

St Nicholas CE Primary School

Belonging, Believing, Becoming



Year 3

Key Knowledge and Vocabulary

Subject	Key Knowledge	Key Vocabulary
English	<p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none">• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words <p>Reading Comprehension</p> <ul style="list-style-type: none">• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions• Use dictionaries to check the meaning of unfamiliar words• Identify main idea of a text• Identify how structure, and presentation contribute to the meaning of texts• Retrieve and record information from non-fiction• Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions• Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently• Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action• Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks• Know that non-fiction books are structured in different ways and be able to use them effectively• Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas• Ask questions to improve understanding of a text• Predict what might happen from details stated <p>Writing</p> <p>Transcription</p> <ul style="list-style-type: none">• Spell words with additional prefixes and suffixes and understand how to add them to root words, for example –form nouns using super, anti, auto• Recognise and spell additional homophones, for example—he'll, heel, heal	<p>Grammar</p> <p>Main and subordinate clause</p> <p>Subordinating and co-ordinating conjunctions</p> <p>Conjunctions – time and cause</p> <p>Adverbs – manner and time</p> <p>Prepositions</p> <p>Direct speech – inverted commas</p> <p>Nouns and pronouns – avoid repetition</p> <p>'a' and 'an'</p> <p>Adjectives</p> <p>Compound nouns</p> <p>Spellings</p> <p>Prefix – un, mis, dis</p> <p>unable unbeaten unblock uncover uncut undo unfair unfit unfold unhappy unkind unload unlucky unpack unselfish unwell unwilling unwind unheard unaccompanied unachievable unannounced unappealing unarmed unashamedly unattached unattainable unattractive unaware unbeaten unbelievable unbreakable uncertain uncomfortable unconscious undisturbed ungrateful uninterested unmistakable unofficial unpleasant unpopular unqualified unsociable unusual disable disagree disarm disclose discover disease disgrace dislike disobey</p>

	<ul style="list-style-type: none"> •Use the first two or three letters of a word to check its spelling in a dictionary •Spell correctly word families based on common words, for example –solve, solution, solver •Spell identified commonly misspelt words from Year 3 and 4 word list •Make analogies from a word already known to apply to an unfamiliar word •Identify the root in longer words •Use the diagonal and horizontal strokes that are needed to join letters •Understand which letters, when adjacent to one another, are best left unjoined •Increase the legibility, consistency and quality of handwriting <p>Year 3 Expectations:</p> <p>Composition</p> <ul style="list-style-type: none"> •Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary •Compose sentences using a wider range of structures linked to the grammar objectives •Write a narrative with a clear structure, setting, characters and plot •Write a non-narrative using simple organisational devices such as headings and sub-headings •Suggest improvement to writing through assessing writing with peers and self-assessment •Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences •Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although •Use the perfect form of verbs to mark relationships of time and cause •Use conjunctions, adverbs and prepositions to express time and cause •Proof-read to check for errors in spelling and punctuation errors <p>Spoken Language</p> <p>Sequence and communicate ideas in an organised and logical way in complete sentences as required</p> <ul style="list-style-type: none"> •Vary the amount of detail and choice of vocabulary dependent on the purpose and audience •Participate fully in paired and group discussions •Show understanding of the main points in a discussion •Start to show awareness of how and when Standard English is used •Retell a story using narrative language and added relevant detail •Show they have listened carefully through making relevant comments •Formally present ideas or information to an audience •Recognise that meaning can be expressed in different ways dependent on the context •Perform poems from memory adapting expression and tone as appropriate 	<p>disorder disown displease disrepair distrust disuse disadvantage disallow disappear disappoint disapprove disassemble disbelief disbelieve discharge discolour discomfort disconnect disease disembark disembowel disfigure dishearten dishonest disinfect disinterested disjointed disobedient disqualify, dissatisfy disadvantaged disappeared <i>disappointed discontinued disqualified dissatisfied dissolved</i> <i>misbehave misdeal misfire mishear mislead misplace misread misspell mistake misunderstand misuse misadventure miscalculate misfortune misinform misinterpret misjudge mismanage misunderstand misinformed misinterpreted mismanaged</i></p> <p>Prefix in</p> <p>inaccessible inaccurate inactive inadequate inarticulate inattentive inaudible incapable incomplete inconsiderate inconvenient incorrect incredible indecent indefinite independent indigestion inedible inefficient inexcusable inexpensive insignificant insincere insoluble invisible involuntary inexcusable indestructible invincible inaccurately inconsiderately indecently insensitively insignificant insincerely</p> <p>Prefix il</p> <p><i>illegal illegible illiterate illogical illegitimate</i></p> <p>Prefix im</p> <p><i>imbalance immature immeasurable immobile immoral immortal immovable impartial</i></p>
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		meet meat die dye shore sure flour flower pour pore poor paw him hymn hole whole pair pear sale sail week weak stare stair
Maths	<p>Number Count to 1000. Count in hundreds, tens and ones. Count in fifties. Count in fours and eights. Tell the value of a digit in a number. Compare and arrange numbers within 1000. Complete number patterns.</p> <p>Addition and Subtraction Add numbers without exchanging. Add numbers with exchanging. Subtract numbers without exchanging. Subtract numbers with exchanging. Solve word problems involving addition and subtraction.</p> <p>Multiplication and Division Know 3, 4 and 8 times tables. Divide a number by 3, 4 and 8. Solve word problems involving the 3, 4 and 8 times tables. Solve word problems involving the division of 3, 4 and 8.</p> <p>Fractions Count in tenths. Make number pairs that form one whole. Add and subtract two fractions. Find and list equivalent fractions. Write a fraction in its simplest form. Compare fractions. Find part of a set and fraction of a number. Share a number equally. Write fractions on the number line. Write fractions that are greater than 1. Solve word problems involving fractions.</p> <p>Length Write length in metres (m) and centimetres (cm). Convert length from m and cm to cm. Convert length from cm to m and cm. Write length in kilometres (km) and metres (m). Convert length from km and m to m. Convert length from m to km and m. Compare different lengths. Solve word problems on length.</p>	Multiples Hundreds Three-digit number Numbers one to one thousand in words Denominator Numerator A.M P.M Noon Midnight Leap year Each month of the year Properties of shapes Sides Line of symmetry Vertical line Horizontal line Perpendicular line Parallel lines Edges Vertices Vertex Faces Angle Right angle Acute angle Obtuse angle Block diagram Table Right Tally chart Column addition Column subtraction Inverse operations Mental operations Integers Short division Short multiplication Remainders Tenths

