

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 3 - AUTUMN 1



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

September 2024

## Geography Driver: Natural Disasters

### Key Enquiry: What makes the earth angry?

#### Geography Driver

What I need the children to learn		Possible learning experiences
<b>Human and Physical Geography</b>		
<i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	<i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	
<ul style="list-style-type: none"> <li>• Know what causes an earthquake</li> <li>• Label the different parts of a volcano</li> <li>• Can I name historical natural disasters and explain the effect on the surrounding areas?</li> <li>• Can I understand how humans have adapted to deal with earthquakes and other natural disasters?</li> </ul>		<p><b><i>Study of earthquake areas and volcanoes</i></b>  <b><i>Volcano building – links to chemical changes – science</i></b>  <b><i>Identifying plates and fault lines around the world</i></b></p>

#### Geography

What I need the children to learn		Possible learning experiences
<b>Locational Knowledge</b>		
<i>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</i>		
<ul style="list-style-type: none"> <li>• Know the names of and locate at least six cities in England.</li> <li>• Locate and name at least eight countries around the world.</li> <li>• Can I list the similarities and differences of two major cities in the UK?</li> </ul>		<p><b><i>Large UK map study</i></b>  <b><i>Sorting activity for changing landscape: physical or human</i></b>  <b><i>Past/ present photographs of landscapes</i></b>  <b><i>Choose 6 main cities to label and identify on a map</i></b></p>

## Science

Working Scientifically	
<ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiries to answer them.</li> </ul>	
<ul style="list-style-type: none"> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> </ul>	
<ul style="list-style-type: none"> <li>Gather, record, classify and present data in a variety of ways to help in answering questions</li> </ul>	

What I need the children to learn	Possible learning experiences
<b>Forces</b>	
<i>Different Forces</i> <i>Magnets</i>	
<ul style="list-style-type: none"> <li>Ask questions to test and set up comparative and fair enquiries to describe how objects move on different surfaces.</li> <li>Gather, record and present data, taking accurate measurements using standard units to help answer scientific question.</li> <li>Explain how a simple pulley works and use it to lift an object</li> <li>Know how some forces require contact and some do not, giving examples</li> <li>Know about and explain how magnets attract <b>only Iron, Nickel, Cobalt and stainless steel (alloy) not all metals</b> and repel Predict whether magnets will attract or repel and give a reason</li> </ul>	<p><b>Use the hall</b>  <b>Test different carpet surfaces on a ramp – smooth and rough</b>  <b>Talk about gravity, air resistance, up thrust, magnets, friction</b>  <b>Make a simple pulley</b>  <b>Mining from the Earth: Use magnets to mine different metals from a table (or other area) – only iron, nickel, steel, cobalt are magnetic – left on the table would be copper, aluminium, foil, gold, silver</b></p> <p><b>Car travelling experiment, gravity (falling test speed)upthrust paper aeroplanes</b></p>

## Computing

What I need the children to learn	Possible learning experiences
<b>Safe use</b>	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i>  <i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i></p> <p><i>Be discerning in evaluating digital content</i></p>	
<b>Computing systems and networks – Connecting computers</b>	

<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• 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</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> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</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>Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.</p>
<p>To explain how digital devices function</p> <ul style="list-style-type: none"> <li>• I can explain that digital devices accept inputs</li> <li>• I can explain that digital devices produce outputs</li> <li>• I can follow a process</li> <li>• I can explain what makes a secure password</li> </ul>	<p>digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets</p>
<p>To identify input and output devices</p> <ul style="list-style-type: none"> <li>• I can classify input and output devices</li> <li>• I can describe a simple process</li> <li>• I can design a digital device</li> </ul>	
<p>To recognise how digital devices can change the way that we work</p> <ul style="list-style-type: none"> <li>• I can explain how I use digital devices for different activities</li> <li>• I can recognise similarities between using digital devices and using non-digital tools</li> <li>• I can suggest differences between using digital devices and using non-digital tools</li> </ul>	
<p>To explain how a computer network can be used to share information</p> <ul style="list-style-type: none"> <li>• I can recognise different connections</li> <li>• I can explain how messages are passed through multiple connections</li> <li>• I can discuss why we need a network switch</li> </ul>	
<p>To explore how digital devices can be connected</p> <ul style="list-style-type: none"> <li>• I can recognise that a computer network is made up of a number of devices</li> <li>• I can demonstrate how information can be passed between devices</li> <li>• I can explain the role of a switch, server, and wireless access point in a network</li> </ul>	
<p>To recognise the physical components of a network</p> <ul style="list-style-type: none"> <li>• I can identify how devices in a network are connected together</li> <li>• I can identify networked devices around me</li> <li>• I can identify the benefits of computer networks</li> </ul>	

