

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 3 – SPRING 2



Learn from yesterday, seek today and aim for tomorrow

September 2023

Science Driver: Rocks

Key Enquiry: What do rocks tell us about the way the earth was formed?

Science Driver

Working Scientifically	
<ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them. 	<ul style="list-style-type: none"> • Identify differences, similarities or changes related to simple scientific ideas and processes
<ul style="list-style-type: none"> • Gather, record, classify and present data in a variety of ways to help in answering questions 	<ul style="list-style-type: none"> • Use straightforward scientific evidence to answer questions or to support their findings.
<ul style="list-style-type: none"> • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	
<ul style="list-style-type: none"> • include oral and written explanations, displays or presentations of results and conclusions 	

What I need the children to learn	Possible learning experiences
<p><i>Fossil formation</i> <i>Compare and group rocks</i> <i>Soil</i></p>	
<ul style="list-style-type: none"> • Compare and group rocks based on their appearance and physical properties, giving reasons • Ask relevant questions and use different types of scientific enquiries to answer them. • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Know how soil is made and how fossils are formed • Know about and explain the difference between sedimentary, metamorphic and igneous rock • include oral and written explanations, displays or presentations of results and conclusions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings. 	<p><i>Test two rock types (limestone and not limestone)</i> <i>Add acid (vinegar) what happens?</i> <i>Link to acid rain and erosion of land</i> <i>Visit Robin Hood's Bay – Find fossils and look at rock face</i> <i>Look at examples of different rocks</i> <i>Examine crystal</i> <i>Sizes to sort</i></p>

Geography

What I need the children to learn	Possible learning experiences
Locational Knowledge	
<i>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i>	
<ul style="list-style-type: none"> Know the names of and locate at least eight European countries and research 3 facts to remember and recall? <p>Human/physical geography</p> <ul style="list-style-type: none"> Can I understand migration around Europe including economic migration? Can I explain how migration affects a country? 	<i>Map work – differences in two contrasting countries</i>
Geographical skills and fieldwork	
<i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>	
<ul style="list-style-type: none"> Use maps to locate European countries and explore human and physical features of the regions. Can I investigate populations of different countries around Europe using charts? 	<i>Europe map up in class Google Earth Map work – link country shape with names</i>

Computing

What I need the children to learn	Possible learning experiences
Multimedia Sound and Motion - Networks	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><i>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</i></p>	Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).
<p>iNetwork unit – Computer Science</p> <p>Lesson 1: iMap</p> <ul style="list-style-type: none"> To understand what a network is <p>Lesson 2: iConnect</p> <ul style="list-style-type: none"> To know key parts of a computer network To understand how information is exchanged between devices <p>Lesson 3: iNet</p> <ul style="list-style-type: none"> To understand that the internet is the physical connections between computers and networks To understand how data travels throughout a network <p>Lesson 4: iAddress</p> <ul style="list-style-type: none"> To understand that devices on networks have a unique address 	<p>https://www.icompute-uk.com/members-area/lks2/index.html and select the Year 3 folder and then the iNetwork unit.</p>

Computer Science

Working Towards

Meeting

Greater Depth

Working Towards		Meeting		Greater Depth	
Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge
Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...
<ul style="list-style-type: none"> programming applications (e.g. Scratch) can be given commands to produce specific effects on screen a network is two or more devices connected not all devices need a wire devices have an address 	<ul style="list-style-type: none"> produce a sequence of blocks that achieves a simple effect (e.g. move a sprite around the screen) 	<ul style="list-style-type: none"> repetition involves a command or commands being repeated selection is making choices in programming (e.g. if..then) programs need to be tested to find errors connections can be wired or wireless each device on a network has its own address 	<ul style="list-style-type: none"> plan a sequence of instructions give a sequence of instructions, some of which are repeated and involve choices (selection) program a sequence of commands that results in a planned effect program and test a simple program demonstrate that a network is two or more devices connected identify different devices within a network 	<ul style="list-style-type: none"> algorithms and programs need to be designed a procedure is a block of code that can be reused each device has a unique address called an IP address information travels through a network in a variety of ways website addresses are nicknames for IP addresses 	<ul style="list-style-type: none"> design and develop basic computer programs combine sequences of commands into procedures that are repeated test and correct simple programs evaluate their own work and comment on improvements explain why networks are used and what they're used for identify a range of wired and wireless devices on a network explain the role of devices on a network model how information travels through a network using switches and routers