	<p>Area and Perimeter Measure the total length around a shape. Find the perimeter of figures using a square grid . Find the perimeter of figures in centimetres (cm) and metres (m). Find the perimeter of squares and rectangles</p> <p>Volume Measure volume in millilitres (ml) and litres (l). Measure capacity in ml and l. Write volume in ml and l. Write capacity in ml and l. Solve word problems on volume and capacity</p> <p>Geometry Recognise an angle. Find angles in shapes. Find a right angle, an acute angle and an obtuse angle. Compare the sizes of angles. Make a half turn, a three-quarters turn and a full turn.</p> <p>Mass Read the scales for mass in kilograms (kg) and grams (g). Solve word problems on mass.</p> <p>Money Name the amount of money in pounds and pence. Use different ways to show the same amount of money. Add money in pounds and pence. Subtract money in pounds and pence. Calculate change in pounds and pence. Solve word problems on money.</p> <p>Time Tell and write time in a.m. and in p.m. Tell and write time using “past” and “to”. Tell and write time shown on different types of clocks. Measure time in seconds, hours and minutes. Find starting time, ending time and duration. Change minutes to seconds, and seconds to minutes. Find the number of days using a calendar. Know the number of days in each month, year and leap year.</p> <p>Graphs Draw picture graphs and bar graphs. Read and interpret bar graphs. Solve problems using information from bar graphs.</p>	<p>Fractions Unit fractions Non unit fractions Two quarters Three quarters Equivalence</p> <p>Estimate Measure Millimetres Litres Millilitres Rulers Scales Thermometers Measuring vessels Order Volume</p> <p>Pounds Pence Change</p> <p>Analogue clock</p> <p>Roman Numerals</p> <p>Polygon Co-ordinates Quadrant Axes Pictogram</p>
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	<p>Animals including humans</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Know why living things need energy. Name the major bones in the human body. Name some muscles. <p>Forces and magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. 	<p>energy carbohydrates fats protein vitamins minerals fibre obesity biceps triceps</p> <p>contact friction lubricant attract repel gravity magnetic pole compass</p>
RE	<p><u>Called by God</u></p> <ul style="list-style-type: none"> To know that the Prophets were called by God to give his message to the people. To know that the Prophets were telling the people to turn back to God and mend their relationship with him. To know that the message of the prophets is part of God's big salvation plan. To know that people are called by God today and can describe how they respond and the impact on their lives. <p><u>A Hindu story: Rama and Sita</u></p> <ul style="list-style-type: none"> The name Hinduism and the word Hindu are taken from a river in India called the Indus. People who lived in the Indus Valley used stories to explain what they believed about gods and goddesses and about how to live. The word Hinduism describes the stories and beliefs that grew up in near the Indus. Valmiki wrote down a very special, long story called the Ramayana. Very long, special, ancient stories are called epics. The Ramayana tells the story of a great prince called Rama. Sita was married to Rama. Rama's father was a king. The four sons embodied Vishnu. The king issued a decree to his subjects. The decree said that Rama would succeed him. Rama had sworn an oath to his father. Ravana wanted to control the forest. Ravana wanted to destroy Rama. Ravana wanted to capture Sita. 	<p><u>Christianity</u></p> <p>Prophet Ministry ordination Emmanuel incarnation Mother Teresa Zacchaeus Temple Last Supper Gethsemane rules laws Moses commandment Covenant</p> <p><u>A Hindu story: Rama and Sita</u></p> <p>believers Hindus Hinduism beliefs Indus Rama epic Ramayana Sita Lakshmana deer kingdom subjects succeeds prosperous Vishnu embodiment manhood</p>

