

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 3 – SUMMER 1



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

September 2024

**Science Driver: Plants**

**Key Enquiry: What makes plants grow and flourish?**

**Science Driver**

<b>Working scientifically</b>	
<ul style="list-style-type: none"> <li>• <b>Use straightforward scientific evidence to answer questions or to support their findings.</b></li> </ul>	

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Plants</b>	
<i>Plant life</i> <i>Basic structure and functions</i>	
<ul style="list-style-type: none"> <li>• Know the function of different parts of flowering plants and trees include stigma, stamen, ovule, anther, filament</li> <li>• Use straightforward scientific evidence to answer questions or to support their findings.</li> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p><b><i>Dissect flowers into detailed parts –stigma, stamen, ovule, onto large poster and stick them down</i></b></p> <p><b><i>Describe function of each part</i></b></p> <p><b><i>Observe celery or carnations change colour with different food coloured water</i></b></p> <p><b><i>Introduce vocabulary – Xylem</i></b></p> <p><b><i>Make a plant life cycle</i></b></p> <p><b><i>Grow a plant/ flower to observe cycle</i></b></p>
<i>Life cycle</i> <i>Water transportation</i>	
<ul style="list-style-type: none"> <li>• Know how water is transported within plants</li> <li>• Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>• Make systematic and careful observations</li> <li>• Record findings using simple scientific language like xylem and drawings.</li> <li>• Know the plant life cycle, especially the importance of flowers</li> <li>• include oral and written explanations, displays or presentations of results and conclusions</li> </ul>	

## Science

What I need the children to learn	Possible learning experiences
<b>Animals, including humans</b>	
<i>Skeleton and muscles</i> <i>Nutrition</i> <i>Exercise and health</i>	
<ul style="list-style-type: none"> <li>Know about the importance of a nutritious, balanced diet <b>and that humans cannot make their own food BUT plants can</b></li> <li>include oral and written explanations, displays or presentations of results and conclusions</li> <li>Know how nutrients, water and oxygen are transported within animals and humans</li> <li>include oral and written explanations, displays or presentations of results and conclusions</li> <li>Know about the skeletal and muscular system of a human</li> <li>include oral and written explanations, displays or presentations of results and conclusions</li> </ul>	<p><b><i>Design a Summer picnic with the correct amount of each food groups – carbs, protein, veg/ fruit/ fats etc</i></b></p> <p><b><i>Identify bones in the body and know their names</i></b></p> <p><b><i>Paper/ straw skeleton on black paper and white paper</i></b></p> <p><b><i>Look at interesting facts</i></b></p> <p><b><i>Make a fact file</i></b></p> <p><b><i>How many bones? Longest bone? Shortest bone?</i></b></p>

## Computing

What I need the children to learn	Possible learning experiences
Creating media – Desktop publishing	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li><i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></li> <li><i>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</i></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 become familiar with the terms 'text' and 'images' and emojis and understand that they can be used to communicate messages <b>offline and online</b>. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p>
<p>To recognise how text and images convey information</p> <ul style="list-style-type: none"> <li>I can explain the difference between text and images</li> <li>I can recognise that text and images can communicate messages clearly</li> <li>I can identify the advantages and disadvantages of using text and images</li> <li>I understand how to use emojis respectfully online</li> </ul>	<p>text, images, advantages, disadvantages, communicate, font, style, landscape, portrait, orientation, placeholder, template, layout, content, desktop publishing, copy, paste, purpose, benefits.</p>

To recognise that text and layout can be edited <ul style="list-style-type: none"> <li>I can change font style, size, and colours for a given purpose</li> <li>I can edit text</li> <li>I can explain that text can be changed to communicate more clearly</li> </ul>	
To choose appropriate page settings <ul style="list-style-type: none"> <li>I can explain what 'page orientation' means</li> <li>I can recognise placeholders and say why they are important</li> <li>I can create a template for a particular purpose</li> </ul>	
To add content to a desktop publishing publication <ul style="list-style-type: none"> <li>I can choose the best locations for my content</li> <li>I can paste text and images to create a magazine cover</li> <li>I can make changes to content after I've added it</li> </ul>	
To consider how different layouts can suit different purposes <ul style="list-style-type: none"> <li>I can identify different layouts</li> <li>I can match a layout to a purpose</li> <li>I can choose a suitable layout for a given purpose</li> </ul>	
To consider the benefits of desktop publishing <ul style="list-style-type: none"> <li>I can identify the uses of desktop publishing in the real world</li> <li>I can say why desktop publishing might be helpful</li> <li>I can compare work made on desktop publishing to work created by hand</li> </ul>	

