions in different ways to improve performance. <u>Knowledge</u> Children will develop an understanding of formation. <u>Skills</u> Use dynamics effectively to express an idea. Use directions to transition between directions. Create actions in response to a stimulus. Use dance terminology when giving feedback. <u>Key vocabulary (new vocabulary in bold)</u> Perform, match, flow, explore, feedback, create, feedback, expression In Year 4 the children will develop their ability to comment on the skills and techniques used by others and use this to improve performance</p>	<p>Invasion games: Football <u>Prior learning (year 2)</u> Children have learnt to send and receive with increased control. <u>Knowledge</u> Children will learn what is meant by dribbling, attacking, defending and space. and will explore this by abiding by the rules of a game of football. <u>Skills</u> Developing movement skills to lose a defender. Explore shooting actions. Track opponents to limit their scoring opportunities. Develop moving with a ball towards goal with some control. <u>Key vocabulary (new vocab in bold)</u> Travelling, opponent, opposition, receiver, tracking, possession, dribbling In Year 4 the children will develop their decision making around when to pass and shoot.</p> <p>Net/Racket games - Tennis <u>Prior learning (year 2)</u> Children have learnt how to perform an accurate underarm throw over a net to a partner. <u>Knowledge</u> Children will learn the difference between a forehand and backhand and will know how to score a point in a game of tennis. They will learn the key principles behind tennis, such as attacking and defending. <u>Skills</u> Serve using an underarm serve. Rallying with a forehand. <u>Key vocabulary (new vocab in bold)</u> Ready position, racket, track, rally, control, return, opponent In Year 4 children will begin to use appropriate footwork patterns to move around the court.</p>	<p>Invasion Games: Netball <u>Prior learning (year 2)</u> Children have learnt to perform actions with increased control when coordinating their body with and without equipment. <u>Knowledge</u> Children will learn how to use running, jumping, throwing and catching in isolation and in combination. They will learn the key rules of netball including footwork, held ball, contact and obstruction. <u>Skills</u> Explore sending and receiving the ball. Abiding by the rules of the Game. Developing movement skills to lose a defender. Explore shooting actions. Track opponents to limit their scoring opportunities. Develop moving with a ball towards goal with some control <u>Key vocabulary (new vocab in bold)</u> Footwork, pivot, opponent, opposition, receiver, interception, rebound, contact, mark, attack, defence, pass In Year 4 the children will develop their throwing, catching, defending and attacking skills.</p> <p>Field/striking games: Cricket <u>Prior learning (year 2)</u> Children have learnt to catch with two hands with coordination and technique. <u>Knowledge</u> Children will learn what is meant by bowled out, stumped out, caught out and run out and how these can cause a player to be out of a game of cricket. <u>Skills</u> Begin to strike a bowled ball using different equipment. Use overarm and underarm throwing in a game Situation. <u>Key vocabulary (new vocab in bold)</u> Runs, strike, fielding, stance, retrieve, stumped, wicket, batting, bowl In year 4 children will develop batting technique consistent with the rules of the game.</p>	<p>Athletics <u>Prior learning (year 2)</u> Children learnt to perform jumping, hopping and skipping actions. <u>Knowledge</u> Children will learn the difference between jump, hop and leap and how their stamina can help to sustain prolonged effort. <u>Skills</u> Develop the sprinting technique and apply it to relay events. Develop technique when jump approaches and take off positions. Explore the technique for a pull throw. <u>Key vocabulary (new vocab in bold)</u> Speed, power, strength, accurately, higher, pace, control, further, faster In Year 4 they will explore power and technique when throwing for distance in a pull and heave throw.</p>
------------------	--	---	--	--	--	--

