

	Autumn	Spring	Summer
Whole School Themes	Story Telling Curious Minds	Building for the Future Getting Creative	Healthy Habits Lights, Camera, Action
Class Themes	Dragons  Italy	Romans	Lymm History/Picture texts

## English

<b>English</b>	<p><b>Grammar</b> : inverted commas, plural and possessives, verbs, standard English, noun phrases, sentences that make sense using correct punctuation, preposition phrases.</p> <p><b>Writing Outcomes</b> Narrative-characters, settings, descriptions. Poetry Instructions</p> <p><b>Suggested Texts</b>- Tell me a dragon, How to train a dragon and texts that capture the children’s interest.</p>	<p><b>Grammar</b> : headings, paragraphing, fronted adverbials, using a comma after fronted adverbials, preposition phrases, apostrophes, appropriate noun and pronouns.</p> <p><b>Writing Outcomes</b> Non-chronological reports Narrative Letters Diary entries Explanation</p> <p><b>Suggested Texts</b> -Escape from Pompeii, How to be a Roman Gladiator, You wouldn’t want to be a Roman soldier</p> <p style="color: red;">Story writing/past tense Year 3 gap</p>	<p><b>Grammar</b> : Recap, revisit and consolidate.</p> <p><b>Writing Outcomes</b> Narrative-clear beginning, middle and end. Detailed characters and settings. Description Non -narrative</p> <p>Suggested Texts- The lost Thing, Robin Hood, Paperbag Prince and texts/films that capture the children’s interests.</p>
----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Maths

<b>Maths</b>	<p><b>Number and place value</b>-Recognise and compare numbers beyond 1000. Recognise the place value of 4 digit numbers. Round any number number in the thousands to the nearest 10,100,1000.</p> <p><b>Addition and subtraction</b>- Add and subtract numbers mentally and use a written method to add and subtract 4 digit numbers.</p> <p><b>Multiplication and division</b>-Recall all multiplication and division facts up to 12x12- end of year outcome. Use a written method</p>	<p><b>Fractions and decimals</b>- Count up and down in tenths, compare and order fractions, recognise and write fractions and decimals, add and subtract fractions using the same denominator.</p> <p><b>Time</b> –Tell the time to the minute including 24 hour clock.</p> <p><b>Money</b>- add/subtract and find change. Reasoning and problem solving.</p> <p style="color: red;">Fractions/Time Year 3 gap</p>	<p><b>Measurement</b>-perimeter and length. Convert between different units of measure eg km to m, hr to min.</p> <p><b>Angles</b>-acute, obtuse, right angles.</p> <p><b>Shape and symmetry</b>-Compare and classify geometric shapes inc quadrilaterals and triangles based on their properties and sizes. Identify lines of symmetry.</p> <p><b>Position and direction</b>-identify coordinates.</p>
--------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

for multiplication. Multiply 3 digits by 1 digit.  
Reasoning and problem solving.

**Statistics**-bar charts, line graphs  
**Area**-find the area of rectilinear shapes by counting squares. Reasoning/problems.

## Science and Technology

**Working Scientifically** Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.

### Science

**Living things and their habitats** : Grouping living things, using classification keys, identify and name living things in their local and wider environment. Recognise that environments can change.

**Electricity** : identify common appliances, circuits and naming basic parts, recognise common conductors and insulators.

Plants Year 3 gap

**Sound** : Identify how sounds are made, recognise that vibrations travel through a medium to the ear, pitch/volume of sound, recognise that sounds get fainter as the distance from the sound increases.

**Animals including humans** : Construct and interpret a variety of food chains identifying producers, predators and prey. Digestive system in humans. Identify different teeth in humans and their functions.

**States of matter** : Compare and group materials together, according to whether they are solids, liquids and gases. Changes of state.

### E-safety

### Computing

(Themes from the "Knowsley" computing scheme)

**Real or Fake** Awareness of fake news and using your skills to decide what is real and fake.

My Online Life How to stay safe online.