## Music

**New published Music Scheme to arrive shortly but in the meantime please access <https://www.bbc.co.uk/teach/ks2-music/zfv96v4> for music ideas for Key Stage 2.**

What I need the children to learn	Possible learning experiences
<b>Unit 5 – Enjoying improvisation</b>	
<b>Listening and Appraise Music (Musicianship)</b>	
<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>Identify</b> some instruments you can hear playing.</li> <li><b>Identify</b> if it's a male or female voice</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>Sing in unison.</li> <li>Understand and follow the leader or conductor.</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>	
Apply spoken word to rhythms, understanding how to link each syllable to one musical note	
<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</i></li> </ul>	

<i>with increasing accuracy, fluency, control and expression</i>	
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.	<b>Glockenspiels and bars as a whole class</b>
• Improvising	
• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	
<ul style="list-style-type: none"> <li>• Compose over a simple groove.</li> <li>• Compose over a drone.</li> </ul>	
• Composing	
• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	
<ul style="list-style-type: none"> <li>• Compose over a simple chord progression.</li> <li>• Compose over a simple groove.</li> <li>• Compose over a drone.</li> </ul>	<b>Use Charanga with pupil logins to experiment with the notation maker.</b>
• 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"> <li>• Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</li> </ul>	<b>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</b>
• Vocabulary	
<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>	

## Art

What I need the children to learn	Possible learning experiences
<b>Using Sketchbooks</b>	
<i>create sketch books to record their observations and use them to review and revisit ideas collages and digital art</i>	
<ul style="list-style-type: none"> <li>• Ensure collage work is precise</li> <li>• Use coiling, overlapping &amp; tessellations</li> <li>• Create images, video &amp; sound recordings</li> <li>• Use line to sketch observational artwork</li> <li>• Study Cezanne and compare to artists previously studied</li> </ul>	<p><b>Grow seeds</b>  <b>Design own plant pots</b>  <b>Record/ sketch plants and flowers at different point of growth</b></p> <p><b>Cezanne</b></p>

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

What I need the children to learn	Possible learning experiences
<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>	<p><b>Cricket and rounders and hockey</b>  <b>Build on from throwing and catching</b>  <b>More sport specific striking games</b>  <b>Links to Real PE 5</b></p>
<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>Real P.E.</b>																																											
<p><b>Unit 5 Applying Physical</b></p> <ul style="list-style-type: none"> <li>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</li> </ul>	<p><b>Unit 5 Applying Physical</b> I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p> <p><b>Agility Reaction / Response</b> I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.</p> <p><b>Static Balance Floor Work</b> I can maintain balance throughout. I can balance and hold the correct position, for example, back straight. I can balance with control when changing balance/position.</p> <p><b>Sum 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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## PSHE

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Relationships</b>	<b>Resource links from: Jigsaw</b>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that different family members carry out different roles or have different responsibilities within the family</li> <li>Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</li> <li>Know some of the skills of friendship, e.g. taking turns, being a good listener</li> </ul>	<p>In this Puzzle children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect,</p>

- Know some strategies for keeping themselves safe online
- Know how some of the actions and work of people around the world help and influence my life
- Know that they and all children have rights (UNCRC)
- Know the lives of children around the world can be different from their own

**Social and Emotional Skills**

- Can identify the responsibilities they have within their family
- Can use Solve-it-together in a conflict scenario and find a win-win outcome
- Know how to access help if they are concerned about anything on social media or the internet
- Can empathise with people from other countries who may not have a fair job/ less fortunate
- Understand that they are connected to the global community in many different ways
- Can identify similarities in children’s rights around the world
- Can identify their own wants and needs and how these may be similar or different from other children in school and the global community

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).

appreciation, trust and cooperation. Children are reminded about the solve-it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Online relationships through gaming and Apps is explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don’t know in many ways e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children’s universal rights are also revisited.