Year 3 Overview 2024/2025

<p>Art</p>	<p>Drawing and Painting <u>Prior learning (year 2)</u> Children can describe the differences and similarities between different practices and disciplines.</p> <p><u>Knowledge</u> Children will learn and explore a variety of shading techniques and will begin to show an awareness of form. They will learn about the artist Caravaggio and explore the differences and similarities within his work.</p> <p><u>Skills</u> They will use hatching, cross hatching and stippling to shade. Mix a range of colours, shades and tints incl tertiary) and know which primary colours make secondary colours.</p> <p><u>Key vocabulary (new vocab in bold)</u> Texture, shading, tone, warm colours, cold colours, hatching, cross hatching, stippling</p> <p><u>In Year 4 children will learn about different shades of colour and proportions in artwork.</u></p>	<p>Printing and Collage <u>Prior learning (year 2)</u> Children have used a range of materials creatively to design and make products.</p> <p><u>Knowledge</u> Children will learn a range of with a range of collage techniques such as tearing, layering and overlapping. They will learn about the work of Andy Warhol.</p> <p><u>Skills</u> Children will explore pattern and shape, creating designs for printing. They will print using a variety of materials and objects. <u>Key vocabulary (new vocab in bold)</u> Tearing, layering, overlapping, pop art</p> <p><u>In Year 4 the children will learn the technique of marbling.</u></p>	<p>Sculpture and 3D work <u>Prior learning (year 2)</u> Children have learnt about surrealist art and the work of Picasso.</p> <p><u>Knowledge</u> They will learn about the artist Henry Moore and how models/sculptures can be made using different materials such as wood, papier-mâché, recycled materials.</p> <p><u>Skills</u> Children will learn how to join clay adequately and work reasonably independently. They will construct a simple clay base for extending and modelling other shapes.</p> <p><u>Key vocabulary (new vocab in bold)</u> Sculpt, modelling, carving, clay</p> <p><u>In Year 4 children will explore working practices of artists, architects and designers.</u></p>
-------------------	--	---	---

Year 3 Overview 2024/2025

<p>Design Technology</p>	<p>Mechanisms and struts <u>Prior learning (year 2)</u> The children will learn how to evaluate a product and explore some basic mechanisms, beginning to think about how to create them themselves. <u>Knowledge</u> Children will develop their understanding of mechanical systems. They will understand how mechanical systems such as levers and linkages create movement. <u>Skills</u> Children will follow instructions on how to make different types of lever and linkage mechanisms. They will use this experience and information to draw on when developing their own ideas. <u>Key vocabulary (new vocab in bold)</u> Design, analyse, levers, linkage, struts In Year 4 children will use electrical systems in products.</p>	<p>Food and Nutrition <u>Prior learning (Year 2)</u> Children understand the need for a variety of food in a diet. <u>Knowledge</u> Children will learn about the different food groups and how soup is made. <u>Skills</u> They will begin to prepare and combine ingredients and use techniques such chopping, blending, baking, measuring. <u>Key vocabulary (new vocab in bold)</u> Balanced diet, Bake, roast, blend. In Year 4 the children will learn about a balanced diet and why this is important for healthy bodies.</p>	<p>Textiles <u>Prior learning (year 2)</u> Children have learnt how to join fabrics together using a running stitch. <u>Knowledge</u> Children will learn about cross stitch and how to create one. They will also learn how to plan and design a product for a given purpose. <u>Skills</u> Children will continue to develop their sewing skills by using different types of stitch, including cross-stitch. <u>Key vocabulary (new vocab in bold)</u> Planning, purpose, function, evaluate, cross stitch In Year 4 children will develop their ability to work collaboratively on a creative task.</p>
---------------------------------	---	--	--