Design Technology

What I need the children to learn	Possible learning experiences
<p>Technical Knowledge</p> <p><i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p> <p><i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i></p> <p><i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i></p> <p><i>apply their understanding of computing to program, monitor and control their products.</i></p>	
<ul style="list-style-type: none"> know how to strengthen a product by stiffening a given part or reinforce a part of the structure use a simple IT program within the design 	<p><i>Build and stiffen structures under different weights.</i></p> <p><i>Sort rocks in Carroll diagrams because of their properties</i></p> <p><i>Use making tape on the floor</i></p> <p><i>Stone rubbings</i></p> <p><i>Visit Cayton Bay and see stone bunkers on beach</i></p> <p><i>Create a stone using chalk</i></p>

Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
<p>Unit 3 – More musical styles</p> <p>Listening and Appraise Music (Musicianship)</p>	
<p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn</i></p>	

<p><i>from different traditions and from great composers and musicians</i></p> <p><i>Develop an understanding of the history of music.</i></p>	
<ul style="list-style-type: none"> • Invent different actions to move in time with the music. • Identify if it's a male or female voice singing the song. 	
Singing and Voice	
<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i> 	
<ul style="list-style-type: none"> • Sing with awareness of following the beat. • Sing with attention to clear diction. 	Video with QR https://www.codigos-gr.com/en/qr-code-generator/
Notation	
<ul style="list-style-type: none"> • <i>Use and understand staff and other musical notations</i> 	
<ul style="list-style-type: none"> • Identify and understand the differences between crotchets and paired quavers. 	
Playing Instruments	
<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i> 	
<ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder. 	Glockenspiels and bars as a whole class
Improvising	
<ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in wholeclass/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. 	
Composing	
<ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> • Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. • Use simple dynamics. 	Use Charanga with pupil logins to experiment with the notation maker.
Performing	
<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p>	

<ul style="list-style-type: none"> • Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. 	Performance to parents to celebrate unit. Videos to send out on Class Dojo.
<ul style="list-style-type: none"> • Vocabulary 	
<ul style="list-style-type: none"> • Structure • Intro/introduction • Verse • Chorus • Improvise • Compose • Pulse • Rhythm • Pitch • Tempo • Dynamics • Bass • Drums • Guitar • Keyboard • Synthesizer • Texture • Electric guitar • Organ • Backing vocals • Hook • Riff • Melody • Reggae • Pentatonic scale • Imagination • Disco. 	

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Athletics	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> • run at fast, medium and slow speeds; changing speed and direction • take part in a relay, remembering when to run and what to do 	
Competitive Games	
<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	
<ul style="list-style-type: none"> • be aware of space and use it to support team-mates and to cause problems for the opposition • know and use rules fairly 	
Gymnastics	
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> • adapt sequences to suit different types of apparatus and criteria • explain how strength and suppleness affect performance 	
Dance	