Key vocabulary:

Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate,

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 10-12 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
L2.4	
<p>Why do people Pray?</p> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Describe what some believers say and do when they pray (A1).</li> <li>• Respond thoughtfully to examples of how praying helps religious believers (B2).</li> </ul>	<ul style="list-style-type: none"> <li>• Discover and think about the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur’an, the Christian Lord’s Prayer and the Hindu Gayatri Mantra.</li> <li>• Learn that Hindus, Muslims and Christians pray in many different ways, both using set forms of words and</li> </ul>



<p>Expected:</p> <ul style="list-style-type: none"> <li>Describe the practice of prayer in the religions studied (A2).</li> <li>Make connections between what people believe about prayer and what they do when they pray (A3).</li> <li>Describe ways in which prayer can comfort and challenge believers (B2).</li> <li>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>Explain similarities and differences between how people pray (B3).</li> <li>Consider and evaluate the significance of prayer in the lives of people today (A1).</li> </ul>	<p>more spontaneously, and the three religions believe similar and different ideas about how God hears prayers.</p> <ul style="list-style-type: none"> <li>Consider the idea that some people are spiritual but not religious and like to pray in their own way.</li> <li>Consider the idea that some people are atheists who believe it is more use to be kind or to help someone than to pray for them.</li> <li>Find out about some symbols used in prayers in different religions.</li> <li>Explore connections between prayer in three different religions.</li> <li>Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How?</li> <li>Ask good questions about answered and unanswered prayer and find out some answers to these questions.</li> <li>Discuss and consider the impact of praying in some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus' teaching or in the Holy Qur'an.</li> <li>Make links between beliefs and practice of prayer in different religions.</li> <li>Weigh up the value and impact of these key ideas for themselves.</li> </ul>
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## Foreign Languages

What I need the children to learn	Possible learning experiences
<b>Listening</b>	Language Angels
<p><i>Listen attentively to spoken language and show understanding by joining in and responding</i></p> <p><i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i></p> <p><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><b>Summer 1 – Ice-Creams</b></p> <p>Teaching Type: Early Language</p> <p>Unit Objective: To say what ice-cream flavour I would like in French.</p> <p>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 ice-cream flavours in French.</li> <li>Attempt to spell some of these flavours.</li> <li>Use the structure 'je voudrais...' plus an ice-cream flavour.</li> <li>Say whether we would like a cone or pot and possibly how many scoops.</li> <li>Learn how to say 'please' and 'thank you' in French.</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</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><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><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

Session around plants, taking groups out to plant seeds in the beds on the junior playground, watering and caring for the plants growing there. Pots on the windowsill for certain herbs. Children to spend time outside practically working.

### Cayton Conclusion

Checking the results of the plants growth, taking home a plant (sunflower) each to share with families.

### English

What I need the children to learn	Possible learning experiences
<p><b>Non-chronological Reports</b></p> <p><b>Poetry</b></p>	<p><b>Based on plants/flowers texts, reports on our own plants, create a non-chronological</b></p>

<p>Dictionary work</p>	<p>report based on research from geography and science</p> <p>Plants and flowers poetry, creating own poems based on that topic.</p> <p>The Girl Who Stole An Elephant</p>
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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 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>	
<p align="center"><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 align="center"><b>Spellings and Handwriting</b></p>	
<p>Teachers should continue to emphasise to pupils the relationships between sounds and</p>	

<p>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
<p><b>Fractions</b></p> <p><b>Time</b></p> <p><b>Time measurement</b></p> <p><b>Time Duration</b></p> <p><b>Angles</b></p> <p><b>White Rose Planning schemes used</b></p>	<p><b>Linking time and measuring time to science experiments, measuring how long it takes the flowers to draw up water.</b></p> <p><b>Time linked to PE sessions too, Using a stopwatch to see how long it takes to complete activities.</b></p>



