

## Year 3/4 English

Key Texts based on STAT recommendations	Reading	Writing	Spelling	Grammar and Punctuation	S&L	Handwriting
<p>Year 3</p> <p>The Hodgeheg by Dick King-Smith</p> <p>Please Mrs Butler by Allan Ahlberg.</p> <p>Flat Stanley by Jeff Brown.</p> <p>Horrid Henry series by Francesca Simon.</p> <p>Cool, Butterfly Lion, Kensuke's Kingdom, Billy the Kid by Michael Morpurgo.</p> <p>Harry Potter and the Philosopher's Stone by J.K Rowling.</p> <p>The Hundred Mile an Hour Dog by Jeremy Strong.</p> <p>Charlotte's Web, Stuart Little by E.B White.</p> <p>Clarice Bean That's Me by Lauren Child.</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>develop positive attitudes to reading and understanding of what they read by:</p>	<p>Pupils should be taught to:</p> <p><b>COMPOSITION</b></p> <p>plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>draft and write by: composing and rehearsing sentences orally (including dialogue),</p>	<p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for</p>	<p>develop understanding of concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion</p>	<p>Pupils should be taught to: listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>§ articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of</p>

<p>Meerkat Madness by Ian Whybrow. The Tunnel, Gorilla by Anthony Browne Charlie and the Chocolate Factory, Matilda, Fantastic Mr Fox, The BFG, Danny the Champion of the World, The Twits by Roald Dahl.</p> <p>Year 4 The Demon headmaster by Gillian Cross. Beowulf by Kevin Crossley-Holland. The Iron Man by Ted Hughes. Stig of the Dump by Clive King. The Lion, The Witch and The Wardrobe by C.S Lewis. The Dancing Bear by Michael Morpurgo. Swallows and Amazons by Arthur Ransome. Greek Myths for</p>	<p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform,</p>	<p>progressively building a varied and rich vocabulary and an increasing range of sentence structures § organising paragraphs around a theme § in narratives, creating settings, characters and plot § in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes</p>	<p>example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology</p>	<p>different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions,</p>	<p>letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>
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<p>Young Children by Marcia Williams.  Cliffhanger by Jacqueline Wilson.  Diary of a Wimpy Kid series by Jeff Kinney.  Alice's Adventures in Wonderland by Lewis Carroll.  The Prince, the cook and the cunning King,  The Thief, the fool and the big fat King,  A Pig Called Henry,  The Queen's Token.  All by Terry Deary.</p>	<p>showing understanding through intonation, tone, volume and action  discussing words and phrases that capture the reader's interest and imagination  recognising some different forms of poetry [for example, free verse, narrative poetry]  understand what they read, in books they can read independently, by:  § checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  asking questions to improve their understanding of a text  drawing inferences such as inferring characters' feelings, thoughts and motives from</p>	<p>to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  proof-read for spelling and punctuation errors  read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		<p>in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>presentations, performances, role play, improvisations and debates  gain, maintain and monitor the interest of the listener(s)  consider and evaluate different viewpoints, attending to and building on the contributions of others  select and use appropriate registers for effective communication.</p>	
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	<p>their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>					
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**Maths**

**NUMBER - Number and Place Value**

**Pupils should be taught to:**

count in multiples of 6, 7, 9, 25 and 1,000

Find 1,000 more or less than a given number  
count backwards through 0 to include negative numbers

recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)

order and compare numbers beyond 1,000  
identify, represent and estimate numbers using different representations

round any number to the nearest 10, 100 or 1,000  
solve number and practical problems that involve all of the above and with increasingly large positive numbers

read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

**Number - Addition and Subtraction**

**Pupils should be taught to:**

**Notes and Guidance (Non Statutory)**

**read, write and interpret mathematical**

add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

estimate and use inverse operations to check answers to a calculation

solve addition and subtraction two-step problems in contexts, deciding

**Notes and Guidance (Non Statutory)**

Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1,000, including counting in 10s and 100s, and maintaining fluency in other multiples through varied and frequent practice.

They begin to extend their knowledge of the number system to include the decimal numbers and fractions that they have met so far.

They connect estimation and rounding numbers to the use of measuring instruments.

Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of 0 and place value were introduced over a period of time.

Pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency.

which operations and methods to use and why	
<b>Number - Multiplication and Division</b> <b>Pupils should be taught to:</b>	
recall multiplication and division facts for multiplication tables up to $12 \times 12$	Pupils continue to practise recalling and using multiplication tables and related division facts to aid fluency. Pupils practise mental methods and extend this to 3-digit numbers to derive facts, (for example $600 \div 3 = 200$ can be derived from $2 \times 3 = 6$ ). Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers. Pupils write statements about the equality of expressions (for example, use the distributive law $39 \times 7 = 30 \times 7 + 9 \times 7$ and associative law $(2 \times 3) \times 4 = 2 \times (3 \times 4)$ ). They combine their knowledge of number facts and rules of arithmetic to solve mental and written calculations for example, $2 \times 6 \times 5 = 10 \times 6 = 60$ . Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or 3 cakes shared equally between 10 children.
use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers	
recognise and use factor pairs and commutatively in mental calculations	
multiply two-digit and three-digit numbers by a one-digit number using formal written layout	
<b>Number - Fractions</b> <b>Pupils should be taught to:</b>	
recognise and show, using diagrams, families of common equivalent fractions	Pupils should connect hundredths to tenths and place value and decimal measure. They extend the use of the number line to connect fractions, numbers and measures. Pupils understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths. Pupils make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. Pupils use factors and multiples to recognise equivalent fractions and simplify where appropriate (for example, $\frac{1}{2} = \frac{2}{4}$ or $\frac{3}{6} = \frac{1}{2}$ ). Pupils continue to practise adding and
count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10	
solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	
add and subtract fractions with the same denominator	
recognise and write decimal equivalents of any number of tenths or hundreds	
recognise and write decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ ,	

find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	<p>subtracting fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole. Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and proportions. Pupils' understanding of the number system and decimal place value is extended at this stage to tenths and then hundredths. This includes relating the decimal notation to division of whole number by 10 and later 100. They practise counting using simple fractions and decimals, both forwards and backwards. Pupils learn decimal notation and the language associated with it, including in the context of measurements. They make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places. They should be able to represent numbers with 1 or 2 decimal places in several ways, such as on number lines.</p>
round decimals with 1 decimal place to the nearest whole number	
compare numbers with the same number of decimal places up to 2 decimal places	
solve simple measure and money problems involving fractions and decimals to 2 decimal places	
<b>MEASUREMENTS</b> <b>Pupils should be taught to:</b>	
convert between different units of measure [for example, kilometre to metre; hour to minute]	<p>Pupils build on their understanding of place value and decimal notation to record metric measures, including money. They use multiplication to convert from larger to smaller units. Perimeter can be expressed algebraically as <math>2(a + b)</math> where <math>a</math> and <math>b</math> are the dimensions in the same unit. They relate area to arrays and multiplication.</p>
measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	
find the area of rectilinear shapes by counting squares	
estimate, compare and calculate different measures, including money in pounds and pence	
read, write and convert time between analogue and digital 12- and 24-hour clocks	
solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days	
<b>GEOMETRY - Properties of shapes</b> <b>Pupils should be taught to:</b> <b>Notes and Guidance (Non Statutory)</b> <b>recognise and name common 2-</b>	
compare and classify geometric shapes, including quadrilaterals and	Pupils continue to classify shapes using geometrical properties, extending

triangles, based on their properties and sizes	to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium). Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular. Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape.
identify acute and obtuse angles and compare and order angles up to 2 right angles by size	
identify lines of symmetry in 2-D shapes presented in different orientations	
complete a simple symmetric figure with respect to a specific line of symmetry	
<b>GEOMETRY - Position and Direction</b> <b>Pupils should be taught to:</b>	
describe positions on a 2-D grid as coordinates in the first quadrant	Pupils draw a pair of axes in one quadrant, with equal scales and integer labels. They read, write and use pairs of co-ordinates, for example (2, 5), including using coordinate-plotting ICT tools.
describe movements between positions as translations of a given unit to the left/right and up/down	
plot specified points and draw sides to complete a given polygon	
<b>STATISTICS</b> <b>Pupils should be taught to:</b>	
interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	Pupils understand and use a greater range of scales in their representations.
using information presented time. in bar charts, pictograms, tables and other graphs	Pupils begin to relate the graphical representation of data to recording change over solve comparison, sum and difference problems