Year 3 Overview 2024/2025

<p>Music</p>	<p>Glockenspiel/ Recorders <i>(Prior learning Year 2)Children have listened with concentration and understanding to a range of music.</i></p> <p><u>Knowledge</u> Children will learn to recognise and use written notation, including crochets and rests.</p> <p><u>Skills</u> Children will develop their ability to play the glockenspiel. They will listen to and follow musical instruction.</p> <p><u>Key vocabulary (new vocab in bold)</u> Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody</p> <p><i>In Year 4 children will develop their recognition and use of written notation to begin to read some simple scales.</i></p>	<p>Three Little Birds by Bob Marley <i>Prior learning (year 2)</i> <i>Children have used musical terminology such as pulse, rhythm and pitch to describe the music they hear.</i></p> <p><u>Knowledge</u> Children will be introduced to the music of Bob Marley and the Reggae genre.</p> <p><u>Skills</u> Sing, play, improvise and compose. Listening and appraising other Reggae songs.</p> <p><u>Key vocabulary (new vocab in bold)</u> Introduction, verse, chorus, backing vocals, pulse, rhythm, pitch, tempo, dynamics, compose, improvise, hook, riff, melody, reggae.</p> <p><i>In Year 4 the children will develop their understanding of formal, written notation which includes minims and quavers.</i></p>	<p>Singing/ YuStudio (see computing coding and all of music) <i>Prior learning (Year 2)Children have learnt to sing a song in two parts.</i></p> <p><u>Knowledge</u> Children will learn the importance of warming up their voices.</p> <p><u>Skills</u> The children will learn how to sing a variety of different songs and perform some in front of others. <u>Key vocabulary (new vocab in bold)</u> pitch, rhythm, timing, sing, volume, solo, ensemble</p> <p><i>In Year 4 the children will learn about what a choir is and how they are structured.</i></p>
--------------	---	---	--

Year 3 Overview 2024/2025

<p>PSHE</p>	<p>Me and My Relationships <u>Prior learning (year 2)</u> Children have learnt about different emotions and can discuss times when they have felt these emotions. <u>Knowledge</u> They will talk about special pets and how it might feel losing a pet, as well as falling out with friends and solving problems. <u>Skills</u> Children will learn how to accept the views of others and understand that we don't always agree with each other. <u>Key vocabulary (new vocab in bold)</u> Friends, friendships, challenges, opinions, relationships In Year 4 the children will continue to explore feelings and when feelings changes as well as the idea of pressure.</p>	<p>Valuing Differences <u>Prior learning (year 2)</u> Children have thought about what makes them special and can recognise when someone is being left out. <u>Knowledge</u> Children will learn what diversity is and will be able to give examples of different community groups. <u>Skills</u> Children will be able to identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds. <u>Key vocabulary (new vocab in bold)</u> Respect, diversity, tolerance, differences, community, community groups, diverse In Year 4 the children will look into the idea of a stereotype.</p>	<p>Keeping Myself Safe <u>Prior learning (year 2)</u> Children can give examples of safe and unsafe secrets and can think of someone who can help in these situations. <u>Knowledge</u> They will learn the difference between a danger and a risk, how to make a situation less risky or not risky at all and who to talk to if they feel unsafe. They will learn how to keep their personal details safe online. They will also learn why medicines can be helpful or harmful. <u>Skills</u> Children will identify risks and dangers. Identify why medicines can be helpful but also dangerous. <u>Key vocabulary (new vocab in bold)</u> Danger, risk, drugs, alcohol, nicotine, medicines, personal information In Year 4 children will continue to identify dangers and risks and how to keep themselves safe.</p>	<p>Rights and Responsibilities <u>Prior learning (year 2)</u> Children will recap the different rights and responsibilities that they have. <u>Knowledge</u> Children will learn what a volunteer is and why they choose to volunteer. They will learn and understand the terms 'income', 'saving' and 'spending' and that there are times we can buy items we want and times when we need to save for items. <u>Skills</u> Children will be able to suggest ways that they can help the people who help them and how they can do this. <u>Key vocabulary (new vocab in bold)</u> Volunteers, responsible, fact, opinion, income, saving, spending In Year 4 the children will learn how their rights and responsibilities change as, they grow up.</p>	<p>Being my Best <u>Prior learning (year 2)</u> Children can name different parts of their body and can explain how they can keep healthy. <u>Knowledge</u> Children will learn what is meant by a 'balanced diet' and how the Eatwell Guided plate benefits the body. They will learn how infectious illnesses are spread from one person to another and some of the major internal body parts. <u>Skills</u> Children will develop skills in discussion and debating an issue. They will be able to explain and give an example of a skill or talent that they've developed. <u>Key vocabulary (new vocab in bold)</u> Eatwell Guide, balanced diet, infectious, illness, heart, blood, lungs, stomach, small and large intestines, liver, brain, achievements, discussion, debate In Year 4 they will continue to look at what makes them special and how they can achieve their goals.</p>	<p>Growing and Changing <u>Prior learning (year 2)</u> Children will continue to learn about how their bodies will change as they get older. <u>Knowledge</u> Children will learn what is meant by 'personal space' and the difference between a safe and unsafe secret. They will learn what happens to a woman's body when the egg isn't fertilised. <u>Skills</u> Children will be able to identify when it is and isn't appropriate to let someone into their personal space. They will also be able to recognise how different surprises and secrets might make them feel. <u>Key vocabulary (new vocab in bold)</u> Relationship, personal space, body space, appropriate, inappropriate, secret, surprise, puberty, menstruation In Year 4 children will continue to learn how their body will change.</p>
--------------------	---	--	---	--	---	--

