

Year 3/4 – Cycle 1 Overview

CYCLE 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	Text: The Minpins Outcome: Forest setting description and monster description	Text: A Christmas Carol Outcome: Letter to Belle from Scrooge Also: Guide to Southampton and diary from historical point of view	Text: Manfish Outcome: Description of an imaginary undersea creature that Cousteau sees Also: Somebody Swallowed Stanley – children write an information leaflet about plastic pollution	Text: The True Story of the Three Little Pigs Outcome: Persuasive writing from an alternative telling of a story Also: Non-Fiction persuasive text about the environment.t	Text: The Egyptian Cinderella Outcome: Own version of story’s ending Also: Howard Carter diary	Text: The Iron Man Outcome: Retelling of the opening scene in Ted Hughes’ style, then again with a creature of their own Also: Poetry – Slowly by James Reeves
SPELLING	- Long A sound spelled ‘ei’ - Long A sound spelled ‘ey’ - Long A sound spelled ‘ai’ - Ur sound spelled ‘ear’ - Homophones and near homophones	-ly adverbs (no change to root word) -ly adverbs (root words ending in y with more than one syllable -ly adverbs (‘le’ root words) -ly adverbs (root words ending in ‘ai’ and ‘ic’ -ly adverbs (exception to the rules)	- Short i spelled ‘y’ -er, -ed, -ing, -en endings - Prefix mis- - Prefix dis- - K sound spelled ‘ch’	- Homophones and near homophones - Prefixes bi- and re- - Words ending gue and que - Sh sound spelled ch	- Words ending ‘ary’ - Short u sound spelled ‘o’ - Short u sound spelled ‘ou’ - Common root word families	- Words ending in -al suffix - Words ending in -ture - Silent letters
MATHS	Year 3 - Place Value - Addition and Subtraction - Multiplication and Division Year 4 - Place Value - Addition and Subtraction - Length and Perimeter - Multiplication and Division	Year 3 - Multiplication and Division - Money - Statistics - Measurement: Length and Perimeter - Fractions Year 4 - Multiplication and Division - Area - Fractions - Decimals	Year 3 - Fractions - Time - Properties of Shape - Mass and Capacity Year 4 - Decimals - Money - Time - Statistics - Properties of Shape - Position and Direction			
SCIENCE	Nutrition, Muscles and Teeth This will be looking at the role of the teeth and wider digestive system, how to be healthy and grow as well as the importance of the skeleton in the body. Pupils should be taught to: - 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. - Describe the simple functions of the basic parts of the digestive system in humans - Identify the different types of teeth in humans and their simple functions Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out. Comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images. SC1 Progression Ladder Focus: Sorting and classifying Investigation: How do different liquids affect the coating on an egg?		Light (Do not cover light travelling in straight lines, how we see things or shadow shape) Pupils should be taught to: - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by a solid object - find patterns in the way that the size of shadows change. Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes. Observing Over Time: I begin to use and interpret graphs produced by dataloggers Investigation: How does the distance between an object and a light source affect the size of its shadow?	Plants (Do not cover reproduction or adaptation to environment) Pupils should be taught to: - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - 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 - investigate the way in which water is transported within plants Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers. ☹️ Investigation: Which environment is best for growing cress?	States of matter Pupils should be taught to: - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting. SC1 Progression Ladder Focus: Sorting and classifying Investigation: What is the effect of temperature OR location OR container shape on water evaporation?	Working scientifically Review topics over the year Revisit any aspect of earlier scientific content that needs to be consolidated but through “The Big Question” – working scientifically emphasis. - 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 - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.
GEOGRAPHY	UK Cities and Counties Map skills – maps show the special distance between places using scale. There are 2 types of maps: formal e.g. OS maps (accurate and logical) and personal maps i,e the ones we carry around in our heads (not so accurate).Both help us to navigate and help us understand the world.		Water And The Water Cycle (Water Riddle: What runs but never gets tired?) Know and understand how water is important to life and humans – without it we cannot survive. Explore with links to sustainability. Understand that water is a natural resource: • 70% of the earth surface is water.		Geography element within History Location: -Map work, identify continent, number of countries within Africa, where Egypt is.	