<i>perform dances using a range of movement patterns</i>																																											
<ul style="list-style-type: none"> improvise freely and translate ideas from a stimulus into movement share and create phrases with a partner and small group remember and repeat dance perform phrases 																																											
Outdoor and Adventurous Activity																																											
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>																																											
<ul style="list-style-type: none"> follow a map in a familiar context use clues to follow a route follow a route safely 																																											
Evaluate																																											
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>																																											
<ul style="list-style-type: none"> compare and contrast gymnastic sequences recognise own improvement in ball games 																																											
Real P.E.																																											
<p>Unit 4 Creative</p> <p>I can make up my own rules and versions of activities.</p> <p>I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p>	<p>Unit 4 Creative</p> <p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p> <p>Coordination Sending and Receiving</p> <p>I can send with good accuracy and weight.</p> <p>I can get in a good position to receive.</p> <p>I can collect the ball safely.</p> <p>Counter Balance With a Partner</p> <p>I can maintain balance throughout.</p> <p>I can move smoothly and with control.</p> <p>I can coordinate movements with my partner.</p> <p>Spr 2</p>																																										
Nigel Carson Sessions																																											
	<table border="1"> <thead> <tr> <th>Age Group</th> <th>Block 2</th> <th>Block 3</th> <th>Block 4</th> <th>Block 5</th> <th>Block 6</th> </tr> </thead> <tbody> <tr> <td>Monday Year 1</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Monday Year 2</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Tuesday Year 3</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Wednesday Year 4</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Thursday Year 5</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Friday Year 6</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> </tbody> </table>	Age Group	Block 2	Block 3	Block 4	Block 5	Block 6	Monday Year 1	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics	Monday Year 2	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics	Tuesday Year 3	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Wednesday Year 4	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Thursday Year 5	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Friday Year 6	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics
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Swimming																																											
<ul style="list-style-type: none"> start to swim aiming for competency, confidence and proficiency over increasing distance start to use a range of strokes effectively, for example front crawl, backstroke and breaststroke start to show an awareness of safe self-rescue in different water based situations 																																											

PSHE

What I need the children to learn	Possible learning experiences
Healthy Me	Resource links from: Jigsaw

Knowledge

- Know how exercise affects their bodies
- Know why their hearts and lungs are such important organs
- Know that the amount of calories, fat and sugar that they put into their bodies will affect their health
- Know that there are different types of drugs
- Know that there are things, places and people that can be dangerous
- Know a range of strategies to keep themselves safe
- Know when something feels safe or unsafe
- Know that their bodies are complex and need taking care of

Social and Emotional Skills

- Able to set themselves a fitness challenge
- Recognise what it feels like to make a healthy choice
- Identify how they feel about drugs
- Can express how being anxious or scared feels
- Can take responsibility for keeping themselves and others safe
- Respect their own bodies and appreciate what they do

Sun Safety Curriculum

Can I describe how to stay safe in the sun and why it is important?

Activity- look at the power point and discuss. Look at the posters and then create a poster with reasons why to stay safe.

Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).

In this Puzzle the class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.

Key vocabulary

Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice

Please see the link below

<https://jigsawlivescmsguk.blob.core.windows.net/umbraco-media/hpkdfhs2/04-ages-7-8-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

Religious Education:

For this unit there is 10 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I

Remember this unit runs over Spring 1 and Spring 2. Please be aware of this when planning your lessons.

What I need the children to learn	Possible learning experiences
<p>Why are festivals important to religious communities? Easter Focus (in planning on RE today there is planning for 10 hours of classroom activities)</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Recognise and identify some differences between religious festivals and other types of celebrations (B2). • Retell some stories behind festivals (e.g. Christmas and Easter) <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). • Suggest how and why religious festivals are valuable to many people (B2). 	<ul style="list-style-type: none"> • Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this • Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity. • Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. • Notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. • Study key elements of festival: shared values, story, beliefs, hopes and commitments. • Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: Is love stronger than death (Easter)? • Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? • Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over?

Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Listening</p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i> <i>Appreciate stories, songs, poems and rhymes in the language</i></p> <ul style="list-style-type: none"> • Listen to and enjoy short stories, nursery rhymes and songs. • Recognise familiar words and short phrases covered in the units taught. 	<p>Language Angels</p> <p><u>Spring 2 – Musical Instruments</u> Teaching Type: Early Learning Unit Objective: To say what instrument you play in French By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. • Start to understand articles/determiners better in French. • Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.
<p style="text-align: center;">Speaking</p> <p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i> <i>Present ideas and information orally to a range of audiences</i> <i>Describe people, places, things and actions orally and in writing</i></p> <ul style="list-style-type: none"> • Communicate with others using simple words and short phrases covered in the unit. 	
<p style="text-align: center;">Reading/ Writing</p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i> <i>Read carefully and show understanding of words, phrases and simple writing</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</i> <i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> <i>Describe people, places, things and actions in writing</i></p> <ul style="list-style-type: none"> • Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. • Understand the meaning in English of short words I read in the foreign language • Write familiar words and short phrases using a model or vocabulary list. 	
<p style="text-align: center;">Grammar</p> <p><i>Understand basic grammar appropriate to the language being studied</i></p> <ul style="list-style-type: none"> • Start to understand the concept of noun gender and the use of articles. • Use the first person singular version of high frequency verbs. 	

