

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 3 - AUTUMN 2



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

September 2024

## History Driver: Ancient Greece

### Key Enquiry: Why were the Ancient Greeks ruled by their Gods?

#### History Driver

What I need the children to learn	Possible learning experiences
<b>ANCIENT GREECE</b>	
<i>Greek life and influence on the Western world</i>	
<p>Can I find this Ancient Civilisation on a timeline and understand just how long ago this was?</p> <p>Do I know the main characteristics of the Athenians and the Spartans and the differences between them?</p> <p>Can I understand the differences between the roles of children, men and women- both at home and in terms of warfare- in Athenian vs Spartan life?</p> <p>Do I know where the term 'democracy' came from and how their systems of government worked in Athens?</p> <p>Do I know the four most common systems of government within Ancient Greece including democracy, monarchy, tyranny and oligarchy</p> <p>Do I understand the influence the gods had on Ancient Greece and their daily life?</p> <p>Can I understand how the Ancient Greek Olympics first began and study the sporting traditions involved?</p> <p>Do I understand who Alexander the Great was and what he was known for?</p> <p><b>Key Skills</b>  <b>Plot</b> the ancient civilisation on a timeline including where and when Ancient Greece first appeared and putting across how far back in time this was.  <b>Compare</b> life as an Athenian to life as a Spartan- political values vs warfare and compare with our own values today.  <b>Identify</b> and name at least five sports from the Ancient Greek Olympics  <b>Study</b> the changes Alexander the Great made and the impact on the wider world</p>	<p>Role-play, power-points, mock debates, 'battle' before linking to writing (Athens 'vs' Sparta) comparing the lives of men, women and children in both as well as with today. Look at life as an Athenian and link to democracy and politics vs life as a Spartan with military warfare.</p> <p>Links to discussions of the Queen and Prime Minister in KS1- 'Who had the power?' Who came up with 'democracy' (in Ancient Greece) and how did this change the world?</p> <p>You-tube clips and videos – Olympics in Ancient Greece</p> <p>Fact files on Greek Gods and artwork and their influence on daily life for society.</p>

**Key Vocabulary**

Voting, democracy, oligarchy, monarchy, tyranny, civilisation

**Geography**


What I need the children to learn	Possible learning experiences
<b>Place Knowledge</b>	
<i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</i>	
<ul style="list-style-type: none"> <li>• Can I compare two major cities from different continents – Rio De Janeiro and New York.</li> <li>• Explore the physical features of Rio De Janeiro and New York.</li> <li>• What are some of the most important human characteristics of the two cities?</li> <li>• Can I identify where natural resources are located in New York and Rio De Janeiro?</li> </ul>	

**Computing**

What I need the children to learn	Possible learning experiences
<b>Creating media - Stop-frame animation</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>• <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> <li>• <i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</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 use a range of techniques to create a stop-frame animation. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>
<p>To explain that animation is a sequence of drawings or photographs</p> <ul style="list-style-type: none"> <li>• I can draw a sequence of pictures</li> <li>• I can create an effective flip book—style animation</li> <li>• I can explain how an animation/flip book works</li> </ul>	<p>animation, flip book, stopframe, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, media, import, transition.</p>
To relate animated movement with a sequence of images	

<ul style="list-style-type: none"> <li>• I can predict what an animation will look like</li> <li>• I can explain why little changes are needed for each frame</li> <li>• I can create an effective stop-frame animation</li> </ul>	
<p>To plan an animation</p> <ul style="list-style-type: none"> <li>• I can break down a story into settings, characters and events</li> <li>• I can describe an animation that is achievable on screen</li> <li>• I can create a storyboard</li> </ul>	
<p>To identify the need to work consistently and carefully</p> <ul style="list-style-type: none"> <li>• I can use onion skinning to help me make small changes between frames</li> <li>• I can review a sequence of frames to check my work</li> <li>• I can evaluate the quality of my animation</li> </ul>	
<p>To review and improve an animation</p> <ul style="list-style-type: none"> <li>• I can explain ways to make my animation better</li> <li>• I can evaluate another learner's animation</li> <li>• I can improve my animation based on feedback</li> </ul>	
<p>To evaluate the impact of adding other media to an animation</p> <ul style="list-style-type: none"> <li>• I can add other media to my animation</li> <li>• I can explain why I added other media to my animation</li> </ul> <p>I can evaluate my final film</p>	