	Understand that formal maps have the following qualities: 1.They created from a birds eye view 2.They use symbols, contour lines and colour to represent things 3.They have a key 4.There is a directional element – shows compass points 5.Uses a grid system to help people locate places or estimate distance between things. 6.Scale (smaller the scale the greater the area the map can cover) 7.Always have a title to show what they are of Understand what the difference between district and county is Understand cities link back to the Roman times and those settlements we call cities we generally the towns which the Romans established. Understand the impact of the industrial revolution in creating built up areas and cities (urbanisation) Use map skills to locate Uks major cities Use map skills to find features of major cities e.g. river/ canal/ railway which would have aided industrial revolution Use OS map of London – use key to find M25 – discuss its position, effect, reason for being etc Vocab: City, industry, urban, urbanisation, rural, trade, boundary, county, coat of arms, United Kingdom, government , symbol, contour Substantive Concepts: Place, Space, Interconnectedness, Environment (Hu/phy), Environmental impact/sustainability, Cultural awareness/diversity Coe Component: I can locate places on large scale maps (e.g. within an atlas, or when studying a globe). I can describe the impact of human activity on the local environment and natural resources and consider sustainability. (e.g. litter, deforestation and pollution) Enquiry: What are the main cities of the UK (and why are they significant)? What are counties and districts? Which one do we live in? What ones boarder us? What is special about the UK? Link: KS1UK regions KS2 UK/USA region comparison Soton over time (history topic in AU2)		• water is held in various forms on land (sea, rivers, lakes etc) and in the atmosphere (water vapour and water droplets). • difference between freshwater and seawater • in the UK rainfall is distributed fairly evenly across the year (not the same for all countries) Explain the process of the water cycle using geographical vocabulary– closed system driven by the heat from the sun which is endlessly repeated. Understand the link with science topic (states of matter), water can be a solid, liquid or gas. Understand how humans can impact the water cycle e.g. increased urban areas and impermeable land surfaces, deforestation etc all decrease lag time between rainfall and rain getting into the ground water system which can cause increase flooding. Sustainability Water as a natural resource How water can affect our lives? Where does our water come from? Consider cultural diversity – does everyone have water? Water aid? Shaker Lane book? Consider contacting Southern Water? I think they do outreach for schools. Vocab: Reservoir, flood, water butt, waterworks, consumption, consume, water tank, borehole, well Water cycle voacb: Condensation, precipitation, surface run off, transpiration, evaporation, sea, rivers, ground water, closed system, deforestation, Substantive Concepts: Place, Space, Interconnectedness, Environment (Hu/phy), Environmental impact/sustainability, Cultural awareness/diversity Core Component: I can identify physical features such as climate zones, rivers and mountains. Enquiry: Why is water important? How can we make sure water is used wisely? Where does water come from? How has water shaped the physical and human landscape of soton? E.g. Water is a key part in soton's economy through the docks and cruise terminals Fieldwork: Rainfall data comparison between UK and another country. Collect rainfall data. Collect water usage data – how much water is used in a day in school? Home? Link: We are a city built on the water.		Look at physical features of Egypt i.e. River Nile and how these have affected human geography e.g. pyramids/ settlements. Use the term Natural resource when considering the River Nile and delta. Key geographical areas to investigate: Settlement Desert, Climate zones Trade (refer Nile and coat)	
HISTORY		Southampton Over Time Key knowledge: Chronology: Q: What are some important events in Southampton's history, and roughly when did they happen? A: For example: 11th century – Southampton castle is built 1180 – Bargate is built 1849 – Highfield school opens 1912 – The Titanic sails from Southampton 2000 – West Quay opens Housing: Q: How did the city of Southampton grow over time? A: Children's answers may refer e.g. to the expanding docks, the town developing from the south-west outwards, the growth in residential and industrial areas, etc (use drawn maps of Southampton over time) Society: Q: What effects has the port of Southampton had on the local society over time? A: e.g. Romans began using the port for trade; this continued afterwards with trade with France etc. The city grew up around the port, a shipbuilding industry began, the port became one of the country's most important and the docks grew; Titanic history, departure point for soldiers, cross-channel ferries – tourism industry grew etc TRADE – SOTON AND THE IMPORTANCE OF TRADE TO THE CITY NOW AND THEN. Vocab: city port River Itchen Bargate land use docks settlement Avenue Common			Ancient Egypt Key Knowledge: A: Most Egyptians were farmers. They grew and traded food at the market by bartering. Their most important crop was grain, which they used to make bread, porridge and beer. Grain grew after the inundation period of the Nile. They also grew vegetables like onions, leeks, cabbages, and fruits. Entertainment: Q: What forms of entertainment were there for the rich and poor? A: Board games, sports like wrestling, storytelling, water sports. The rich enjoyed parties and hunting. Beliefs: Q: What did the Ancient Egyptians believe happened to them when they died, and what happened to pharaohs' bodies after death? A: They believed in the afterlife, where their hearts would be weighed to see how much of a good life they led. Pharaohs' internal organs were taken out and put in canopic jars, then their bodies were mummified. Howard Carter famously uncovered King Tutankhamun's tomb in 1922. To meet the core component assessment criteria for LKS2, Year 4s should also make a comparison between an aspect / aspects of Ancient Egyptian life and another civilisation. This could be one studied in Southampton Over Time, but comparing with one they studied in Year 3 would yield better results as the societies were more comparable. Vocab: pharaoh scarab papyrus scribe amulet canopic jar sarcophagus tomb afterlife hieroglyphics mummification irrigation shaduf sphinx oasis Egyptologist ankh pyramid barter Rosetta Stone Substantive Concepts: Civilisation City Conquest Country Merchant Military Monarchy Power Religion Ruler Settlement Society Trade War Links: All Homes in the past – KS1 Year 4 Compare late Egyptian to Iron Age and Roman societies (concurrent)	

