

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 3 – SPRING 1



*Learn from yesterday, seek today and aim for tomorrow*

September 2024

## History Driver: Stone Age

### Key Enquiry: Who first lived in Britain?

#### History Driver

What I need the children to learn	Possible learning experiences
<b>CHRONOLOGY (Stone age to 1066)</b>	
<i>To include: Stone age to Iron age Romans Anglo-Saxons Vikings</i>	
<p>To understand how Britain changed between the beginning of the Stone Age and the end of the Iron Age. To know the impact of the discovery of the wheel and the finding of iron ore. To understand the past is divided into differently named periods of time on a timeline. To put artefacts or information in chronological order.</p> <p>Examples (non-statutory) This could include: - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>Can I plot the Stone, Bronze and Iron Ages on a timeline and learn how far apart they were in time?</p> <p>Can I understand what is meant by 'hunter-gatherers'?</p> <p>Do I know the impact of the discovery of the wheel and the finding of iron ore?</p> <p>Do I understand what life was like for men, women and children at these different times in their home settlements and daily life during these times?</p> <p>Do I know the main differences between the Stone, Bronze and Iron Ages including styles of writing and use of weapons and tools?</p> <p>Can I learn about local Stone Age settlement 'Star Carr' as an important archaeological dig sites?</p> <p><b>Key Skills</b> <b>Compare</b> how people live at these different times (Stone Age, Bronze Age and Iron Age)</p>	<p>Rotunda Museum and Stone Age experiences Stone Age- STAR CARR Artefacts or pictures of stone tools, pottery, cave paintings (build up evidence of life and show on a map where they come from)</p> <p>Power-points on hunter - gatherer hunts for food (pictures outside and fake spears) –</p> <p>Skara Brae writing</p> <p>Bronze Age artefact comparison – weapons</p> <p>Stone Age/ Bronze Age changes in writing</p> <p>Diaries of life in Iron Age, roles of men and women</p>

<p><b>Study</b> Stone Age artefacts or pictures of stone tools, pottery, cave paintings (build up evidence of life and show on a map where they come from)</p> <p><b>Investigate</b> Skara Brae writing and the changes in writing from Stone Age to Bronze Age</p> <p><b>Compare</b> Bronze Age weapons with those from Stone and Iron Age</p> <p><b>Key Vocabulary</b> Time periods, settlements, discovery, hunting, invention, forts</p>	
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## Science

What I need the children to learn	Possible learning experiences																														
<b>Animals, including humans</b>																															
<b>Forces</b>																															
<p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b>Scientific Enquiry</b></p> <ul style="list-style-type: none"> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>Using straightforward scientific evidence to answer questions or to support their findings</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul>	<p><b>Learning Intentions (to be stuck in books)</b></p> <ul style="list-style-type: none"> <li>Explore the 5 key food Groups</li> <li>Learn about the nutrition in the food we eat</li> <li>Learn about the different types of skeletons</li> <li>Learn about the human skeleton</li> <li>Learn about animals and their skeletons</li> <li>Explore the role of muscles</li> </ul> <p><b>Keywords</b></p> <table> <tr> <td>Nutrition</td> <td>carbohydrate</td> </tr> <tr> <td>Protein</td> <td>vitamin</td> </tr> <tr> <td>Mineral</td> <td>nutrition label</td> </tr> <tr> <td>Portion</td> <td>energy</td> </tr> <tr> <td>Balanced</td> <td>diet</td> </tr> <tr> <td>Vertebrate</td> <td>invertebrate</td> </tr> <tr> <td>Endoskeleton</td> <td>exoskeleton</td> </tr> <tr> <td>hydrostatic skeleton</td> <td>humerus</td> </tr> <tr> <td>ulna</td> <td>radius</td> </tr> <tr> <td>tibia</td> <td>fibular</td> </tr> <tr> <td>endoskeleton</td> <td>vertebrate</td> </tr> <tr> <td>skull</td> <td>rib cage</td> </tr> <tr> <td>spine</td> <td>muscle</td> </tr> <tr> <td>contract</td> <td>hamstrings</td> </tr> <tr> <td>biceps</td> <td>diaphragm</td> </tr> </table>	Nutrition	carbohydrate	Protein	vitamin	Mineral	nutrition label	Portion	energy	Balanced	diet	Vertebrate	invertebrate	Endoskeleton	exoskeleton	hydrostatic skeleton	humerus	ulna	radius	tibia	fibular	endoskeleton	vertebrate	skull	rib cage	spine	muscle	contract	hamstrings	biceps	diaphragm
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## Geography