	<ul style="list-style-type: none"> • Ravana kidnapped Sita. • Sita was his prisoner on his fortress island. • There was a monkey called Hanuman. Hanuman and all the other monkeys promised to find Sita. • Sita was rescued. • Every year Hindu people celebrate the Hindu festival of Diwali. During Diwali, Hindu people like to tell the story of Rama and Sita. • Light is a symbol of good and darkness is a symbol of evil. <p><u>Christmas</u></p> <ul style="list-style-type: none"> • To know that Jesus is called Emmanuel and that means God with us. • To know that Christians believe Jesus is God's son. • To know that Christians believe the presence of God changes lives. <p><u>Easter</u></p> <ul style="list-style-type: none"> • To know that the events of Holy Week reveal what Jesus came to earth to do. • To know that the events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness. • To know the different ways in which the church remembers and marks the events of Holy Week. <p><u>Harvest</u></p> <ul style="list-style-type: none"> • To know there is a connection between Christian beliefs and their actions. • To know what the Bible records people harvesting and gives instruction that people should give their first and their finest grain. <p><u>Jesus</u></p> <ul style="list-style-type: none"> • To know that Christians believe Jesus has/had the power to change people's lives. • To know that choosing to follow Jesus is not necessarily an easy way of life. • To know that people's lives today can be transformed by becoming a Christian and choosing a different way of life. <p><u>Rules for living</u></p> <ul style="list-style-type: none"> • To know that world faiths have rules to follow that have been established a long time ago. • To know Christians and Jews believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai. • To know Christians try to live out the commandments given by God and Jesus. • To know the commandments are the foundation of Christian and Jewish societies. • To know the 5 pillars are the foundation of the Muslim way of life. the 5 pillars set the Muslim rules for living. that Muslims follow rules set out in the Qur'an. • To know that Muslims have 99 names for God that show his characteristics. • To know that Sikhs wear the 5 Ks as a sign of their commitment to God. 	<p>decree banish companion oath throne demon chariot entranced Hanuman symbol victory altar dharma order Diwali duty devotion path symbol</p> <p><u>More Hindu stories</u></p> <p>Holy Manu Matsya reveal Vedas boarded souls journey evil conch wrestled defeated precious life-giving chakra lotus mace mind offerings offered charm chanted priest weapon purity infinite infinity Sanskrit sacrifices blessings consuming versions Mahabharata hero Arjuna royal warriors bow and arrow archer jealous envy</p>
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	<ul style="list-style-type: none"> To know that Sikhs follow rules set out in the Guru Granth Sahib. To know that Buddhists do not believe that there is a God who has given rules. To know that Buddhists try to follow the teachings of the Buddha. To know that some people choose not to follow any specific set of religious rules. <p>More Hindu stories</p> <ul style="list-style-type: none"> Holy means set apart from ordinary things. Matsya the fish told Manu that a storm would come, bringing floods and gales. Matsya told Manu what to do to prepare. Matsya told Manu that he would teach him all the knowledge in the holy books called the Vedas. The rains came and the gales blew. Manu loaded the boat with seeds, animals and seven holy men. Matsya the fish and Vasuki the snake came to help. Matsya taught them that people have souls. For Hindus, these are important beliefs. Matsya was teaching knowledge that is precious to Hindu believers. Vishnu's lotus flower is a symbol of energy and purity. Vishnu's mace is a symbol of his power. Vishnu's conch shell can be used as a trumpet. It makes the sound 'aum'. Vishnu's chakra is a symbol of a human mind, full of energy. A sacrifice is a special gift offered to a god or goddess. Ancient Hindus worshiped gods of the Sun, Earth, sky and fire. Ancient Hindus sacrificed animals. The Pandavas and Kauravas grow up together. The Pandavas was devoted to Vishnu. Krishna was an embodiment of Vishnu. Hindus believe that Vishnu has many embodiments. They call each one an avatar. Avatar can mean embodiment or image. Synoptic task: What do Hindus learn from Vishnu's stories and symbols? 	<p>exile blood raced charioteer Krishna battlefield conversation avatars flute</p>
History	<p>Ancient Egypt</p> <ul style="list-style-type: none"> Who Howard Carter was and what he discovered The location and settlements around the Nile Life by the Nile The role of the Nile in developing belief systems as well as agriculture How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing <i>Disciplinary focus: change/continuity. In what ways did Ancient Egypt change?</i> 	<p>Ancient Egypt Valley of the Kings, archaeologist, excavate, tomb, ruler, Ancient Egypt, remains, hieroglyphics, ebony, Tutankhamun, historian, civilisation, Nile, Mediterranean Sea, kingdom, crown, pharaoh, united, unity, fertile, mine, pyramids, Giza, sacred carvings, overpower, enemies, chariot, ankh, hawk, Amun Ra (god), Osiris (god), Isis (goddess), dependent, Ma'at (goddess), universe, order,</p>