		Substantive Concepts Civilisation City Merchant Monarchy Ruler Settlement Society Links: All Homes in the past – KS1 Titanic history – KS1 Year 4 Map showing Southampton's development during periods studied last year: Roman/Viking times				
ART	Pencil Drawing DRAWING: - Experiment with different grades of pencil and other implements, making informed choices about which to use. - Use different grades of pencil to achieve variations in line, texture, tone, colour, shape and pattern, exploring the relationships between each technique. - Draw for a sustained period of time at their own level. - Plan, alter and refine drawings and describe changes using art vocabulary. - Use research to inspire drawings from memory and imagination. Assessment focus: - Sketching: I can use different grades of pencil to achieve variations in line, texture, tone, colour, shape and pattern, exploring the relationships between each technique.		Painting Study the art style of Paul Klee and create an undersea scene but in his style. - Mix a variety of colours and know which primary colours make secondary colours; use more specific colour language e.g. tint, tone, shade, hue. - Make and match colours with increasing accuracy. Choose paints and implements appropriately. - Experiment with different effects and textures including. Blocking in colour, washes, thickened paint etc. - Plan and create different effects and textures with paint according to what they need for the task. Assessment focus: - Exploring and developing ideas: I can describe the work of Paul Klee and explain how his style has influenced my own artwork.	Texture and Collage DT link: children are to decorate the bags they make in DT using the following skills: - Measure, tape or pin, cut and join fabric (temporarily and permanently) with some accuracy using a range of different stitches, (tack with running stitch,. - Develop running stitch and cross stitch (binca) and apply to product. - Add decoration to the product.	Printing and Pattern Produce a William Morris style print using repeating images. - Research, create and refine a print using cardboard. - Select broadly the kinds of material to print with in order to get the effect they want) - Explore pattern and shape, creating designs for printing. - Build up layers and colours/textures of repeating pattern - Talk about the processes used to produce a simple print. Assessment focus: - Exploring and developing ideas: I can describe the work of Steven Brown and explain how his style has influenced my own artwork.	3D Form Manipulate clay in different ways using clay tools and form a clay canopic jar. - Show an understanding of shape, space and form. - Construct a simple clay base for extending and modelling other shapes - Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping - Use clay tools to create different effects - Make informed choices about the 3D technique chosen.
D & T		Wooden Photo Frame Working with tools, equipment, materials and components to make quality products - Select tools and techniques for making their product - Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques for woodwork e.g. photo frames / photocube - Work safely and accurately with a range of simple tools - Think about their ideas as they make progress and be willing to change things if this helps them improve their work - Use simple graphical communication techniques - Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT Developing pupils' ability to design by, first, providing them with knowledge of materials, equipment and tools to support their application of concepts such as 'functionality' and 'aesthetics' Assessment foci: Design: I can communicate my ideas using labelled drawings from different views that show specific features. Evaluate: I can evaluate my product against the design criteria by carrying out appropriate tests.		Textiles – Bag Upcycling Upcycled rainforest beach-bag using a t-shirt: https://youtu.be/zgoaM3uZng https://totebagfactory.com/blogs/news/how-to-make-a-tote-bag-upcycling Children cross stitch their initial onto Binca then appliqué onto bag. - Children will generate ideas for an item, considering the purpose for which they are designing, and the user/s. – size of t-shirt/width/bits cut out. - They will explore, develop and communicate design proposals by modelling ideas. – where do people use upcycled bags. - Children will make labelled drawings from different views showing specific features. – follow design brief to cut and put together. - They will then evaluate products and identify criteria that can be used for their own designs. – evaluate based on its purpose. Developing pupils' ability to design by, first, providing them with knowledge of materials, equipment and tools to support their application of concepts such as 'functionality' and 'aesthetics' Assessment foci: Design: I can communicate my ideas using labelled drawings from different views that show specific features. Evaluate: I can evaluate my product against the design criteria by carrying out appropriate tests.		
MFL	Je parle français et je me présente Speaking and Listening I can answer simple questions to give information.	Ma famille Speaking and Listening I can answer simple questions to give information.	J'ai faim! Reading I can read and understand a range of phrases and sentences linked to the topic. ICT opportunity : Google Street view tour of Rue Cler in Paris to see words for fruits and veg in real life.	Les animaux Writing I can write one or two short sentences following a model. ICT opportunity : Plenty of online activities eg https://jeux.ieducatif.fr/jeu-educatif/jeux-maternelle/le-nom-des-animaux-78/ https://lululataupe.com/2-4-ans/jeux-educatifs/158-animaux-de-la-ferme On Epic 'Au zoo, je vois'	Décris-toi! Writing I can write one or two short sentences following a model.	A La Mer Reading I can read and understand a range of phrases and sentences linked to the topic. ICT opportunity :Take a walk down along some French beaches on Google Maps. Get the map of the town on screen. Can children recognise the word 'plage' ? Zoom in and have a look. Compare beaches in south and north of France.