What I need the children to learn	Possible learning experiences
<b>Locational Knowledge</b>	
<b>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</b>	

<ul style="list-style-type: none"> <li>• Can I know the names of four countries from the southern hemisphere and four from the northern hemisphere.</li> <li>• Can I know the name of four countries on the Equator?</li> <li>• Can I compare the climates of countries on the Equator to those in the tropics?</li> <li>• Can I explore significant physical and human features of the countries I locate?</li> <li>• Can I give reference points of longitude and latitude for famous landmarks in my countries?</li> </ul>	<p><i>Countries from the different hemispheres/ topics study</i>  <i>Maths – world clock links</i>  <i>Countries on the Equator</i></p>
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## Computing

What I need the children to learn	Possible learning experiences
<p>Programming A - Sequencing sounds</p>	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><u>Computing</u></p> <ul style="list-style-type: none"> <li>• Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<p><b>Please use the learning objectives from the Teach Computing website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</b></p> <p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.</p>
<p>To explore a new programming environment</p> <ul style="list-style-type: none"> <li>• I can identify the objects in a Scratch project (sprites, backdrops)</li> <li>• I can explain that objects in Scratch have attributes (linked to)</li> <li>• I can recognise that commands in Scratch are represented as blocks</li> </ul>	<p>Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, run the code, order, note, chord, algorithm, bug, debug, code.</p>
<p>To identify that commands have an outcome</p> <ul style="list-style-type: none"> <li>• I can create a program following a design and understand that each sprite is controlled by the commands I choose</li> <li>• I can predict the coding blocks used to move a sprite</li> <li>• I can match coding blocks to their actions</li> </ul>	
<p>To explain that a program has a start</p> <ul style="list-style-type: none"> <li>• I can start a program in different ways</li> <li>• I can create a sequence of connected commands</li> <li>• I can explain that the objects in my project will respond exactly to the code</li> </ul>	
<p>To recognise that a sequence of commands can have an order</p> <ul style="list-style-type: none"> <li>• I can explain what a sequence is</li> <li>• I can combine sound commands</li> </ul>	

<ul style="list-style-type: none"> <li>I can order notes into a sequence</li> </ul>	
To change the appearance of my project <ul style="list-style-type: none"> <li>I can build a sequence of commands</li> <li>I can decide the actions for each sprite in a program</li> <li>I can make design choices for my artwork</li> </ul>	
To create a project from a task description <ul style="list-style-type: none"> <li>I can identify and name the objects I will need for a project</li> <li>I can relate a task description to a design</li> <li>I can implement my algorithm as code</li> </ul>	

## Art

What I need the children to learn	Possible learning experiences
<b>Study of great artists</b>	
<i>great artists, architects and designers in history printing</i>	
<ul style="list-style-type: none"> <li>know how to identify the techniques used by different artists</li> <li>know how to compare the work of different artists</li> <li>recognise when art is from different cultures</li> <li>recognise when art is from different historical periods</li> <li>use layers of two or more colours to print</li> <li>replicate patterns from nature or built environments</li> <li>create a weaving</li> </ul>	<p><b>Look at Cave Paintings</b>  <b>Tea stain paper and use charcoal to create desired look</b>  <b>Use chalk on the floor to experiment first</b>  <b>Compare to Greek vases created in Autumn 2</b></p> <p><b>Print using cave painting inspiration</b></p>

## Music

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

What I need the children to learn	Possible learning experiences
<b>Unit 4 – Compose using your imagination</b>	
Listening and Appraise Music (Musicianship)	
<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	
<i>Develop an understanding of the history of music.</i>	
<ul style="list-style-type: none"> <li><b>Talk about</b> what the song or piece of music means</li> </ul>	
Singing and Voice	
<ul style="list-style-type: none"> <li><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></li> </ul>	
<ul style="list-style-type: none"> <li>Sing expressively, with attention to the meaning of the words.</li> </ul>	<b>Video with QR qrcode monkey website</b>