	<p>Cradles of Civilisation</p> <ul style="list-style-type: none"> • The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). • A geographical overview of ancient civilisations of the world, including big map seeing where they all were and geographical similarities. • Study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geographical knowledge so far) and via art of ancient civilisations. • Ziggurats • <i>Disciplinary focus: similarity and difference</i> • <i>How similar and how different were Ancient Egypt and Ancient Sumer?</i> <p>Indus Valley Civilisation</p> <ul style="list-style-type: none"> • Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds, beads, weights, toys) • Bricks, buildings, baths, bathrooms, drainage • Mohenjo Daro, Harappa, Lothal • Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) • Craftsmanship, trade, barter • Puzzles for historians, including rulers and religion • <i>Disciplinary focus: evidential thinking</i> • <i>How do we know about the Indus Valley civilization?</i> <p>Persia and Greece</p> <ul style="list-style-type: none"> • Ancient Persia and its empire to set geographical & political context. • Ancient Greek city states, inc. Sparta and Athens. • Why/how did they form? • Homer’s Iliad • Greco-Persian wars, inc. battle of Marathon, • Thermopylae, Salamis • Ancient Greek language • Peloponnese War • Greek religion – gods and goddesses • <i>Disciplinary focus: similarity and difference</i> • <i>What did Greek city-states have in common?</i> 	<p>flooded, Anubis (god), afterlife, underworld, soul, limb, decay, preserve, embalm, mummy, mummification, Rosetta Stone, translate, translation, inscription, cartouche, carved, papyrus</p> <p>Cradles of Civilisation tablets, Sumer, Tigris, Euphrates, Mesopotamia, Fertile Crescent, trade, weaving, herding, ziggurat, cuneiform, Gilgamesh, epic Assyria, Indus valley, Shang, nomadic, cradle, bronze, altar, sacrifices, decipher, sculptures, mythical, decorative</p> <p>Indus Valley Civilisation necklace, bangles, Mohenjo-Daro, merchants, market, Indus Valley civilisation, reconstruction, reconstructed, Harappa, monuments, seals, threshing, barley, sources, evidence, trench, pottery, potsherds, threshed, urban, citadel, fired, kiln, technology, sewage, Lothal, drain, wells, draw water, jewellery, oxen, rhinoceroses, unicorns , terracotta, ornaments, carnelian, barter, weights, transport, prow, trade route, governed, governments, robe, figurines, fertility, Asia, Asian, Hindu, granary</p> <p>Persia and Greece Darius, empire, Persian Empire, Cyrus, Babylon slaves, succeeded, satrapy, satrap, tax, city-state, polis, agora, acropolis, temple, gymnasium, theatre, Zeus, Olympus, shrines, Poseidon, trident, Ares, Hera, alphabet, alpha, beta, Homer, Iliad, Achilles, besiege, Battle of Marathon, strait</p>
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	<p>Ancient Greece</p> <ul style="list-style-type: none"> ● Athenian democracy and empire ● Art, culture & learning in Ancient Greece ● Greek architecture, inc. Parthenon ● Greek religion in Greek stories ● Greek literature, inc. epic poetry – inc Homer’s Odyssey. ● Tragedy in Greek theatre ● Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle. ● <i>Disciplinary focus: evidential thinking</i> ● <i>What can historians learn from the sources from Ancient Greece?</i> <p>Alexander the Great</p> <ul style="list-style-type: none"> ● Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. ● Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. ● Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) ● Meanwhile in Egypt.... Egypt under the Ptolemy family. ● Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? ● Why did it fizzle out this time? What have we learned about why empires rise and fall? ● <i>Disciplinary focus: causation- How did Alexander the Great conquer so much land?</i> 	<p>Ancient Greece</p> <p>democracy, citizens, voted, assembly, Pericles, Golden Age, declared war, Peloponnesian War, starve, plague, allies, surrendered, enslaved, Parthenon, architecture, architects, inspired, columns, scrolls, frieze, sculptures, pediment, spectators, chorus, masks, playwrights, Sophocles, tragedy, comedy, satire, gestures, literature, Homer, Odyssey, Odysseus, off course, Cyclops, Sirens, sailors, mast, nymph, disguised, revealed, philosophy, wisdom, philosophers, Socrates, Plato, Academy</p> <p>Alexander the Great</p> <p>Macedon, puppet king, hoplite, Philip of Macedon, captured, hostage, sarissa, phalanx, Delphi, oracle, prophecy, prophesy, league, League of Corinth, Bucephalus, assassinated, determined, Gordium, wagon, legend, pledged, loyalty, Issus, Alexandria, Gaugalmela, chariots, retreated, , victor, divine, flew into a rage, Ptolemy, founded, scrolls, Euclid, geometry, astronomy, astronomer, Galen</p>
Geography	<p>Rivers</p> <ul style="list-style-type: none"> ● Depth focus: The River Indus - its source, course, human interactions with environment. ● How rivers get their water - the source, springs, the water cycle ● How do rivers shape the land? ● The river’s load including erosion, particles, deposition. ● Know how a waterfall is formed. ● The role flooding has on the land. ● Depth focus: River Severn - Wildlife in the River Severn, Fishing, local agriculture, pollution problems. 	<p>Rivers</p> <p>Tibet, mountain range Himalayas, stream, Indus, India, Pakistan, glaciers, Monsoon, channel, Tributaries, Arabian Sea, riverbed, turbulent, course, river levels, dams, reservoirs, canals, irrigation, irrigate, turbine, hydro-electric, power</p>