MUSIC	Southampton Music Services					

PE	Gym: Balance Games	Dance: Tudor dance Games	Dance: Break dance Games	Orienteering Games	Swimming (Y4) Games: Tennis (Y3) Games	Athletics
PHSE	Mental wellbeing – Self-care. Aim of these sessions: To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. To understand isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. <i>Recommended circle time at the start of the year - Settling in and making new friends.</i>	Internet safety and harms. Aim of these sessions: To know that for most people the internet is an integral part of life and has many benefits. To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental health. To know that bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing. To know how to recognise and display respectful behaviour online and the importance of keeping personal information private. To understand why social media, some computer games and online gaming, for example, are age restricted. <i>Additional lesson/circle time for National Anti-Bullying Week (usually end of Nov).</i>	Healthy Relationships. Aim of these sessions: To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. To know practical steps they can take in a range of different contexts to improve or support respectful relationships. To know the conventions of courtesy and manners. To understand in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Develop strategies to solve conflict (negotiation and compromise). To recognise their actions affect themselves and others. To know ways to make other people feel good about themselves. To understand that relationships may change over time. To judge what kind of physical contact is acceptable or unacceptable – learning about private body parts and good / bad touching – NSPCC 'Pants Rule'. To know who to go to if I need help.	Families and people who care for me – Valuing difference. Aim of these sessions: . Understand the characteristics of healthy family life, commitment to each other, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. To understand that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care..To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. To respect differences and similarities of a variety of minority groups including: Family, ethnicity, culture, religion, sexual orientation, disability and poor mental health	Responsibility – Caring for our environment. Aim of these sessions: To know what can be harmful to the environment. To know ways to look after my local environment, i.e. school, home and local community. To understand what sustainability means. To make informed choices about my environment to help create a sustainable world. Protecting the environment; Compassion towards others What rules are; caring for others' needs; looking after the environment.	Self-awareness - setting goals. Aim of these sessions: To work collaboratively towards shared goals and understand how rich and constructive feedback can benefit themselves and others (Link to Austin's butterfly). To know personal strengths and achievements, managing and reframing setback. Recognising what makes them unique and special; feelings; managing when things go wrong. I can describe how my body has changed since I was a baby, I can recognise what I am good at and set goals. To identify positive ways to face new challenges. To understand that emotions will change as I grow into an adult. To explain when a mistake has helped me to develop and to respond positively when challenges become difficult. <i>Additional lesson/circle time (Prep for next year): Focus on change, loss and associated feelings – focussing on moving classroom, change of friends, new teacher, etc.</i>
RE	Creation / Fall Evaluate Why would Christians say that it is important to care to the world and the environment?	Good and Evil (Divali) Apply Do you think everything in the world is either good or evil?	God (Christianity & Hinduism) Enquire Do you think the word 'God' means the same to everyone?	Incarnation Enquire What is the origin of the term 'incarnation' and how can it be defined?	Symbol (Tree as a symbol) Communicate When have you experienced symbols as an important tool for communication?	Gospel Contextualise What kind of world did Jesus want?
Computing	Online Safety Safeguarding - recognise cyberbullying; - identify a safe person to tell if they encounter cyberbullying; - know that cyberbullying can happen via a range of devices; - identify adverts online; - identify a targeted advert; - explore how companies use websites to promote products; - create a strong password; - explain why a strong password is important; - explain what privacy settings are; - discuss email as a form of communication; - identify an email that they should not open; - write an email with an address and subject; - know how to safely send an email; - know how to safely receive an email; - identify online communities they are a part of; - identify different forms of online communication; - discuss what they have learnt about online safety; - use what they know about online safety to plan a party using online methods. Assessment focus: E-safety: I can recognise what does and does not constitute cyberbullying, and say who I could talk to if I encountered it.	Word Processing Digital Literacy: General - Create files - Save work - Locate saved work Digital Literacy: Word Processing - Select text in different ways. - Change case. - Align text. - Cut, copy and paste text. - Insert images. - Copy a screenshot into another application. - Use <ctrl> keyboard shortcuts. - Format images. - Use the Snipping Tool. - Use bullets and numbering effectively. - Insert and format text boxes effectively. - Use the spellcheck tool; - Change the size of the page. - Change a homophone that is in the incorrect form; - Format the borders of the cells within a table; - Apply their knowledge of tools and techniques to - Improve the layout of a document; - Change the background colour of the page; - Add a spelling to the spelling dictionary; - Insert a simple table; - Add or delete rows or columns in a table; - Suggest ways to change a table; - Create a hyperlink.	Scratch: Drawing Shapes (Stick with Scratch, not Logo. Cover drawing shapes and repeating patterns.) General - Debug a program they have written - Write a program that achieves a goal (e.g. draws a shape or pattern) - Write a program that includes a logical sequence Algorithms - Create and debug algorithms to draw regular polygons using repeat command/block - Change and alter the pen settings - Draw using setpos and setxy - Fill shapes with different colours - Use repletion and selection - Understand the duplicate function - Work with variables and adjust depending on the effect they want to create - Create and debug algorithms to draw patterns by repeating regular polygons Assessment focus: - Programming: I can code a sequence of instructions to draw at least three different shapes in Scratch.	Branching stories Digital Literacy: Presentation - Create a simple presentation - Create shapes - Use slide Transitions - Insert audio and video files - Plan a branching story - Create simple slide templates - Copy and organise slides as required	Drawing and desktop publishing Digital Literacy: Desktop Publishing - Draw objects - Insert Text Boxes - Order and group objects	Internet research and communication Communication / Internet - They will know how to bookmark or favourite a page and name different types of online communication. - Children will know what to do if they feel uncomfortable when communicating online. - They will be able to identify how they should behave online - Identify which word order gives the better results when searching online and be able to support this with examples. - They will be able to share a webpage with others. - Children will be able to research the different types of online communication used by their peers - Children will know how and why online activity leaves a digital footprint.