## Art

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Drawing, painting and sculpture</b></p>	
<p><i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p>	
<ul style="list-style-type: none"> <li>• Build on skills of tonal shading in their drawing.</li> <li>• Sketch lightly without using a rubber.</li> <li>• Show facial expression in art</li> <li>• Use sketches to help produce a final piece of art.</li> <li>• Use different grades of pencils to show tones and textures through hatching &amp; cross hatching.</li> <li>• Use shading to show light &amp; shadow. Annotate sketches to explain and elaborate.</li> <li>• Use clay and add interesting details to sculpture</li> <li>• Know tertiary colours</li> <li>• Create a background using a colourwash</li> <li>• Use a range of brushes to create Shapes, textures, patterns &amp; lines. Use watercolour to produce washes for backgrounds and add detail</li> <li>• Recognise and compare artwork from different cultures and artists</li> <li>• Understand that there is artwork from different historical periods</li> </ul>	<p><b>Design and make an Ancient Greek vase</b></p> <p><b>Make clay vase and paint it in appropriate colours</b></p> 

## Design Technology

What I need the children to learn	Possible learning experiences
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<b>Food Technology</b>	
<p><i>understand and apply the principles of a healthy and varied diet</i></p> <p><i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i></p>	
<ul style="list-style-type: none"> <li>describe how food ingredients come together</li> <li>weigh out ingredients and follow a given recipe to create a dish</li> <li>talk about which food is healthy and which food is not</li> <li>know when food is ready for harvesting</li> </ul>	<p><b>Select ingredients to make a savoury pastry</b></p> <p><b>Follow recipe for a vegetable pizza or wrap</b></p> <p><b>Cutting/ weighing/ kneading dough</b></p>

## Music

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

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Unit 2 – Playing in a band</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><b>Walk, move or clap a steady beat</b> with others, changing the speed of the beat as the tempo of the music changes.</li> <li><b>Invent</b> different actions to move in time with the 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>Perform actions confidently and in time to a range of action songs.</li> <li>Sing songs from memory and/or from notation</li> </ul>	<p><b>Video with QR <a href="https://www.codigos-gr.com/en/qr-code-generator/">https://www.codigos-gr.com/en/qr-code-generator/</a></b></p>
<b>Notation</b>	
<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 standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B<math>\flat</math>, C G, A, B, C, D, E E, F<math>\sharp</math>, G<math>\sharp</math>, A, B</li> </ul>	
<b>Playing Instruments</b>	
<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>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</li> </ul>	<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>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>
<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>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</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>	

**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>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>	<b>X6 Weeks Unit 2 - Social</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>	<p><b>Unit 2 Social</b> I can show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.</p> <p><b>Real Dance</b> <b>Shapes</b> I can perform with balance and control when holding a shape and when moving between shapes / landing. I can perform a range of partner standing and floor shapes. I can perform a range balance positions on the floor and with different leg positions creating challenge to core strength. I can perform a variety of smooth, fluent movements when moving between shapes.</p> <p><b>Circles</b> I can demonstrate an understanding of how circles move the body. I can perform a diverse range of movements led by circles with a partner. I can perform a diverse range of circle moves, including jumps and turns. I can perform exact, repeatable movements, including circles and half-circles rather than ovals.</p> <p><b>Artistry</b> I can perform a range of body movements demonstrating moving like silk. I can perform a diverse range of moves, including linking silk moves with shapes and circles. I can smoothly and fluently when transitioning between moves. I can perform a variety of shapes, circles and silk moves with balance and control.</p>

	I can develop a sequence of movements including shapes, circles, silk moves and partnering. I can perform clear start and finish shapes with an understanding of how they can be used to impact the choreography. <b>Aut 2</b>																																										
<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>																																											
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## PSHE

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Celebrating Difference</b>	<b>Resource links from: Jigsaw</b>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know why families are important</li> <li>Know that everybody's family is different</li> <li>Know that sometimes family members don't get along and some reasons for this</li> <li>Know that conflict is a normal part of relationships</li> <li>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</li> <li>Know that some words are used in hurtful ways and that this can have consequences</li> </ul> <p><b><u>Social and Emotional Skills</u></b></p> <ul style="list-style-type: none"> <li>Understand that boys and girls can be similar in lots of ways and that is OK</li> </ul>	<p>In this Puzzle (unit) the class learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they talk about how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this.</p> <p><b>Key vocabulary:</b></p>