	<ul style="list-style-type: none"> ● Geographical skills: Using photographs ● Disciplinary focus: interaction - How do rivers, people and land affect each other? <p>Mountains</p> <ul style="list-style-type: none"> ● Highest mountain in each of the four countries of the UK. ● Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. ● Why do people live on mountains? ● Depth focus: i) Andes and terraced farming; ii) Snowdonia ● Sustained geographical themes: ● Relationship between mountains and weather ● Relationship between mountains and people ● Geographical skills: Describing location using 4-point compass ● Disciplinary focus: interaction - How do mountains and people affect each other? <p>Settlements & cities</p> <ul style="list-style-type: none"> ● Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. ● Major cities in the UK – locational overview ● London as a conurbation and London boroughs ● Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? 	<p>parched, palla, province, Sindh, revive, migrate spring, source, delicacy, Earth atmosphere, state, solid, liquid, gas, water vapour, water cycle, evaporates, evaporation, condenses, surface runoff, groundwater, transpiration, erosion, erodes, particles, load, deposits, deposition, upper course, V-shaped valley, Spurs, mature, meanders, sediment, mouth, estuary, reeds, delta, mangroves, Welsh, River Severn, Wales, cattle, salmon, streamlined bore, Gloucester, tide, curlews, sandpipers, mud flats, conservation, pollute, pollution</p> <p>Mountains</p> <p>Hill, mountain, Ben Nevis, mountainous regions mountain range, Himalayas, Mount Everest, peak slopes, terraces summit, Alps adapted, Andes terraced farming mountain pass Cairngorms highlands, trek valleys, Lake District Pennines Yorkshire Dales Brecon Beacons Snowdonia above sea level temperature</p> <p>Settlements & cities</p> <p>Settlements, settlement hamlet, farmstead, village rural, inhabitants church, village green post office, small shops primary school, pub village hall secondary school, facilities railway station, urban</p>
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	<ul style="list-style-type: none"> ● Patterns of settlement in Cardiff and London. ● <i>Disciplinary focus:</i> diversity - How are settlements similar and different? <p>Agriculture</p> <ul style="list-style-type: none"> ● Arable farming, pastoral farming, mixed farming, how farming changes the landscape. ● How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based ● diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). ● Sheep farming in Wales - Snowdonia. ● Locational knowledge revisited: Wales, Snowdonia, Gloucestershire. New locational knowledge: Sussex ● Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. ● Geographical skills: Optional local fieldwork on local shops - their sourcing, economic and ethical considerations. ● <i>Disciplinary focus:</i> interaction - How are we connected to farmers? <p>Volcanoes</p> <ul style="list-style-type: none"> ● Structure and composition of the earth ● How and why volcanoes erupt ● Types of volcanoes (Active, dormant and extinct volcanoes) ● Link to settlements with section on why people still live near volcanoes ● Deepen Mediterranean place focus via Mount Etna and human settlements around it. ● Why people visit volcanoes (work, tourism, farming, science) ● Geographical skills: Using diagrams, describing distribution ● <i>Disciplinary focus:</i> interaction - How do volcanoes affect a place? 	<p>settlement, adapt, coastal town, market town city, university, large hospitals, cathedral airport, sprawling, urban sprawl, boroughs Londoners, Tube, Underground, cycle lanes, Conurbation, flats, Cardiff, capital city, Taff, businesses, connect</p> <p>Agriculture</p> <p>agriculture, processed, distributed, arable farming pastoral farming, mixed farming, growing season, harvest, ripen, growing season, plough graze, grazing dairy farmers manure, marshlands, forests, hedges, yield fertilisers, pesticides, organic food, seasonal food, Local food, vegetarian vegans, flocks sheepdogs, shorn, wool</p> <p>Volcanoes</p> <p>surface, mantle, crust, planet, core, scientists, oceanic crust, continental crust, iron, melted, volcano, erupting, molten, magma, lava, viscous, explosive, pressure, vent magma chamber, composite shield, Mount Etna, super volcano, secondary vents, volcanic bombs, solidify, Mount Bromo, crater active volcano, dormant, extinct, flow, lava flows, mudflows, pyroclastic flows, smother, clog, disrupt, plumes, Sicily, destructive,</p>
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	<p>endangered, enrich, citrus fruits, explosives, divert, evacuated, geologist</p> <p>Climate and Biomes (situated, through its examples, in Europe, so that European place focus is launched simultaneously)</p> <ul style="list-style-type: none"> Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison Geographical skills: World map and key lines of latitude <p><i>Disciplinary focus:</i> interaction - How does the climate affect the way people live?</p>	<p>Climate and Biomes continent, oceans, Europe, Mediterranean Sea, Atlantic Ocean, Arctic Ocean, landlocked, weather, climate, Equator latitude, tropical, polar, mild, currents, Gulf Stream, biomes, Savanna, rainforest, tundra, Mediterranean climate, temperate climate, Temperature</p>
Computing	<ul style="list-style-type: none"> Know how to troubleshoot when something doesn't appear to be working with my device. Know how to discuss different types of digital content and file types. <p>Computer Science</p> <ul style="list-style-type: none"> Know how to plan, create and debug programs. Know how to use decomposition to help me solve computing problems. Know how to use sequence, selection, repetition and variables in programs. Know how to work with various forms of input and output. Know how to use logical reasoning to predict and correct errors in algorithms and programs. Know how to explain how the internet works. Know how to explain how a search engine works. <p>Information Technology</p> <ul style="list-style-type: none"> Know how to improve the quality and presentation of my work. Know how to create with technology. E.g. Video, animation, 3D Know how to collect, analyse, evaluate and present data and information. Know how to use advanced search tools. <p>Digital Literacy</p> <ul style="list-style-type: none"> I know how to use the internet. Know how to analyse information and make accurate searches. Know and understand the need for copyright and the consequences of ignoring it. 	<p>Reputation Online Bullying Copyright Self-Image Identity Trust Risks Profile Password Private Empathy App Shortcut Presentation Application Browsers Word Processing Cloud Bookmark Multimedia File Copyright Hyperlink Folder Search Engine Formulae GigaByte URL MegaByte Font Digital Content Spreadsheet Code / Coding Debugging Program Flow</p>