<ul style="list-style-type: none"> <li>• <b>Notation</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Use and understand staff and other musical notations</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Identify and understand the differences between crotchets and paired quavers.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Playing Instruments</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> </ul>	
<p>Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F, F#, G, G#, A, B and Bb.</p>	<b>Glockenspiels and bars as a whole class</b>
<ul style="list-style-type: none"> <li>• <b>Improvising</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> </ul>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Composing</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Create a simple melody using crotchets, minims and perhaps paired quavers:</li> <li>• C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C)</li> </ul>	<b>Use Charanga with pupil logins to experiment with the notation maker.</b>
<ul style="list-style-type: none"> <li>• <b>Performing</b></li> </ul>	
<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"> <li>• Talk about what the song means and why it was chosen to share</li> </ul>	<b>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</b>
<ul style="list-style-type: none"> <li>• <b>Vocabulary</b></li> </ul>	
<ul style="list-style-type: none"> <li>• Structure</li> <li>• Intro/introduction</li> <li>• Verse</li> <li>• Chorus</li> <li>• Improvise</li> <li>• Compose</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Bass</li> <li>• Drums</li> <li>• Guitar</li> <li>• Keyboard</li> <li>• Synthesizer</li> <li>• Texture</li> <li>• Electric guitar</li> </ul>	

<ul style="list-style-type: none"> <li>• Organ</li> <li>• Backing vocals</li> <li>• Hook</li> <li>• Riff</li> <li>• Melody</li> <li>• Reggae</li> <li>• Pentatonic scale</li> <li>• Imagination</li> <li>• Disco.</li> </ul>	
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**Physical Education – Follow Real P.E. and supplement with NC P.E. experiences**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Athletics</b>	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> <li>• run at fast, medium and slow speeds; changing speed and direction</li> <li>• take part in a relay, remembering when to run and what to do</li> </ul>	<p><b>More sport specific games and competitions</b>  <b>Relays, obstacle courses</b>  <b>Creative games made by children</b>  <b>Links to Real PE 4</b></p>
<b>Competitive Games</b>	
<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"> <li>• be aware of space and use it to support team-mates and to cause problems for the opposition</li> <li>• know and use rules fairly</li> </ul>	
<b>Gymnastics</b>	
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> <li>• adapt sequences to suit different types of apparatus and criteria</li> <li>• explain how strength and suppleness affect performance</li> </ul>	<p><b>Unit 3 Cognitive</b>  I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p><b>Real Gym</b>  <b>Travel</b>  I can move with good posture.  I can move smoothly and fluently.  I can perform accurate movement patterns.</p> <p><b>Rotation</b>  I can maintain an accurate shape throughout.  I can move smoothly and fluently.  I can remain balanced throughout.  I can move in coordination with my partner/s</p> <p><b>Spr 1</b></p>
<b>Dance</b>	
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> <li>• improvise freely and translate ideas from a stimulus into movement</li> </ul>	

<ul style="list-style-type: none"> <li>share and create phrases with a partner and small group</li> <li>remember and repeat dance perform phrases</li> </ul>																																											
<b>Outdoor and Adventurous Activity</b>																																											
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>																																											
<ul style="list-style-type: none"> <li>follow a map in a familiar context</li> <li>use clues to follow a route</li> <li>follow a route safely</li> </ul>																																											
<b>Evaluate</b>																																											
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>																																											
<ul style="list-style-type: none"> <li>compare and contrast gymnastic sequences</li> <li>recognise own improvement in ball games</li> </ul>																																											
<b>Real P.E.</b>																																											
<b>Unit 4Creative</b>																																											
<ul style="list-style-type: none"> <li>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.</li> </ul>																																											
<b>Nigel Carson Sessions</b>																																											
	<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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## PSHE

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Dreams &amp; Goals</b>	<b>Resource links from: Jigsaw</b>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know about specific people who have overcome difficult challenges to achieve success</li> <li>Know what dreams and ambitions are important to them</li> <li>Know how they can best overcome learning challenges</li> <li>Know that they are responsible for their own learning</li> <li>Know what their own strengths are as a learner</li> <li>Know what an obstacle is and how they can hinder achievement</li> <li>Know how to take steps to overcome obstacles</li> <li>Know how to evaluate their own learning progress and identify how it can be better next time</li> </ul>	<p>In this Puzzle the class look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.</p> <p><b>Key vocabulary</b>  Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient,</p>



**Social and Emotional Skills**

Recognise other people’s achievements in overcoming difficulties

- Imagine how it will feel when they achieve their dream / ambition
- Can break down a goal into small steps
- Recognise how other people can help them to achieve their goals
- Can manage feelings of frustration linked to facing obstacles
- Can share their success with others
- Can store feelings of success (in their internal treasure chest) to be used at another time

**Water Safety Curriculum**

Can I become familiar with how to stay safe around the water including beaches, canals and rivers?