Year 3 Overview 2024/2025

<p>RE</p>	<p>Christianity- What is it like for someone to follow God? <u>Prior Learning (Year 2)</u> Children have learnt what Christians believe about the Good News and why Easter is important to Christians. <u>Key Learning/ Skills</u> Children will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers. <u>Key vocab</u> Prophets, Abram, Noah, Wedding, Old Testament, Pilgrimage, Muslims, Holy, Church, Promise, Abraham, Covenant, Righteous, Christians In Year 4, children will think about what Christians believe the kind of world Jesus wants is, what the impact of Pentecost is and Good Friday.</p>	<p>Christianity- What is the 'Trinity' and why is it important for Christians? <u>Prior Learning (Year 2)</u> Children have learnt what Christians believe about the Good News and why Easter is important to Christians. <u>Key Learning/ Skills</u> Children will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impact their lives. Later in the unit, pupils will find out about infant and believer's baptism in the church and what this means for Christians today. <u>Key vocab</u> Trinity, Holy spirit, Messiah, John the Baptist, Believer's, Baptism, Pilgrimage, Muslims, Holy, Church, Father, Jesus, Scripture, Infant Baptism, Denomination In Year 4, children will think about what Christians believe the kind of world Jesus wants is, what the impact of Pentecost is and Good Friday.</p>	<p>Islam- How do festivals and worship show what matters to Muslims? <u>Prior Learning (Year 2)</u> Children have learnt who is Muslim and how they live. <u>Key Learning/ Skills</u> Children will identify some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people. <u>Key vocab</u> Prophet, Muhammad, Allah, Fasting, Tawhid, Quran, Salah, Ramadan, Sawm, Eid In Year 4, children will learn about Hinduism, thinking about what Hindus believe God is like and what does it mean to be Hindu in Britain.</p>	<p>Judaism- How do festivals and family life show what matters to Jewish people? <u>Prior Learning (Year 2)</u> Children have learnt about various religions and their beliefs- Judaism will be a new religion learnt about. <u>Key learning/ Skills</u> Children will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse - beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom. <u>Key vocab</u> Freedom, Torah, Yom Kippur, Orthodox, Pesach, Shabbat, Rosh Hashanah, Shema, Progressive, Forgiveness In Year 4, children will learn about Hinduism, thinking about what Hindus believe God is like and what does it mean to be Hindu in Britain</p>	<p>Christianity- What do Christians learn from the creation story? <u>Prior Learning (Year 2)</u> Children have learnt what Christians believe about the Good News and why Easter is important to Christians. <u>Key Learning/ Skills</u> Children familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible. <u>Key vocab</u> Creation, Catholic, Big Story, Responsibility, Sin, Pilgrimage, Muslims, Holy, Church, Steward, Interpret, Genesis, Fall, Temptation In Year 4, children will think about what Christians believe the kind of world Jesus wants is, what the impact of Pentecost is and Good Friday.</p>	<p>Comparisons- How and why do people try to make the world a better place? <u>Prior Learning (Year 2)</u> Children have learnt about various religions and their beliefs. They have thought about what makes place sacred to believers. <u>Key Learning/ Skills</u> Children will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. Pupils will consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and non-religious (e.g Humanist) worldviews. They will find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. Pupils will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world. <u>Key vocab</u> Tikkun Olam, Jewish, Christian, Muslim, Zakat, Stewardship, Steward, Salvation, Humanist, Golden Rule In Year 4, children will think about why people celebrate significant events in their life.</p>
-----------	---	--	--	---	--	---