	<ul style="list-style-type: none"> • Know what I should be sharing online and where to go for help if I need it. • Know that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online. • Know how to explain what bullying is and know where to go for help. • Know and understand the impact technology can have on my health, wellbeing and lifestyle. • Know who I should be sharing information with and how to keep my data secure. • Know and understand the term identity and I can take appropriate measures to protect my own online identity. 	Diagram Tablet Broadcast Background Sprite Decomposition Bugs Conditional Repeat Sequencing Website Animation Command Journal Screencasts Algorithm Save Visual coding Screenshot Input / Output
Design Technology	<p>Mechanical Systems-Levers and Linkages</p> <ul style="list-style-type: none"> • Materials must be suitable for the task undertaken. • Mechanism-a device used to create movement. • Lever- a rigid bar that moves around a pivot. • Pivot - allows movement around a point. • Loose pivot-a paper fastener that joins two strips of card together loosely. • Fixed pivot-a paper fastener that joins around a set point. • System- a set of related parts used to create an outcome • Measuring length of card in cm. • Making holes in card using a sharp pencil and blu tac. • Making a join using a split pin and lever. • The lever is in the input and the movement is the output. • The linkage provides the type of output. • A bridge helps to make the system more stable. • Design criteria are the precise goals that a project must achieve in order to be successful. • Audience and purpose are key elements in design. • Plans should be followed but amendments can be made as applicable. • Evaluation is a key part of the design process. <p>Structures-Game Packaging</p> <ul style="list-style-type: none"> • Investigate a range of commercially made packaging and recognise that many examples are constructed from nets • Shell structures can be made of different materials. • Shell structures can present, protect or contain another product. • Shell structures are hollow shapes made from nets. • How to construct strong, stiff shell structures. • Know how to make paper models (mock-ups) of their ideas before using a computer to make a net • Use tools to add images or text to their package before 	<p>Levers</p> Mechanism Lever Slider Linkage Pivot Slot Split pin/Paper fastener. Moving pivot Fixed pivot Bridge Guide System <p>Shell Structures</p> Free standing structure Net Prism Vertex Edge Face Scoring Adhesives Assemble Accuracy Corrugating

	<p>printing, cutting and assembling it with accuracy;</p> <ul style="list-style-type: none"> • Evaluate their packaging against their original design criteria • Produce packaging that is visually lively, accurately made and appropriate for its purpose <p>Cooking and Nutrition-A Traditional Dish</p> <ul style="list-style-type: none"> • Design includes cookery. • A recipe is a set of instructions for preparing a dish including the ingredients required. • “Seasonality” is a time of year when a given type of food is at its peak either in terms of harvest or its flavour. • That cottage pie is made with beef mince and shepherd’s pie is made with lamb mince. • Both dishes contain mince and carrots. • Dishes can be evaluated in a chart e.g. texture, taste. • Designers plan their products before making them. • There are different coloured chopping boards for different food groups. • Knives should be cleaned in between uses to prevent cross-contamination. • Peeling and chopping skills (bridge or claw techniques). • Know that teamwork and collaboration are vital in a busy kitchen. • Safety issues around sharp tools and hot surfaces. 	<p>Ribbing Laminating</p> <p>Cottage Pie Texture Sweet Sour Hot Spicy Preference Greasy Moist Savoury Hygienic Edible Reared Caught Frozen Tinned Processed Seasonal Harvested Annotated sketch</p>
Art and Design	<p>Autumn</p> <ul style="list-style-type: none"> • I know how artists use charcoal in their work and can talk about the marks produced, and how I feel about their work. • I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. • I can work on larger sheets of paper, and I can make loose, gestural sketches using my body. • I know Chiaroscuro is and how I can use it in my work. • I can use light and dark tonal values in my work, to create a sense of drama. • I know how to use my body as a drawing tool to make drawings inspired by movement, and I have seen how other artists do the same. • I can take photographs of my work, thinking about focus, lighting, and composition. • I know how to talk about what I felt was successful and what I might like to try again in my work. • I can voice what I like about my classmates work and how it makes me feel. <p>Spring</p> <ul style="list-style-type: none"> • I can explore an artwork through looking, talking and drawing. • I can use the “Show Me What You See” technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens. • I can cut shapes directly into paper, using scissors, inspired by the artwork. • I can collage with my cut elements, choosing colour, 	<p>Charcoal Gestural Loose Expressive Wrist Elbow Shoulder Body Mark Making Sweeping Fast Slow Gentle Energetic Chiaroscuro Tone Tonal Values Dark Light Midtone Squint Hands Handprints Tools Positive & Negative Shapes Silhouette Drama Lighting Shadow Atmosphere</p>

	<p>shape and composition to make my own creative response to the artwork.</p> <ul style="list-style-type: none"> • I can add to my collage, using line, colour and shape made by stencils. • I can explore negative and positive shapes. • I can take photographs of my work. • I can share my work with my class. I can reflect and share what I like, and what I would like to try again. • I can look at the work of my classmates and give useful feedback through class or small group discussion. <p>Summer</p> <ul style="list-style-type: none"> • I can talk about the work of other animators who make animations from their drawings, discussing what I like, and how it makes me feel. • I can use my sketchbook to gather ideas from other artists and start to think about a simple moving drawing I might make. • I can use observational skills to look at source material to inspire my character and make drawings. • I can use my imagination to think about how my character might move. • I can create a background for my character. • I can use digital media to film my animation. • I can share my moving drawing, either through an animation or by showing classmates how it would move. • I can reflect and articulate my thoughts about my own artwork and that of my peers. 	<p>Narrative Body Movement Repetitive Motion Echo Memory Trace Dance Photograph Film Composition Focus Present Share Reflect Respond Feedback "Show Me What You See" Sketch Note Line Shape Capture Cut Direct Try Explore Test Colour Elements Arrange Negative Animate Animation Animator Character Pose Action Gesture Intention Background Foreground Scissors Paper Fastener Tape Stick Presentation Performance Reflect Feedback Stage Arena</p>
Music	<p>Volcanoes</p> <ul style="list-style-type: none"> • Able to record ideas using graphic notation. • Beginning to apply the inter-related dimensions of music to a composed piece. • Beginning to identify how and when the interrelated 	<p>beat drone pulse improvise melody</p>