Two lessons-

- 1: beach water safety and flags.
- 2: canals and rivers – activities resource 1- see teacher guidance.

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).

Responsible, Frustration, ‘Solve It Together’ Technique, Solutions, Review, Learning, Evaluate

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 .....

What I need the children to learn	Possible learning experiences
<p>Why are festivals important to religious communities? <b>Easter Focus</b> (in planning on RE today there is planning for 10 hours of classroom activities)</p> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Recognise and identify some differences between religious festivals and other types of celebrations (B2).</li> </ul>	<ul style="list-style-type: none"> <li>• Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this</li> <li>• Consider the meanings of the stories behind key religious festivals, e.g Christmas, Easter, Pentecost, Harvest in Christianity.</li> </ul>

<ul style="list-style-type: none"> <li>Retell some stories behind festivals (e.g. Christmas and Easter)</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter) (B2).</li> <li>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</li> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>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).</li> <li>Suggest how and why religious festivals are valuable to many people (B2).</li> </ul>	<ul style="list-style-type: none"> <li>Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals.</li> <li>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.</li> <li>Study key elements of festival: shared values, story, beliefs, hopes and commitments.</li> <li>Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: Is love stronger than death (Easter)?</li> <li>Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events?</li> <li>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?</li> </ul>
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## Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Listening</b></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>	<p>Language Angels</p> <p><b>Spring 2 - Fruits</b>  Teaching Type: Early Language  Unit Objective: To say what fruit we like and do not like in French  By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>Name, recognise and remember up to 10 fruits in French.</li> <li>Attempt to spell some of these nouns with their correct article/determiner.</li> <li>Ask somebody in French if they like a particular fruit.</li> <li>Say what fruits we like and dislike in French.</li> </ul>
<ul style="list-style-type: none"> <li>Listen to and enjoy short stories, nursery rhymes and songs.</li> <li>Recognise familiar words and short phrases covered in the units taught.</li> </ul>	

<b>Speaking</b>	
<p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Present ideas and information orally to a range of audiences</i></p> <p><i>Describe people, places, things and actions orally and in writing</i></p>	
	<ul style="list-style-type: none"> <li>Communicate with others using simple words and short phrases covered in the unit.</li> </ul>
<b>Reading/ Writing</b>	
<p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i></p> <p><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></p> <p><i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i></p> <p><i>Describe people, places, things and actions in writing</i></p>	
	<ul style="list-style-type: none"> <li>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</li> <li>Understand the meaning in English of short words I read in the foreign language</li> <li>Write familiar words and short phrases using a model or vocabulary list.</li> </ul>
<b>Grammar</b>	
<p><i>Understand basic grammar appropriate to the language being studied</i></p>	
	<ul style="list-style-type: none"> <li>Start to understand the concept of noun gender and the use of articles.</li> <li>Use the first person singular version of high frequency verbs.</li> </ul>

### Cayton Creation

Prepping the gardening beds with topsoils and compost ready for next half term

### Cayton Conclusion

The Crudes 1 movie  
Making an Anglo Saxon hut. Straw house.

## English

What I need the children to learn	Possible learning experiences
<b>Whole Class Reading</b>	
<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 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>	
<b>Text and Composition</b>	
<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</p>	

<p>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>	
<b>Grammar</b>	
<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>	
<b>Spellings and Handwriting</b>	
<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 /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey)?</p> <p>Can I spell words with the /ɪ/ 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 /ʃ/ 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>	
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What I need the children to learn	Possible learning experiences
<p><b>Reading focus post lock down</b></p> <p><b>Writing focus post lock down</b></p> <p><b>Stone Age</b>  <b>Bronze</b>  <b>Iron Age</b>  <b>Vikings</b>  <b>Anglo Saxons</b></p>	<p><b>Writing instructions from prepping the gardening beds.</b></p> <p><b>Geography links with non-chronological reports.</b></p> <p><b>Stig of the dump – whole class reading novel</b></p> <p>The Witches</p>

**Mathematics**

What I need the children to learn	Possible learning experiences
<p><b>Following the White Rose Planning scheme for Spring</b></p> <p><b>Statistics</b>  <b>Bar Charts</b>  <b>Data Analysis</b></p> <p><b>Length</b></p> <p><b>Perimeter</b></p>	<p>Childrens data, looking at personal date and using it in our analysis.</p> <p>Measuring the gardening beds and looking at seed placements every .... Cm</p>