Year 3 Overview 2024/2025

<p>French</p>	<p>Classroom commands, Basic greetings, numbers, days of the week, months on the year <u>Knowledge</u> Children will learn classroom commands, basic greetings, numbers 0-31 and numbers in 10's 0-100. They will also learn the days of the week and months on the year. <u>Skills</u> Show understanding of a range of familiar spoken phrases and listen to and attempt to repeat particular phonemes. <u>Key vocabulary (new vocab in bold)</u> Écoutez, répétez, silence, regardez, levez-vous, asseyez- vous, et, Bonjour, au revoir, salut, je m'appelle..., et toi?, ça va?, ça va bien, comme ci comme ça ça va très bien ,comme ci ,comme ça , ça va mal, pas mal, merci, quel âge as-tu? J'ai sept/huit ans, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix -sept, dix -huit, dix- neuf, vingt, vingt-et-un,vingt -deux, vingt-trois,vingt-quatre, vingt-cinq,vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente,trente-et-un In Year 4 the children will continue to develop their oral, auditory and written skills in French.</p>	<p>Colours, pets, preferences, conjunctions <u>Knowledge</u> Children will learn colours, pets, preferences, conjunctions in French. <u>Skills</u> Children will ask and answer simple questions and Use mostly accurate pronunciation. Recognise some familiar words and phrases in written form. <u>Key vocabulary (new vocab in bold)</u> Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, , quelle est la date de ton/son anniversaire?, mon/son anniversaire est le..., lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, aujourd'hui, la date est..., noir, gris,blanc, rose, marron, rouge, orange, jaune, vert, bleu, violet,Le bras, la jambe, la main le ventre, le pied, le dos, la tête, l'épaule, le doigt, le genou, les yeux, un chat, un cheval, un chien, un hamster, un lapin, un oiseau, (une souris), un serpent, un poisson, (une tortue), Tu as un animal?, j'ai..., grand,petit, et toi?, quis'appelle..., j'aime, je n'aime pas, et, mais In Year 4 the children will learn the French words for many body parts and how to describe them using adjectives.</p>	<p>Family and family tree, clothes <u>Knowledge</u> Children will learn how to talk about their family and clothes they wear. They will combine the year's learning through an oral/written presentation. <u>Skills</u> Children will recognise the main word classes and understand that nouns will have different genders. They will begin to recognize when conjunctions are used. <u>Key vocabulary (new vocab in bold)</u> Un/le/mon père, beau-père, frère, beau-frère, demifrère, grand-père, oncle, cousin, une/la/ma mère, belle-mère, soeur, bellesoeur, demi-soeur, grandmère, tante, cousine, petit/petite, grand/grande, j'ai..., il/elle s'appelle, il/elle a....Dans ma famille, qui est dans ta famille? (intro of plural 's?'), un tee-shirt, une chemise, un pull, un pantalon, un short, une robe, une jupe, des chaussettes, des chaussures, un costume, noir, gris, blanc, rose, marron, rouge, orange, jaune, vert, bleu, violet (intro feminine/plural forms of colours), je/il/elle porte..., Qu'est -ce que tu portes?/qu'est -ce qu'il/elle porte? J'aime..., je n'aime pas..., et, mais, aussi, In Year 4 the children will learn the French words for different breakfast foods.</p>
----------------------	---	---	---