



English Year 3 and Year 4		
<p><b>Driver: <i>Gulliver's Travels</i> (Jonathan Swift)</b> <b>In-role Character Diary</b> <b>Logbook Entry</b></p> <ul style="list-style-type: none"> <li>Identify the purpose and intended effect of writing on readers;</li> <li>Identify and discuss vocabulary and grammar needed to achieve the intended purpose and effect</li> <li>Evaluate the effectiveness of their own writing in achieving the purpose</li> <li>Plan and write series of paragraphs with varied structures: using fronted adverbials and subordinating conjunctions</li> <li>Write Expanded Noun Phrases with modifying adjectives</li> <li>Use specific vocabulary</li> <li>Orally rehearse sentences to expand detail (peer conferencing)</li> <li>Identify CEW in writing; use resources to correct</li> <li>Make changes to writing in order to improve it; evaluating the effect of their writing on the reader</li> </ul>	<p><b>Driver: <i>Gulliver's Travels</i> (Jonathan Swift)</b> <b>Narrative</b> <b>Journey to New Islands</b></p> <ul style="list-style-type: none"> <li>Identify the purpose and intended effect of writing on readers;</li> <li>Identify and discuss vocabulary and grammar needed to achieve the intended purpose and effect</li> <li>Evaluate the effectiveness of their own writing in achieving the purpose</li> <li>Plan and write a series of paragraphs, in which new paragraphs show changes in time, place or person.</li> <li>Write with varied structures: using fronted adverbials and subordinating conjunctions; use adverbs and prepositions to express time and cause</li> <li>Write Expanded Noun Phrases with modifying adjectives</li> <li>Use specific vocabulary</li> <li>Orally rehearse sentences to expand detail (peer conferencing)</li> <li>Identify CEW in writing; use resources to correct</li> <li>Make changes to writing in order to improve it; evaluating the effect of their writing on the reader</li> </ul>	<p><b>Driver: <i>Curiosity - The Story of a Mars Rover</i></b> <b>Non-Chronological Report</b> <b>Rover Design Proposal</b></p> <ul style="list-style-type: none"> <li>Identify the purpose and intended effect of writing on readers;</li> <li>Identify and discuss vocabulary and grammar needed to achieve the intended purpose and effect</li> <li>Plan and write a series of non-narrative paragraphs; and make use of headings and subheadings to organize the text</li> <li>Write with varied structures: using fronted adverbials and subordinating conjunctions; use adverbs and prepositions to express time and cause</li> <li>Recognise and understand differences between formal and informal language; make changes to writing to achieve this</li> <li>Use specific vocabulary, linked to the topic</li> <li>Make use of modal verbs (would, could, should) to express possibility</li> <li>Orally rehearse sentences to expand detail (peer conferencing)</li> <li>Identify CEW in writing; use resources to correct</li> <li>Make changes to writing in order to improve it; evaluating the effect of their writing on the reader</li> </ul>

Mathematics Year 3 and Year 4		
<p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Recognise and represent the Place Value of 3 and 4 digit numbers</li> <li>Partition and combine 3 and 4 digit numbers in a variety of ways</li> <li>Add 3 and 4 digit numbers using a column method</li> <li>Subtract 3 and 4 digit numbers using a column method; including exchanging</li> <li>Use column methods to add and subtract amounts of money; including giving change</li> <li>Apply understanding of PV, addition and subtraction to reasoning and problem solving; including 2-step and missing number problems</li> </ul> <p><b>Mental Maths:</b></p> <ul style="list-style-type: none"> <li>Round numbers to the nearest 10</li> <li>Round numbers to the nearest 100</li> <li>Recall bonds to 100/1000</li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Recognise and recall the names of regular polygons (up to 12 sides)</li> <li>Describe and sort polygons based on the types of line they possess (horizontal, vertical, parallel and perpendicular)</li> <li>Identify lines of symmetry in polygons</li> <li>Complete symmetrical patterns</li> <li>Create symmetrical patterns</li> <li>Apply understanding of symmetry to reasoning and problem solving tasks</li> </ul> <p><b>Mental Maths:</b></p> <ul style="list-style-type: none"> <li>Multiply numbers by 10/100</li> <li>Divide numbers by 10/100</li> </ul>	<p><b>Measures: Time</b></p> <ul style="list-style-type: none"> <li>Tell the time: o'clock and half past</li> <li>Tell the time: quarter past/quarter to</li> <li>Tell the time: to 5 minutes, to 1 minute</li> <li>Calculate durations of time</li> <li>Understand the structure of the calendar (months/days); understand the structure of a day (24 hours: a.m and p.m)</li> <li>Read, understand and convert between 12 and 24hr time</li> </ul> <p><b>Mental Maths:</b></p> <ul style="list-style-type: none"> <li>Reading and interpreting scales (as divisions of 100, in 2s, 4s, 5s and 10s)</li> </ul>

**Final Products**

Inter-planetary Rover

Gulliver's Travels Story

**Science:** Life Cycle of Plants

- Identify and describe the function of the roots/stem/leaves/flower
- Record and communicate observations in a clear, coherent way
- Plan and carry out an investigation regarding growth requirements for plants

**PSHE:** Meet the Brain

- Recognise and understand the importance of mental health, alongside physical fitness
- Understand the impact of diet, exercise, drugs (including medicines), and lifestyle on the body's functions
- Identify the impacts of food, water and oxygen on the body, as well as nicotine and alcohol
- Recognise qualities of friendship, exploring why we sometimes fall out and how we can reconcile

**Computing:** Coding

- Use 2Code to create a series of programs which incorporate: timers, repetition commands, 'if' statements and variables
- Debug a program; demonstrating understanding of the problem and possible solutions
- Create a final program incorporating learnt features

**Outdoor Education:**

- P.E. with Coach Jake: Bat and Field skills (Rounders and Cricket)

**SRE:**

- Year 3: TBD
- Year 4: Understanding changes in the body over time

**Art & D.T:** Ranging Rovers

- Identify how different surface materials affect motion
- Design investigations to test different materials and designs
- Use data to prototype and refine a rover design
- Test and evaluate final designs

**R.E.**

**Teaching: Faith - What is it like to follow God?**

- Defining the concept of faith.
- Exploring Christian/Islamic views of faith.
- Exploring personal reflections on faith