## Design Technology

What I need the children to learn	Possible learning experiences
<b>Designing</b>	

<p><i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p>	
<ul style="list-style-type: none"> <li>• prove that a design meets a set criteria</li> <li>• design a product and make sure that it looks attractive choose a material for both its suitability and its appearance</li> </ul>	<p><b><i>Design and make own volcano experiment Paper Mache/ water bottle</i></b></p>
<b>Making</b>	
<p><i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p>	
<ul style="list-style-type: none"> <li>• follow a step-by-step plan, choosing the right equipment and materials</li> <li>• select the most appropriate tools and techniques for a given task</li> <li>• make a product which uses both electrical and mechanical components</li> <li>• work accurately to measure, make cuts and make holes</li> </ul>	<p><b><i>Prep experiment using vinegar and bicarbonate of soda</i></b></p>
<b>Evaluating</b>	
<p><i>investigate and analyse a range of existing products</i></p> <p><i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>understand how key events and individuals in design and technology have helped shape the world</i></p>	
<ul style="list-style-type: none"> <li>• explain how to improve a finished model</li> <li>• know why a model has, or has not, been successful</li> </ul>	<p><b><i>How well did the explosion work? Use technical language</i></b></p> <p>Shell structure, frame structure, solid structure, combination structure, three dimensional (3-D) shape, net, cube, cuboid, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, prototype</p>

**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>	
<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>Useful when evaluating skills learnt</b>
<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>	
<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> <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>Linked to sports games – how did they use the skill in performances?</b>
<b>Real P.E.</b>	
<p><b>Unit 1 Personal</b></p> <ul style="list-style-type: none"> <li>I know where I am with my learning and I have begun to challenge myself.</li> </ul>	<p><b>Unit 1 Personal</b> I know where I am with my learning and I have begun to challenge myself.</p> <p><b>Coordination Footwork</b> I can move with balance and control throughout. I can move with fluent, smooth movements.</p>

	<p>I can move well in both directions/on both sides.</p> <p><b>Static Balance One Leg</b></p> <p>I can balance with minimum wobble (control).</p> <p>I can balance with standing foot still.</p> <p>I can balance with non-standing foot off the floor.</p> <p><b>Aut 1</b></p>																																										
<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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## Music

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

What I need the children to learn	Possible learning experiences
<b>Unit 1 – Writing Down Music</b>	
<b>Listening and Appraise Music (Musicianship)</b>	
<p><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></p> <p><i>Develop an understanding of the history of music.</i></p>	
<ul style="list-style-type: none"> <li>Steady beat</li> <li>Metre 4/4 Rhythmic and melodic patterns</li> <li>Recognising and/or reading simple notation and tonic sol-fa</li> <li>Tonal centre is G major</li> <li>The first three notes of the G major scale are used (G, A, B)</li> <li>Minims, crotchets and quavers</li> <li>Talk about the song together</li> <li>Explore its musical style through the style indicators of Country music and its performers</li> <li>Embed a deeper understanding of the musical concepts related to the song</li> <li>Find an understanding and/or connection to the song or music</li> </ul>	
<b>Singing and Voice</b>	
<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>Learn to sing the song as part of an ensemble/choir</li> <li>Follow a leader/conductor</li> </ul>	<p><b>Video with QR</b> <a href="https://www.codigos-gr.com/en/qr-code-generator/">https://www.codigos-gr.com/en/qr-code-generator/</a></p>

<ul style="list-style-type: none"> <li>Understand the meaning of the song</li> <li>Demonstrate and maintain correct posture and breath control</li> </ul>	
<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>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</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>	
<ul style="list-style-type: none"> <li>To play and perform instrument part by ear from standard notation and as part of the song being learnt.</li> </ul> <p>Recorder parts:</p> <p>Part 4: F, G, A Part 3: C, F, G, A, B Part 2: C, F, G, A, B Part 1: C, D, E, F, G, A, B</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>Children will practise improvising using the notes: C C, D, E C, D, E, G, A</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>To create a simple melody using the Music Notepad whilst also developing creativity and being able to draw on wider influences from songs played and learnt</li> <li>To strengthen the learning that has taken place in a unit by composing melodies in similar styles</li> <li>Internalise a steady beat</li> <li>Use the metre 4/4</li> <li>Notate simple rhythmic and melodic patterns</li> <li>Key signature is C major Tonal centre is C major</li> <li>The first three notes of the C major scale are used (C, D, E) or the pentatonic scale (C, D, E, G, A)</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>	
<ul style="list-style-type: none"> <li><i>Listen with attention to detail and recall sounds with increasing aural memory</i></li> </ul>	



<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"> <li>• Share a performance of the learning that has taken place in class</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> <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>	