	<p>dimensions of music are used to create effects.</p> <ul style="list-style-type: none"> • Confident to perform with a group. • Contribute ideas considering the theme of the piece. <p>Greek Myths</p> <ul style="list-style-type: none"> • Experiment with given notes to create simple patterns and melodic ideas in response to a stimulus or theme. • Beginning to identify how the inter-related dimensions of music are used to affect the mood and message of the piece. • Beginning to identify musical conventions being employed in a variety of pieces. • Confident to perform as an individual and within a group. • Know how to play a drone maintaining a steady pulse. • Know how to sing with projection and clear diction over a greater range of pitches. • Contribute ideas individually and in group work with consideration of the structure and theme of the music. • Understand role within the ensemble. <p>Castles</p> <ul style="list-style-type: none"> • Beginning to associate the length of sounds with the beats of the pulse and graphic symbols to create rhythm. • Experiment with given notes to create simple improvised patterns. • Beginning to identify musical conventions being employed in a variety of pieces. • Perform independently and in small groups demonstrating an understanding of role within the ensemble. • Know how to play a simple rhythmic pattern, maintaining a steady pulse. • Sing with projection and clear diction over a greater range of pitches accurately matching the starting pitch. 	<p>pulse scale dynamics score tempo compose instruments appraise ostinato rhythm melody improvisation pitch stave plainsong dynamics texture structure timbre duration graphic score inter-related dimensions</p>
Physical Education	<ul style="list-style-type: none"> • I am able to bowl a ball towards a target. • I am beginning to strike a bowled ball after a bounce. • I am developing an understanding of tactics and I am beginning to use them in game situations. • I am learning the rules of the game and I am beginning to use them honestly. • I can provide meaningful feedback using key words. • I work co-operatively with my group to self-manage games. • I am able to jump and turn a skipping rope. • I can change direction quickly. • I can identify when I was successful. • I can link hopping and jumping actions. • I demonstrate balance when performing other fundamental skills. • I understand how the body moves differently at different speeds. • I understand why it is important to warm up. • I can return a ball to a partner. 	<p>Symmetrical Asymmetrical Evaluate Improve Stretch Curled Stretched Hopping Balancing Adapt Routine Possession Batting Fielding Score Bowling Striking Tactics Feedback Catching</p>

	<ul style="list-style-type: none"> • I can use basic racket skills. • I understand the aim of the game. • I understand the benefits of exercise. • I work cooperatively with my group to self-manage games. • I can catch different sized objects with increasing consistency with two hands. • I can dribble a ball with control. • I can persevere when learning a new skill. • I can show a variety of throwing techniques. • I can throw with accuracy and increasing consistency to a target. • I can track the path of a ball that is not sent directly to me. • I am respectful of others when watching them perform. • I can repeat, remember and perform a dance phrase. • I can use counts to keep in time with a partner and group. • I can use dynamic and expressive qualities through dance in relation to an idea. • I can work with a partner and in a small group, sharing ideas. • I create short dance phrases that communicate the idea. • I can adapt sequences to suit different types of apparatus. • I can choose actions that flow well into one another. • I can choose and plan sequences of contrasting actions. • I can complete actions with increasing balance and control. • I can move in unison with a partner. • I use a greater number of my own ideas for movements in response to a task. • With help, I can recognise how performances could be improved. • I can communicate with my team and move into space to help them. • I can defend an opponent and attempt to tag them. • I can move with a ball towards goal with increasing control. • I can pass and receive the ball with some control. • I understand my role as an attacker and as a defender. • I can collect and record my scores, recognising my strengths. • I can complete exercises with control. • I can use key points to help me to improve my sprinting technique. • I can work safely with others. • I show balance when changing direction. • I understand that there are different areas of fitness. • I can copy and link yoga poses together to create a short flow. • I can describe how yoga makes me feel. • I can move from one pose to another in time with my breath. 	<p>Co-operative Pace Dribbling Racket Skills Communicate Defending Passing Receiving Attacking Space Repeat Dance Phrase Improvisation Gesture Unison Sprinting Agility Flow Accuracy Distance Sprint Steady pace Accuracy Stamina Speed</p>
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	<ul style="list-style-type: none"> • I can work with others to create a flow including a number of poses. • I show some stability when holding my yoga poses. • I am developing jumping for distance. • I can take part in a relay activity, remembering when to run and what to do. • I can throw a variety of objects, changing my action for accuracy and distance. • I can use different take off and landings when jumping. • I show determination to achieve my personal best. • I am able to bowl a ball towards a target. • I am beginning to strike a bowled ball. • I can use overarm and underarm throwing and catching skills. • I work co-operatively with my group to self-manage games. 	
Languages	<p>A new start</p> <p>To say greetings in the target language.</p> <p>To ask and answer about feelings in the target language</p> <p>To say, recall, identify numbers between 1 and 10 in the target language</p> <p>To write some colours in the target language</p>	<p>Hola – hello</p> <p>Buenos días – Good morning</p> <p>Buenas tardes - Good afternoon / evening</p> <p>Buenas noches – Good night</p> <p>Hasta luego – See you soon</p> <p>Adiós – Good bye</p> <p>¿Cómo estás? – How are you?</p> <p>Estoy bien. – I am good.</p> <p>Estoy muy bien. – I am really good.</p> <p>Estoy así así. – I am okay.</p> <p>Estoy mal. – I am not good.</p> <p>Estoy muy mal. – I am feeling really bad.</p> <p>¿Cómo te llamas? - What are you called?</p> <p>Me llamo... - I am called...</p> <p>cero - 0</p> <p>uno - 1</p> <p>dos - 2</p> <p>tres - 3</p> <p>cuatro - 4</p> <p>cinco - 5</p> <p>seis - 6</p> <p>siete - 7</p> <p>ocho - 8</p> <p>nueve - 9</p> <p>diez - 10</p> <p>azul - blue</p> <p>blanco - white</p> <p>rojo - red</p> <p>negro - black</p> <p>amarillo - yellow</p>