Science					
<i>Scientific Enquiry</i>	<i>Plants</i>	Animals, including humans	Materials	Light	Forces and magnets
<ul style="list-style-type: none"> <li>• Ask relevant questions.</li> <li>• Set up simple practical</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the functions of</li> </ul>	<ul style="list-style-type: none"> <li>• Identify that animals, including</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the</li> </ul>	<ul style="list-style-type: none"> <li>• Notice that light is reflected from</li> </ul>	<ul style="list-style-type: none"> <li>Notice that some forces need contact between two objects</li> </ul>

<p>enquiries and comparative and fair tests.</p> <ul style="list-style-type: none"> <li>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions</li> </ul>	<p>different parts of flowering plants: roots, stem, leaves and flowers.</p> <ul style="list-style-type: none"> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>• Investigate the way in which water is transported within plants.</li> <li>• Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p>humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</p> <ul style="list-style-type: none"> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>• Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Identify the</li> </ul>	<p>basis of their simple, physical properties.</p> <ul style="list-style-type: none"> <li>• Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</li> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (<math>^{\circ}\text{C}</math>), building on their teaching</li> </ul>	<p>surfaces.</p> <ul style="list-style-type: none"> <li>• Associate shadows with a light source being blocked by something; find patterns that determine the size of shadows.</li> </ul>	<p>and some forces act at a distance.</p> <ul style="list-style-type: none"> <li>• Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• 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.</li> </ul>
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<p>for setting up further tests.</p> <ul style="list-style-type: none"> <li>• Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> <li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li> </ul>		<p>different types of teeth in humans and their simple functions.</p>	<p>in mathematics.</p> <ul style="list-style-type: none"> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>		
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Art						
Drawing	Painting	Collage	3D	Textiles	Print making	Communication (inc IT)
<ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce</li> </ul>	<ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> </ul>	<ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued</li> </ul>	<ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created.</li> </ul>

<ul style="list-style-type: none"> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	<p>washes for backgrounds then add detail.</p> <ul style="list-style-type: none"> <li>• Experiment with creating mood with colour.</li> </ul>		<p>progress.</p> <ul style="list-style-type: none"> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• Quilt, pad and gather fabric.</li> </ul>	<p>to a block).</p> <ul style="list-style-type: none"> <li>• Make precise repeating patterns.</li> </ul>	
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DT			
Mechanisms	Food	Structure	Textiles
<ul style="list-style-type: none"> <li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare ingredients hygienically using appropriate utensils.</li> <li>• Measure ingredients to the nearest gram accurately.</li> <li>• Follow a recipe.</li> <li>• Assemble or cook ingredients (controlling the temperature of the</li> </ul>	<ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the need for a seam allowance.</li> <li>• Join textiles with appropriate stitching.</li> <li>• Select the most appropriate techniques to decorate textiles.</li> </ul>

	oven or hob, if cooking).	• Use software to design and represent product designs.	
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### Geography

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Use a range of resources to identify the key physical and human features of a location.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of Europe and identify their main physical and human characteristics.
- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe geographical similarities and differences between countries.
- Describe how the locality of the school has changed over time.
- Describe key aspects of:
  - **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
  - **human geography**, including: settlements and land use.
- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

### History

#### To investigate and interpret the past

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.

**To build an overview of world history**

- Describe changes that have happened in the locality of the school throughout history.
- Give a broad overview of life in Britain from ancient until medieval times.
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

**To understand chronology**

- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

**To communicate historically**

- Use appropriate historical vocabulary to communicate, including:
  - dates
  - time period
  - era
  - change
  - chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

PE (Swimming included in the Autumn Term)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gym	Dance	Gym	Dance	Athletics	Athletics
Football	Netball	Games	Rugby	Bat and ball	Fielding/cricket/rounders

Computing				
To Code (using Scratch)	To Connect	To Communicate	To Collect	Safe and Responsible use
<i>Motion:</i>	Contribute to blogs that	Use some of the advanced	Devise and	Recognise social networking