Year ¾ – Cycle 2 Overview

CYCLE 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	Text: The Miraculous Journey of Edward Tulane Outcome: Toy description / writing an adapted moral story	Text: Non Chron Stone Age writing Out: The legend of podkin - quest/journey	Text: The Borrowers Outcome: scene/Diary	Text: Fortunately the milk Outcome Time Travel Plotting	Text: Poems of Micheal Rosen Outcome: Performance poetry Migration poems	Text: The Wolves of Currumpaw Outcome: Report on Wolves
SPELLING	'au' and 'augh' - Prefix in- - Prefix im- - Prefixes il- and ir- - Homophones and near homophones - Suffix -sion	- Suffiz -sion (root words ending se / de / d) - Suffix -ssion - Suffix -tion - Suffix -cian 'Ough' words	- Homophones and near homophones - Suffix -ation - Prefixes sub- and super- - Plural possessive apostrophe words	- S sound spelled 'sc' - Soft c spelled 'ce' - Soft c spelled 'ci' - Common root word families	- Prefix inter- - Prefix anti- - Prefix ex- - Prefix non- - Words ending -ar and -er	- Suffix -ous - Suffix -ous with no definitive root word - Suffix -ous on words ending 'y' and 'our' - Suffix -ous: drop the -e but not -ge - Adverbials of frequency and possibility - Adverbials of manner
MATHS	Year 3 - Place Value - Addition and Subtraction - Multiplication and Division Year 4 - Place Value - Addition and Subtraction - Length and Perimeter - Multiplication and Division		Year 3 - Multiplication and Division - Money - Statistics - Measurement: Length and Perimeter - Fractions Year 4 - Multiplication and Division - Area - Fractions - Decimals		Year 3 - Fractions - Time - Properties of Shape - Mass and Capacity Year 4 - Decimals - Money - Time - Statistics - Properties of Shape - Position and Direction	
SCIENCE	Sound Pupils should be taught to: - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it	Rocks Pupils should be taught to: - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter.	Forces and magnets (Do not cover gravity, air resistance, friction) Pupils should be taught to: - compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance	Living things and habitats (Do not cover life cycles or reproduction) Pupils should be taught to: Spring 2 - recognise that environments can change and that this can sometimes pose dangers to living things. - construct and interpret a variety of food chains, identifying producers, predators and prey. Summer 1	Electricity (Do not cover effects of increasing voltage/cells in a circuit on bulb brightness or buzzer volume; drawing circuits using circuit diagrams; switches) Pupils should be taught to: - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	

	- find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases. Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume. Observing Over Time: I begin to use and interpret graphs produced by dataloggers Investigation: How does the volume of water in a glass bottle affect the pitch of the note made when it's struck?	Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed. SC1 Progression Ladder Focus: Sorting and classifying Investigation: Testing the durability and permeability of different rocks by leaving them in water and sanding them.	- 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 two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing. Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets. Investigation: Does a car move differently on different surfaces?	- recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.	- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors. Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6. Note: Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity. Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit. Investigation: Which materials conduct electricity?
GEOGRAPHY	Region Comparison – UK/Southampton and USA/New York Recap Locational knowledge: continents and oceans (KS1 learning), positional language e.g. hemisphere, tropics, Arctic and Antarctic circle. Recap Place knowledge: what type of settlement Soton and NY are (Cities) Develop locational knowledge: Climate Zones Develop map skills: 8 points of a compass, 4 and 6 grid references and symbols on a map. Use OS map of Soton Develop map skills – compare different types of maps for both Soton and NY and make comparisons between human and physical features Children will have a knowledge and understanding of what a region is. Children will have a knowledge and understanding of a UK region landscape and land use. Children will have a knowledge and understanding of a non-UK region landscape and land use. Identify similarities and differences between Soton and New York including: Comparison central park/ common, docks, island, bridges, rivers) Identify how humans have exploited Soton/New York's physical geography – coastline and naturally sheltered harbours Lesson suggestion: 1.Positional knowledge 2.Economic activity of both S and NY including trade and trade links 3.Investigate Southampton maps and sources 4.Investigate New York maps and sources 5.Comparison between NY and S NB: Both cities are historic ports and as such have gained in wealth due to trade coming in and out of the city. Trade and therefore economic wealth has allowed the cities to grow and flourish. Vocab: Grid reference, land use, zone, address, country, district, postcode, region, urban, settlement Substantive Concepts: Place, Space, Interconnectedness, Environment (Hu/phy), Environmental impact/sustainability, Cultural awareness/diversity Enquiry: Where is New York? Southampton? What are the key features of New York? Southampton? How are Southampton and New York similar/different? Fieldwork: Interview/ link with a school: What is it like living in New York? • Link to current literacy topic Edward Tulane/Jessie (if this unit is removed, consider changing this		New Forest / Rainforest Comparison Name and locate world climate zones. RAINFOREST – (Case Study AMAZON) Locate rainforests on a world map and name places (and continent) where you would find them. NC: Identify the position and significance.... Use geographical language to explain where you find rainforests i.e latitude, tropic of cancer, tropic of