Cayton Creation

Flintstone – Bedrock Movie

Cayton Conclusion

The Crudes 2 movie
Making a Viking helmet

English

What I need the children to learn	Possible learning experiences
<p>Grammar lessons linked to the national curriculum.</p> <p>The Girl Who Stole An Elephant</p>	<p>Fact files and power point presentation over the next 6 weeks.</p> <p>Children to add to their ICT ppt each week after researching and reading online</p>

What I need the children to learn	Possible learning experiences
Whole Class Reading	
<p>The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p>	
<p>Can I use my phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)?</p> <p>Can I apply my growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*?</p> <p>Can I apply my growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*?</p> <p>Please also see Phonics Progression Mapping Cayton School 2020</p> <p>Can I begin to read Y3/Y4 exception words?*</p> <p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>Can I prove that the text makes sense and discuss my understanding, explaining the meaning of words in context?</p> <p>Can I recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks?</p> <p>Can I use appropriate terminology when discussing texts (plot, character, setting)?</p> <p>Can I check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context?</p> <p>Can I discuss authors' choice of words and phrases for effect?</p> <p>Can I ask and answer questions appropriately, including some</p>	

<p>simple inference questions based on characters' feelings, thoughts and motives?</p> <p>Can I justify predictions using evidence from the text?</p> <p>Can I prepare and perform poems and play scripts that show some awareness of the audience when reading aloud?</p> <p>Can I begin to use appropriate intonation and volume when reading aloud?</p> <p>Can I retrieve and record information from non-fiction texts?</p>	
Text and Composition	
<p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>	
<p>Can I begin to organise my writing into paragraphs around a theme?</p> <p>Can I demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar?</p> <p>Can I begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction)?</p> <p>Can I begin to use ideas from my own reading and modelled examples to plan my writing?</p> <p>Can I proofread my own and others' work to check for errors (with increasing accuracy) and to make improvements?</p> <p>Can I compose and rehearse sentences orally (including dialogue)?</p> <p>Can I make deliberate ambitious word choices to add detail?</p> <p>Can I begin to create settings, characters and plot in narratives?</p>	
Grammar	
<p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>	
<p>Can I try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement?</p> <p>Can I use the full range of punctuation from previous year groups?</p>	

<p>Can I use 'a' or 'an' correctly throughout a piece of writing? Can I use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although?</p> <p>Can I use a range of conjunctions, adverbs and prepositions to show time, place and cause?</p> <p>Can I punctuate direct speech accurately, including the use of inverted commas?</p> <p>Can I recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks)?</p>	
Spellings and Handwriting	
<p>Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.</p>	
<p>Can I spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey)?</p> <p>Can I spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym)?</p> <p>Can I spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character)?</p> <p>Can I spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique)?</p> <p>Can I spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure)?</p> <p>Can I spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country)?</p> <p>Can I spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure)?</p> <p>Can I spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure)?</p> <p>Can I spell many of the Y3 and Y4 statutory spelling words correctly?</p> <p>Can I spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse)?</p> <p>Can I spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules?</p> <p>Can I spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering)?</p> <p>Can I spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning)? Can I spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male?</p> <p>Can I use the first two or three letters of a word to check spellings in a dictionary?</p> <p>Can I use a neat, joined handwriting style with increasing accuracy and speed?</p> <p>Can I continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined?</p>	

Mathematics

What I need the children to learn	Possible learning experiences
White Rose Planning Guide Making and measuring practical activities in Art / DT Timing in PE	See Maths Planning Helmet design, head measurements etc Timing activities and measuring heart rate.