<p>Use specified screen coordinates to control movement.</p> <p><i>Looks:</i> Set the appearance of objects and create sequences of changes.</p> <p><i>Sounds:</i> Create and edit sounds. Control when they are heard, their volume, duration and rests.</p> <p><i>Draw:</i> Control the shade of pens.</p> <p><i>Events:</i> Specify conditions to trigger events.</p> <p><i>Control:</i> Use IF THEN conditions to control events or objects.</p> <p><i>Sensing:</i> Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).</p> <p><i>Variables and List:</i> Use variables to store a value. Use the functions define, set, change, show and hide to control the variables.</p> <p><i>Operators:</i> Use the Reporter operators ( ) + ( ) ( ) - ( )</p>	<p>are moderated by teachers.</p> <ul style="list-style-type: none"> <li>• Give examples of the risks posed by online communications.</li> <li>• Understand the term 'copyright'.</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> <li>• Understand how online services work.</li> </ul>	<p>features of applications and devices in order to communicate ideas, work or messages professionally.</p>	<p>construct databases using applications designed for this purpose in areas across the curriculum.</p>	<p>sites and social networking features built into other things (such as online games and handheld games consoles).</p> <p>Make judgments in order to stay safe, whilst communicating with others online.</p> <p>Tell an adult if anything worries them online.</p> <p>Identify dangers when presented with scenarios, social networking profiles, etc.</p> <p>Articulate examples of 'good' and 'bad' behaviour online.</p>
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<p>() * ()  () / ()  to perform calculations.</p>				
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Music		
<p><b>Wider Opportunities Programme</b>  All children learn to play a tuned instrument in year 4 (<i>Glockenspiel</i>).  Develop singing and performance skills.  Focus on pitch, rhythm and dynamics.  Identify different parts of the musical instrument.</p>	<p><b>Wider Opportunities Programme</b>  All children learn to play a tuned instrument in year 4 (<i>Glockenspiel</i>).  They develop instrumental skills and explore notations.  Learn to play, read simple notation and play along to an accompaniment.</p>	<p><b>Wider Opportunities Programme</b>  All children learn to play a tuned instrument in year 4 (<i>Glockenspiel</i>).  They develop instrumental skills and explore notations.  Develop performance skills.</p>

RE			
<p>Community (4:1)  Identity, Diversity &amp; Belonging</p> <ul style="list-style-type: none"> <li>Investigate forms of religious practice that give a sense of identity and belonging to members of a local faith community and to others.</li> <li>Practices &amp; Ways of Life compare and contrast regular religious practice in the lives of members of different faiths.</li> <li>Beliefs, Teachings &amp; Sources consider how the teaching of faith founders is reflected</li> </ul>	<p>Saints and Heroes (4:2)  Values &amp; Commitments</p> <ul style="list-style-type: none"> <li>explore commitment as</li> <li>demonstrated in the lives and work of significant people of faith</li> </ul> <p>Beliefs, Teachings &amp; Sources</p> <ul style="list-style-type: none"> <li>explore the teachings of significant religious people past and present</li> </ul>	<p>Our World (4:3)  Meaning, Purpose &amp; Truth</p> <ul style="list-style-type: none"> <li>consider beliefs about how the universe might have begun and the ways in which people of faith respond</li> </ul> <p>Values &amp; Commitments</p> <ul style="list-style-type: none"> <li>recognise that the Earth is unique and consider the concept of</li> </ul>	<p>Christianity and Judaism</p> <p><i>To understand beliefs and teachings</i></p> <ul style="list-style-type: none"> <li>Present the key teachings and beliefs of a religion.</li> <li>Refer to religious figures and holy books to explain answers.</li> </ul> <p><i>To understand practices and lifestyles</i></p> <ul style="list-style-type: none"> <li>Identify religious artefacts and explain how and why they are used.</li> <li>Describe religious buildings and explain how they are used.</li> <li>Explain some of the religious practices of both clerics and individuals.</li> </ul> <p><i>To understand how beliefs are conveyed</i></p> <ul style="list-style-type: none"> <li>Identify religious symbolism in literature and the arts.</li> </ul> <p><i>To reflect</i></p> <ul style="list-style-type: none"> <li>Show an understanding that personal experiences and feelings influence attitudes and actions.</li> </ul>

in the life of local religious communities		stewardship	<ul style="list-style-type: none"> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers. <i>To understand values</i></li> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>
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Enterprise opportunities					
Design a T-Shirt (October 2014)	Christmas Tree art straw structure competition (Parent Partnership Challenge, December 2014)				

Easter Performance - Spring 2015.

Big Bang Music Festival Summer 2015.