Coding Year 3 gap T shirt designers Year 3 gap

**Hour of Code** –Working through various challenges on the Hour of Code.

**Dinosaurs**-Developing story telling/film making skills.

**Minecraft Challenges** –Explore and build with minecraft.

**Wizard School**-Writing and book making skills.

### Design Tech

Roman catapults-DT

Sew a heart -DT

# Humanities

<b>History</b>	<p>The Roman Empire and its impact on Britain.          Julius Caesar's attempted invasion 55-54BC.          The Roman Empire by AD42 and the power of its army.          Successful invasion by Claudius and conquest including Hadrian's wall.          British resistance eg Boudica          Romanisation of Britain and the impact of technology, culture and beliefs and everyday life.          Ancient Egypt Year 3 gap</p>		<p>In depth study of the history of Lymm- landmarks, trades and traditions.</p>
<b>Geography</b>	<p><b>Why do so many people in Lymm like to holiday in Europe?</b> Looking at Italy.          Explain the reasons why people may be attracted to live in Italy.          Environmental regions, key physical and human characteristics, major cities. Locate European countries (including Russia).          Understand geographical similarities and differences (both human and physical geography). Rivers and mountains in Italy.</p>	<p><b>Why is Chester such a cool place to live?</b>          Understanding the main features of villages, towns and cities. Trip to Chester (look at an Ordnance Survey map).</p>	<p>Use maps, atlases, globes and digital/computer mapping Walk around Lymm – take photographs, draw sketch maps, etc.</p>
<b>R.E.</b>	<p>Christianity How and why might Christians use the Bible?          What might a Hindu learn from celebrating Divali?          Hinduism/Buddism Year 3 gap</p>	<p>Is sacrifice an important part of religious life?          Christianity-What does love your neighbour mean?</p>	<p>Why do Muslims fast during Ramadhan?          How do Sikhs express their beliefs and values?</p>
<b>MFL</b>	<p>French : Greetings/numbers/families/days of the week and months of the year.          Conversation, weather, seasons, clothes, buildings. Greetings/songs/food/animals</p>		



The Creative Arts (Art, Music, Dance, Drama)			
<b>Dance and drama</b>	Drama techniques Inspiring writing	Drama techniques Inspiring writing Dance –Creative Steps Roman dance topic.	Drama techniques Inspiring writing.
<b>Art</b>	Drawing/line/tone Dragon artwork. 3D work –clay Dragon eyes <b>3D Shape and Form Year 3 gap</b>	Work linking to our Roman topic.	Collage/texture/observational drawing. Experimenting with styles used by other artists.Using line,tone shape and colour to represent figures and forms
<b>Music</b> (Charanga Music)	Medley Music consultant covering KS2 programme of study:- maintain a part whilst others are performing, improvise within a group, change sounds or organise them differently to change effects, compose music to meet specific criteria, use notation to record simple compositions, choose appropriate tempo for a piece of music, describe, compare and evaluate music using musical vocabulary, refine and improve compositions, contrast the work of a famous composer and explain preferences. <b>Improvising</b>		
Health and Wellbeing			
<b>PE</b>	Rugby Real Gym/Orienteering <b>Dance,swimming,games Year 3</b>	Real Gym Invasion Games (basketball/netball) Real Gym	Dance-Romans Invasion Games (football/handball) Invasion Games (hockey/netball)
<b>Life Skills</b> <i>Personal, Social and Health Education &amp; SUMO</i>	New beginnings Goals	Friendship	Changes Good to be me
<b>Trips and Visitors</b>		Burwardsley Residential Roman Trip to Chester	Local history walk.
<b>School Values</b>	Compassionate - We care about others Open-minded - We try new things	Aspirational - We reach for the stars Happy - We have a positive attitude	Resilient - We have a go and don't give up Independent - We can do it!
<b>Whole School Celebration focus</b>	Harvest/Charity Assembly Christmas	Chinese New Year Easter	Moving On

# British Values

Rule of Law /Democracy

Individual liberty/ Mutual respect

Tolerance of different cultures and religions