Capricorn, Equator, biome. Describe the key physical features of a rainforest. Describe the ecological challenges facing rainforests due to human activity. Know about Amazon River and what makes it significant. TEMPERATE DECIDUOUS FOREST- (Case study – NEW FOREST) NC: name and locate counties and cities of the UK NC: Identify the position and significance.... Locate the New Forest on a UK map. Name and locate different types of settlement in NF (City/town/village) using OS maps AND discuss the differences (KS1 unit), Lyndhurst/Brockenhurst =Town Map skills – 8 points of a compass, 4/6 figure grid references, symbols and keys Know and understand that the New Forest is a temperate (Temperate means – not to the extremes) deciduous forest. Use geographical language to describe were you find this biome i.e latitude, hemisphere, temperate zone. NC: Identify key human and physical features of the NF Explain what makes the NF a special place in the UK i.e protected status. Describe the human impact on this environment (NC)COMPARISON – similarities and differences (human and physical geography) of the New forest (region in UK) and the Amazon (a region in South America) Fieldwork/trio New Forest Vocab: National park, tourism, seasonal work, biome, logging, jungle, river basin, convection, settlement Place, Space, Interconnectedness, Environment (Hu/phy), Environmental impact/sustainability, Cultural awareness/diversity Enquiry: Debate – Should we build on the NF? Why is climate a key factor in determining the nature of a biome? What makes the landscape so special that the NF has National Park status? What are the key issues facing the New Forest? - surveys of locals, talk to the agisters or NF education department, newspaper reports Fieldwork: New Forest trip Link: Village, towns and cities - Beaulieu, Totton, Southampton (KS1) Water Cycle (KS2)	Geography element within History PLACE KNOWLEDGE/LOCATION Where did the Ancient Romans come from? Country? Continent? The Romans Empire gives a fantastic opportunity to look at the globe and where the Romans invaded and settled. Consider their travel - how did they travel to the places? Sea/Land Look at HUM/PHY features of Italy The Roman Empire – map Economic activity and Trade Think about the natural resources of Italy and how they were traded worldwide.	

	comparison to another region within North or South America which has links to learning or Highfield School. •Titanic (KS1) •Cities, towns and villages (KS1) •UK cities and counties (Y3/4 Cycle 1) •Southampton through time (Y3/4 Cycle 1)				
HISTORY		Stone Age To Iron Age Key Knowledge: Chronology: Q: How long ago were the Stone, Bronze and Iron Ages, and when were they compared to the other periods we've studied? A: The Stone Age was roughly 10,000BC to 4000BC. Then, the Bronze Age lasted until around 800BC, and then the Iron Age lasted until 43AD. The Ancient Egyptians were around the same time, but started later and finished earlier. Achievements: Q: What were some of the main achievements of Stone Age, Bronze Age and Iron Age man? A: SA: Fire, tools, farming, pottery, trade BA: Discovery and use of bronze to make more durable weapons, armour, luxury objects IA: Cheaper, stronger and lighter iron tools, making farming easier Housing: Q: How did housing change between the Stone Age and Iron Age? A: From caves, to bowl-shaped structures covered in animal skin, to basic bricks, to hill forts and roundhouses. Society: Q: What caused certain people to become more powerful as the prehistoric period progressed? A: There isn't any written evidence about early man, but scientists think most people were fairly equal, with men and women all going out to hunt for food. During the Bronze Age, more people started to have more power as they had better food and materials (thanks to the development of farming techniques). In the Iron Age, leaders or rulers emerged – usually kings, who ruled over their subjects and slaves. Food: Q: What were some different ways that Stone Age people got food? A: Stone Age people were hunter-gatherers and moved around to where they could find food. Eventually, people developed farming, and farmers raised cattle to eat and grew their own vegetables. Beliefs: Q: How did religious beliefs in Britain change between the Stone Age and the Iron Age? A: We don't know much for sure about early beliefs, but some Stone Age communities buried their dead in communal tombs. They also built spiritual monuments like Stonehenge. Single graves and cremation became more common as time went on. Early Iron man threw valuable items into rivers and pools as sacrifices to water gods, and they also had sacred areas in forests. Vocab: prehistory hunter-gatherer nomad palaeolithic Mesolithic Neolithic tribe neanderthal homo sapiens pelt celt bronze roundhouse hillfort quern smelting druid borer domesticate Substantive Concepts: Civilisation Religion Ruler Settlement Society Trade Links: All Homes in the past – KS1 Year 4 Compare Iron Age to Ancient Egyptian society (concurrent)			The Romans Key Knowledge: Chronology: Q: When did the Romans occupy Britain, and who lived in Britain before and afterwards? A: Roman Britain stretched from 55BC to 410AD. The Iron Age Celts came before and Anglo Saxons came afterwards. Achievements: Q: What were the Romans' greatest achievements in Britain? A: Large towns with stone buildings, sanitation systems, Latin (and wider use of written language in general), a more developed road system and coins. Housing: Q: What changed and what stayed the same between Celtic and Roman Britain housing? What do we still have more evidence of, and why? A: Most people still continued to live in round wattle and daub houses with thatched roofs, but the richer people started living in stone and concrete villas, especially in the south. Because stone is more durable, there is much more evidence of that still remaining. Society: Q: What was similar and what was different about Celtic and Roman society? A: The Roman soldiers who came over were generally happy to let Celtic leaders continue their lifestyle. The biggest changes were in things like town planning (roads helped trade and shops grow), taxation (all British people had to pay taxes to Rome) and laws. Food: Q: What foods did the Romans introduce to Britain? A: Many fruits and vegetables including asparagus, peas, garlic, onions, cherries and grapes (for wine). New herbs and spices were also grown, like mint, coriander and rosemary, and seafood became more popular. Entertainment: Q: What kind of entertainment did the Romans enjoy? A: Gladiator fights, chariot racing, board games, music and parties with lots of feasting. They also built huge public baths for socialising and keeping clean. Some of these things were found in Britain, but on a smaller scale. Beliefs: Q: What impact did the Romans' beliefs have on the British? A: The Romans believed in lots of gods, including ones based on the Greeks, and were tolerant of the Celts' beliefs. After the Romans adopted Christianity, they brought it to Britain, where small groups of people started converting. Children should also investigate Why are there different interpretations of Boudicca, and how are they different? during this topic. Vocab: empire toga aqueduct coliseum centurion emperor amphitheatre senate gladiator republic mosaic arch chariot hypocaust tunic aquila pantheon testudo Circus Maximus legionary Substantive Concepts: Army Civilisation City Conflict Conquest Country Empire Merchant Military Monarchy Power Religion Ruler Settlement Society Trade War Links: All Homes in the past – KS1 Comparing Roman to Iron Age Britain (subsequent) Year 4 Comparing to Ancient Egyptian society (concurrent)
ART	Pencil Drawing More accurate drawings of people, using the pencil drawings of Paul Cezanne as inspiration – particularly faces looking closely at where feature and the detail they have and extend to include proportion, placement and shape of body. - Experiment with different grades of pencil and other implements, making informed choices about which to use. - Use different grades of pencil to achieve variations in line, texture, tone, colour, shape and pattern, exploring the relationships between each technique. - Draw for a sustained period of time at their own level. - Plan, alter and refine drawings and describe changes using art vocabulary. - Use research to inspire drawings from memory and imagination. Assessment focus: - Sketching: I can use different grades of pencil to achieve variations in line, texture, tone, colour, shape and pattern, exploring the relationships between each technique. Exploring and developing ideas: I can describe the work of Paul Cezanne and explain how his style has influenced my own artwork.			Animal Prints Animal paintings using colour mixing in the style of Steven Brown. PAINTING: - Mix a variety of colours and know which primary colours make secondary colours; use more specific colour language e.g. tint, tone, shade, hue. - Make and match colours with increasing accuracy. Choose paints and implements appropriately. - Experiment with different effects and textures including. blocking in colour, washes, thickened paint etc. - Plan and create different effects and textures with paint according to what they need for the task. Assessment focus: Exploring and developing ideas: I can describe the work of Steven Brown and explain how his style has influenced my own artwork.	

DT			Food from Around the World Make a choice from a range of simple dishes and create something COOKED and SAVOURY using principles from a healthy and varied diet. • Demonstrate hygienic food preparation and storage • Select tools and techniques for making their product • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Developing pupils' ability to design by, first, providing them with knowledge of materials, equipment and tools to support their application of concepts such as 'functionality' and 'aesthetics' Assessment foci: Design: I can communicate my ideas using labelled drawings from different views that show specific features. Evaluate: I can evaluate my product against the design criteria by carrying out appropriate tests.		Catapults Pupils will plan, design and make a wooden-framed catapult. They will generate ideas, explore, develop and communicate their designs. They will make labelled drawings from different views, and evaluate. • Select tools and techniques for making their product • Work safely and accurately with a range of simple tools • Think about their ideas as they make progress and be willing to change things if this helps them improve their work • Use simple graphical communication techniques • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT Developing pupils' ability to design by, first, providing them with knowledge of materials, equipment and tools to support their application of concepts such as 'functionality' and 'aesthetics' Assessment foci: Design: I can communicate my ideas using labelled drawings from different views that show specific features. Evaluate: I can evaluate my product against the design criteria by carrying out appropriate tests.	
MFL	Je parle français et je me présente Speaking and Listening • I can answer simple questions to give information.	Le calendrier Speaking and Listening • I can answer simple questions to give information. ICT opportunity : https://nominis.cef.fr/contenus/prenom/calendrier/simple/2021/3.html - Children can learn about French Saints Days for every day of the year	Dans ma trousse Reading • I can read and understand a range of phrases and sentences linked to the topic.	La météo Writing • I can write one or two short sentences following a model. ICT opportunity : Visit https://meteo.tf1.fr/meteo-france to look at French weather maps for the week. Also good for general French geography / maps ! You can watch a weather broadcast there too, just to hear some real French.	A l'école Reading • I can read and understand a range of phrases and sentences linked to the topic. ICT opportunity: https://www.bbc.co.uk/bitesize/clips/zcdg9j6 (France) https://www.tes.com/teaching-resource/teachers-tv-primary-french-voici-mon-ecole-6085163 (Martinique) Children might compare the schools in the two places.	Festivals and celebrations Speaking and Listening • I can write one or two short sentences following a model.