<ul style="list-style-type: none"> <li>• Understand that boys and girls can be different in lots of ways and that is OK</li> <li>• Explain how being bullied can make someone feel</li> <li>• Can choose to be kind to someone who is being bullied</li> <li>• Know how to stand up for themselves when they need to</li> <li>• Recognise that they shouldn't judge people because they are different</li> <li>• Understand that everyone's differences make them special and unique</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>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate</p> <p><b>See the link below</b></p>
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<https://jigsawlivercemsuk.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
<p style="text-align: center;"><b>L2:1</b></p> <ul style="list-style-type: none"> <li>• What do different People believe about God?</li> </ul> <p>Learning Objectives:</p> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).</li> <li>• Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</li> <li>• Ask questions and suggest some of their own responses to ideas about God (C1).</li> <li>• Suggest why having a faith or belief in something can be hard (B2).</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about ways in which we exercise trust and faith in our everyday lives, linking to the idea of believing in God.</li> <li>• Find some examples of how we know about something we have not seen or experienced for ourselves.</li> <li>• Consider the question: What do people believe about God?</li> <li>• Explore some of the ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son and Holy Spirit; how Christian create art expressing ideas about God, how Christians reflect on biblical stories to develop ideas about God and how religious experiences help believers to understand God. Examples will include Moses and the Burning Bush (Exodus 3.1–15), and Paul's conversion (Acts 9. 1–19).</li> </ul>

<ul style="list-style-type: none"> <li>Identify how and say why it makes a difference in people's lives to believe in God (B1)</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>Identify some similarities and differences between ideas about what God is like in different religions (B3).</li> <li>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).</li> </ul>	<ul style="list-style-type: none"> <li>Explore some of the ways in which Islam expresses ideas about Allah / God including how Muslims use the 99 Names of Allah; calligraphy to express ideas, stories which help Muslims understand the nature of God e.g. the story of first revelation of the Qur'an to Prophet Muhammad [PBUH].</li> <li>Explore some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses including beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer);</li> <li>Examine similarities and differences between varied ideas about God.</li> <li>Explore the influence believing in God has on the lives of believers.</li> <li>Explore the fact that many people do not believe in God.</li> <li>Reflect on pupils' own questions and ideas about God in light of their learning</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>Autumn 2 - Seasons</b>  Teaching Type: Early Language  Unit Objective: To talk about our favourite season 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 all four seasons in French.</li> <li>Say which is our favourite season in French.</li> <li>Say why it is our favourite season in French.</li> <li>Start to recognise and use the conjunctions 'et' (and) &amp; 'car' (because) in our spoken and written responses.</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>	
<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>  <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 style="text-align: center;"><b>Reading/ Writing</b></p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are</i></p>	

<p><i>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>	
<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

Ancient Greece day, - Greek food tasting, leaf crown making, dress a child up in a toga.

### Cayton Conclusion

Greek temple, theatre making. Animated film.

### English

What I need the children to learn	Possible learning experiences
<p><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 Girl Who Stole An Elephant. Diversity.</b></p>
<p><b>Text and Composition</b></p>	
<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</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>	
<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>	<p><b>Purpose: Letters and diary entries based on the Odyssey.</b></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 /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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<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<p><b>Prefixes and suffixes</b> <b>Phonics spelling gaps</b> <b>Compose and rehearse sentences</b> <b>Understand the audience I am writing for A or an</b> <b>Recognise a wide range of fiction, poetry, plays etc.</b> <b>Phonics Decoding</b></p>	<p><b>CLPE Adventures of Odysseus</b></p> <p>Plays linked to Odysseus</p> <p>Harry Potter Charlie and the chocolate factory</p>

## Mathematics

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<p><b>Following white rose planning scheme</b></p> <p><b>Finishing addition and subtraction 1 week,</b></p> <p><b>Moving on to multiplication and division</b></p> <p><b>1 week assessment</b></p>	<p><b>Links to geography, distances between UK and Mediterranean.</b></p> <p><b>Populations, economy etc.</b></p>