## PSHE

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Being Me In My World</b>	<b>Resource links from: Jigsaw</b>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• <i>Understand that they are important</i></li> <li>• <i>Know what a personal goal is</i></li> <li>• <i>Understanding what a challenge is</i></li> <li>• <i>Know why rules are needed and how these relate to choices and consequences</i></li> <li>• <i>Know that actions can affect others' feelings</i></li> <li>• <i>Know that others may hold different views</i></li> <li>• <i>Know that the school has a shared set of Values</i></li> </ul> <p><b><u>Social and Emotional Skills</u></b></p> <ul style="list-style-type: none"> <li>• Recognise self-worth</li> <li>• Identify personal strengths</li> <li>• Be able to set a personal goal</li> <li>• Recognise feelings of happiness, sadness, worry and fear in themselves and others</li> <li>• Make other people feel valued</li> </ul>	<p>In this Puzzle (unit) the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others. They set up their PSHE Books and establish the Jigsaw Charter.</p> <p><b><u>Key vocabulary:</u></b> Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness,</p>

<ul style="list-style-type: none"> <li>• Develop compassion and empathy for others</li> <li>• Be able to work collaboratively</li> </ul> <p><b>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).</b></p>	<p>Group Dynamics, Team Work, View Point, Ideal School, Belong</p> <p><b>See the link below</b></p>
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<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 8-10 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
<b>L2.7</b>	
<p>What does it mean to be a Christian in Britain today?</p> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).</li> <li>• Ask good questions about what Christians do to show their faith (B1).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> <li>• Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</li> <li>• Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>• Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> </ul> <p>Exceeding:</p>	<ul style="list-style-type: none"> <li>• Find out about how Christians show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? <ul style="list-style-type: none"> <li>• Explore what Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</li> <li>• Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</li> </ul>	<p>Ask some teenagers from two churches about how they show their faith.</p> <ul style="list-style-type: none"> <li>• Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running 'Christians Against Poverty' money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out why Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why?</li> <li>• Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc.</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> <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>	<p>Language Angels</p> <p><b><u>Autumn 1 – I'm Learning French</u></b>  Teaching Type: Early Language  Unit Objective: To find France on a map, say how you feel, count from 1-10 and learn 10 colours.  By the end of this unit, we will be able to:</p> <ul style="list-style-type: none"> <li>• Locate France, Paris, and a few key cities on a map.</li> <li>• Understand the Francophone world better.</li> <li>• Ask somebody how they are feeling and what their name is.</li> <li>• Say how we are feeling and our names.</li> <li>• Count to 10.</li> <li>• Read, write, say, and recall ten different colours.</li> </ul>
<p style="text-align: center;"><b>Speaking</b></p> <p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i></p>	

<p><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"> <li>Communicate with others using simple words and short phrases covered in the unit.</li> </ul>	
<p align="center"><b>Reading/ Writing</b></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"> <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>	
<p align="center"><b>Grammar</b></p>	
<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

Watch Over the hedge (green theme) / Lorax – Inherits the earth and needs to protect it

### Cayton Conclusion

Volcano experiments in the last week. Bicarbonate soda to make an eruption.

### English

#### English

What I need the children to learn	Possible learning experiences
<p align="center"><b>Whole Class Reading</b></p>	
<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</p>	

<p>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>	<p><b>VIPERS</b></p> <p><b>Reading Spine- The Iron Man</b></p> <p><b>Escape From Pompeii</b></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><b>Can I begin to organise my writing into paragraphs around a theme?</b></p> <p><b>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?</b></p> <p><b>Can I begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction)?</b></p> <p><b>Can I begin to use ideas from my own reading and modelled examples to plan my writing?</b></p> <p><b>Can I proofread my own and others' work to check for errors (with increasing accuracy) and to make</b></p>	<p><b><u>Autumn 1</u></b></p> <p><b><u>What makes the earth angry?</u></b></p> <p><b>Purpose: Chn write an explanation text of different natural disasters</b></p> <p><b>Audience: Children interested in science</b></p> <p><b><u>Reading Spine/Class Novel- The Witches/ Harry Potter and the Philosopher's Stone</u></b></p> <p><b>Purpose: To write an engaging narrative</b></p> <p><b>Audience: Children</b></p>

<p>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>	
<p><b>Grammar</b></p>	
<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>	<p><u>Autumn 1</u> <u>What makes the earth angry?</u></p> <p><b>Purpose: Chn write an explanation text of different natural disasters</b> <b>Audience: Children interested in science</b></p> <p><u>Reading Spine/Class Novel- Complexity of Plot/Symbol- The Iron Man by Ted Hughes</u></p> <p><b>Purpose: To write an engaging narrative</b> <b>Audience: Children interested in fantasy genre</b></p>
<p><b>Spellings and Handwriting</b></p>	
<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)? 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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## Mathematics

<p><b>What I need the children to learn</b></p>	<p><b>Possible learning experiences</b> <b>Link to science forces, measuring in experiments, distances, language in geography when describing tectonic plates and areas of the earth.</b></p> <p><b>Place Value Unit</b> <b>Addition and Subtraction Unit (see highlighted MTP objectives)</b></p>
<p><b>Nat. Curriculum</b></p>	<p><b>See planning linked to White Rose</b></p>