		<p>verde – green naranja – orange rosa - pink ¿Qué color es? - What colour is it?</p> <p>lunes - Monday martes - Tuesday miércoles - Wednesday jueves - Thursday viernes - Friday sábado - Saturday domingo - Sunday ¿Qué día es hoy?</p> <p>enero - January febrero - February marzo March abril - April mayo - May junio - June julio - July agosto - August septiembre – September octubre – October noviembre – November diciembre - December ¿Cuándo es tu cumpleaños?</p>
	<p><u>Calendar and celebrations</u> To understand basic classroom commands To understand and say days of the week in the target language. To understand, say and try to write some months of the year in the target language. To recall some facts about Christmas traditions in the target language country.</p>	
	<p><u>Animals I like/I don't like</u> To say and read the name of some animals in the target language. To begin to recognise some plural nouns for animals in the target language. To begin to understand a simple story in the target language. To begin to copy some names of animals in the target language. To say a simple sentence to say their favourite animal. To begin to write simple sentences about animals.</p>	<p>un gato – a cat un perro - a dog un pez – a fish un caballo - a horse un conejo - a rabbit una oveja – a sheep una serpiente - a snake un pájaro – a bird una vaca - a cow un ratón - a mouse Me gusta... – I like... Mi animal favorito es... - My favourite animal is.... ¿Cuál es tu animal favorito? – What is your favourite animal?</p>
	<p><u>Carnival / Using numbers</u> To know some facts about Carnival in the target language country. To say and begin to write numbers 1-15 To say simple sentences about themselves To begin to read and write dates in the target language</p>	<p>once- 11 doce- 12 trece- 13 catorce- 14 quince- 15 Up to 20:</p>

		<p><i>dieciséis - 16</i> <i>diecisiete - 17</i> <i>dieciocho - 18</i> <i>diecinueve - 19</i> <i>veinte - 20</i> ¿Cuántos años tienes? - How old are you? Tengo ... años – I am years old</p>
	<p><u>Fruits and Vegetables / Hungry Giant story</u> To understand and participate in games involving fruit and vegetable nouns in the target language. To ask politely for some fruit or vegetable item in the target language. To listen, understand and enjoy a story in the target language. To write, with support, a simple sentence or several sentences in 1st person singular.</p>	<p>Una manzana – an apple Un plátano- a banana Un melocotón- a peach Un tomate- a tomato Una zanahoria- a carrot Una naranja - an orange Una pera- a pear Un melón- a melon Un pepino- a cucumber Una sandía- water melon Uvas- grapes quisiera- I would like... por favor - please</p>
	<p><u>Going on a picnic / Aliens in Spain</u> To recall nouns for picnic items in the target language To write a simple phrase, using verb, noun and adjective. To complete some simple sentences to say where they live. To ask a simple question and understand the answer To apply their language skills to begin to learn other languages</p>	<p>el picnic - the picnic un zumo – a juice un sándwich - a sandwich una ensalada – a salad agua - some water un bocadillo – a baguette fruta – fruit el campo - the field el río – the river la montaña – the mountain la arena – the sand la playa – the beach Dónde vives? – Where do you live? Vivo en... – I live in...</p>

<p>PSHE</p>	<ul style="list-style-type: none"> • What makes a family; features of family life • Personal boundaries; safely responding to others; the impact of hurtful behaviour • Recognising respectful behaviour; the importance of self-respect; courtesy and being polite • The value of rules and laws; rights, freedoms and responsibilities • How the internet is used; assessing information online • Different jobs and skills; job stereotypes; setting personal goals • Health choices and habits; what affects feelings; expressing feelings • Personal strengths and achievements; managing and reframing setbacks • Risks and hazards; safety in the local environment and unfamiliar places 	<p> Same-Sex Blended Foster Adoption Care Encouragement Respect Support Vocabulary Relationships Anus Breasts Belonging Laws Human Rights Children's Rights Decisions Alteration Accurate Inaccurate Age-appropriate Suitable Search results Safe use Career Stereotypes Discrimination STEM Gender Negative Feelings Individual Unique Value Identity Challenge Self-Worth Strategies Reframing Positivity Risk Hazard Danger Boundaries Acceptable Unacceptable Privacy Confidential Online Offline Hurtful Consequences Rights Responsibilities Courtesy Self-Respect Tolerance Valuing </p>
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