MUSIC	Southampton Music Services					
PE	Orienteering Games: Multisports	Gym: Stone Age Hunt Games: Multisports	Dance Games: Ball games	Gym: Rolling & travel Games: Team games	Swimming (Y4) Athletics (Y3) Games: Team games	Athletics
PHSE	Keeping safe online. Aim of these sessions: To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive. To know the importance of permission-seeking and giving in relationships with friends, peers and adults. Pupils should know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. What is OK and not OK online?	Healthy Lifestyles and exercise. Aim of these sessions: To learn how to make informed choices (and recognising that these choices can have positive and negative consequences). I know what makes a balanced lifestyle. To know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. To understand the risks associated with an inactive lifestyle (including obesity). To know that constitutes a healthy diet (including understanding calories and other nutritional content. <i>Additional lesson/circle time for National Anti-Bullying Week (usually end of Nov).</i>	Feelings and emotions -. Mental wellbeing. Aim of these sessions: To understand that mental wellbeing is a normal part of daily life, in the same way as physical health. To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Pupils should know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. To learn that people's bodies and feelings can be hurt. To communicate their feelings to others, to recognise how to show feelings and how to respond.	Safe relationships. Aim of these sessions: To be aware of different types of relationships, including those between families, friends and partners. To recognise what constitutes a positive, healthy relationship. To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Recognising and managing pressure consent in different situations. PANTS rule (NSPCC). What is OK and not OK in relationships?	Money. Aim of these sessions: To understand the importance of money. A basic understanding of enterprise. To be aware of how money plays an important part in people's lives, where it comes from, keeping it safe and the importance of managing it effectively. I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charities (and why we have charities) To know there are different ways to gain money, including earning it through work. To know that it is possible to keep money safe by putting it into an 'account' in the bank, or building society. To know that you can plan for future spending and how to save.	Belonging to a community. Aim of these sessions: Valuing diversity. challenging discrimination and stereotypes. Belonging to a group; roles and responsibilities; being the same and different in the community The value of rules and laws; rights, freedoms and responsibilities What makes a community; shared responsibilities <i>Additional lesson/circle time (Prep for next year): Focus on focussing on moving classroom, change of friends, new teacher, etc.change, loss and associated feelings –</i>

RE	People of God What is it like to follow God? Apply – is it important to have a moral guide to follow?	Prophethood What does it mean to be a prophet? Why the prophets in the Old Testament times important? story seed - Elijah	Devotion Night of Shiva Contextualise – how do Hindu people offer Devotion to Shiva?	Salvation Peter walks on water Evaluate - Why do Christians call the day Jesus died 'Good Friday'?	Initiation Hinduism and Christianity Communicate – have you ever joined or started something new?	Kingdom of God Evaluate - What was the impact of Pentecost? Big Story frieze frame 6 - 8
Computing	Online safety Communication / Internet - Children will know what to do if they feel uncomfortable when communicating online. - They will be able to identify how they should behave online - Children will know how and why online activity leaves a digital footprint. Safeguarding - recognise cyberbullying; - identify a safe person to tell if they encounter cyberbullying; - know that cyberbullying can happen via a range of devices; - know how to respond to a hurtful message or comment online; - access a trusted search engine; - understand that different search terms give different results; - know what plagiarism is; - identify which information to keep private online; - explain what digital citizenship is; - tell someone else at least one way to stay safe online. Assessment focus: E-safety: I can recognise what does and does not constitute cyberbullying, and say who I could talk to if I encountered it.	Word processing Digital Literacy: General - Create files - Save work - Locate saved work Digital Literacy: Word Processing - Select text in different ways. - Change case. - Align text. - Cut, copy and paste text. - Insert images. - Copy a screenshot into another application. - Use <ctrl> keyboard shortcuts. - Format images. - Use the Snipping Tool. - Use bullets and numbering effectively. - Insert and format text boxes effectively. - Use the spellcheck tool; - Change the size of the page. - Change a homophone that is in the incorrect form; - Format the borders of the cells within a table; - Apply their knowledge of tools and techniques to - Improve the layout of a document; - Change the background colour of the page; - Add a spelling to the spelling dictionary; - Insert a simple table; - Add or delete rows or columns in a table; - Suggest ways to change a table; - Create a hyperlink.	Scratch: Questions and quizzes Algorithms - Debug a program they have written - Write a program that achieves a goal (e.g. draws a shape or pattern) - Write a program that includes a logical sequence - Use repetition and selection - Understand the duplicate function - Work with variables and adjust depending on the effect they want to create Assessment focus: - Programming: I can code a sequence of instructions to make a quiz that asks at least three questions in Scratch.	Drawing Shapes: Logo (Stick with Logo, not Scratch. Cover drawing shapes, repeating patterns and filling with colour.) Algorithms - Debug a program they have written - Write a program that achieves a goal (e.g. draws a shape or pattern) - Write a program that includes a logical sequence - Draw using setpos and setxy - Fill shapes with different colours - Draw arcs of different sizes Assessment focus: - Programming: I can code a sequence of instructions to draw at least three different shapes in Logo and fill them with colour.	Animation Digital Literacy: Animation - Explain what is meant by animation. - Describe one or more traditional methods of animation. - Create a series of linked frames that can be played as a short animation. - Control and adjust a time slider to locate a different point in a film clip. - Insert images to create a simple stop-motion animation short film clip. - Edit and refine still images with multiple layers of onion skins. - Make extensive use of a time slider to animate multiple objects simultaneously. - Use webcam or digital camera to create their own images for a stop-motion animation short film clip.	