

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 3 – SUMMER 2



Learn from yesterday, seek today and aim for tomorrow

September 2024

Science Driver: Light

Key Enquiry: How far can I throw my shadow?

Science Driver

Working scientifically	
<ul style="list-style-type: none"> include oral and written explanations, displays or presentations of results and conclusions 	<ul style="list-style-type: none"> Identify differences, similarities or changes related to simple scientific ideas and processes
<ul style="list-style-type: none"> Make systematic and careful observations and, where appropriate, take accurate measurements 	<ul style="list-style-type: none"> Use straightforward scientific evidence to answer questions or to support their findings.
<ul style="list-style-type: none"> Gather, record, classify and present data in a variety of ways to help in answering questions 	<ul style="list-style-type: none"> Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

What I need the children to learn	Possible learning experiences
Light	
Reflections Shadows	
<ul style="list-style-type: none"> Know that dark is the absence of light include oral and written explanations, displays or presentations of results and conclusions Know that light is needed in order to see and investigate which materials (foil, whiteboards, black sugar paper) reflect light. Ask relevant questions and use different types of scientific enquiries to answer them. Make systematic and careful observations and, where appropriate, take accurate measurements Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Know and demonstrate how a shadow is formed and explain how a shadow changes shape Use straightforward scientific evidence to answer questions or to support their findings. Identify differences, similarities or changes related to simple scientific ideas and processes Know about the danger of direct sunlight and describe how to keep protected include oral and written explanations, displays or presentations of results and conclusions 	<p><i>Make a dark tent or blindfold</i> <i>Use torches</i> <i>Play games – what object is friend holding?</i> <i>Reveal</i> <i>Sort reflective surfaces</i> <i>Make a shadow puppet show</i> <i>How can they make characters look big and scary or small (distance from the projector)</i> <i>Know that you should never look at the sun even with sunglasses)</i></p>

Geography

What I need the children to learn	Possible learning experiences
Geographical skills and fieldwork	
<i>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i>	
<ul style="list-style-type: none"> • Know and name the eight points of a compass • Identify the 4-figure grid references for the local area. • Create a simple map with a key of Scarborough using photographs 	Treasure maps Grid references – local area Location of cities in the UK and references

Computing

What I need the children to learn	Possible learning experiences
Programming B - Events and actions in programs	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p>Computing</p> <ul style="list-style-type: none"> • <i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i> • <i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i> • <i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i> • <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> 	<p>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).</p> <p>This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.</p>
<p>To explain how a sprite moves in an existing project</p> <ul style="list-style-type: none"> • I can explain the relationship between an event and an action • I can choose which keys to use for actions and explain my choices • I can identify a way to improve a program 	<p>motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, set up, pen, design, action, debugging, errors, setup, code, test, debug, actions.</p>
<p>To create a program to move a sprite in four directions</p> <ul style="list-style-type: none"> • I can choose a character for my project 	

<ul style="list-style-type: none"> I can choose a suitable size for a character in a maze I can program movement 	
<p>To adapt a program to a new context</p> <ul style="list-style-type: none"> I can use a programming extension I can consider the real world when making design choices I can choose blocks to set up my program 	
<p>To develop my program by adding features</p> <ul style="list-style-type: none"> I can identify additional features (from a given set of blocks) I can choose suitable keys to turn on additional features I can build more sequences of commands to make my design work 	
<p>To identify and fix bugs in a program</p> <ul style="list-style-type: none"> I can test a program against a given design I can match a piece of code to an outcome I can modify a program using a design 	
<p>To design and create a maze-based challenge</p> <ul style="list-style-type: none"> I can make design choices and justify them I can implement my design I can evaluate my project 	

Music

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

What I need the children to learn	Possible learning experiences
Unit 6 – Opening Night	
Listening and Appraise Music (Musicianship)	
<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	
<i>Develop an understanding of the history of music.</i>	
<ul style="list-style-type: none"> Invent different actions to move in time with the music. Talk about the style of the music. 	
Singing and Voice	
<ul style="list-style-type: none"> <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i> 	
<ul style="list-style-type: none"> Understand and follow the leader or conductor. Copy back simple melodic phrases using the voice. 	Video with QR qrcode monkey website
Notation	
<ul style="list-style-type: none"> <i>Use and understand staff and other musical notations</i> 	
Apply spoken word to rhythms, understanding how to link each syllable to one musical note	
Playing Instruments	
<ul style="list-style-type: none"> <i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i> 	

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.	Glockenspiels and bars as a whole class
• Improvising	
• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	
• Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.	
• Composing	
• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	
• F, G F, G, A F, G, A, Bb F, G, A, Bb, C Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)	Use Charanga with pupil logins to experiment with the notation maker.
• Performing	
<i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i>	
• Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.	Performance to parents to celebrate unit. Videos to send out on Class Dojo.
• Vocabulary	
• Structure • Intro/introduction • Verse • Chorus • Improvise • Compose • Pulse • Rhythm • Pitch • Tempo • Dynamics • Bass • Drums • Guitar • Keyboard • Synthesizer • Texture • Electric guitar • Organ • Backing vocals • Hook • Riff • Melody • Reggae • Pentatonic scale • Imagination • Disco.	


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

What I need the children to learn	Possible learning experiences
Athletics	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	

<ul style="list-style-type: none"> run at fast, medium and slow speeds; changing speed and direction take part in a relay, remembering when to run and what to do 	
Competitive Games	
<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	
<ul style="list-style-type: none"> be aware of space and use it to support team-mates and to cause problems for the opposition know and use rules fairly 	
Gymnastics	
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> adapt sequences to suit different types of apparatus and criteria explain how strength and suppleness affect performance 	
Dance	
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> improvise freely and translate ideas from a stimulus into movement share and create phrases with a partner and small group remember and repeat dance perform phrases 	
Outdoor and Adventurous Activity	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> follow a map in a familiar context use clues to follow a route follow a route safely 	Sport's Day obstacle practise Orienteering, cross country, team games Links to Real PE 4 and 6
Evaluate	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> compare and contrast gymnastic sequences recognise own improvement in ball games 	
Real P.E.	
<p>Unit 6 Health and Fitness</p> <ul style="list-style-type: none"> I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. 	<p>Unit 6 Health and Fitness</p> <p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.</p> <p>Agility Ball Chasing</p> <p>I can start and stop quickly.</p> <p>I can arrive in the correct position to collect the ball (timing).</p> <p>I can collect the ball with balance/control.</p> <p>Static Balance Stance</p> <p>Developing</p> <p>I can balance with both feet facing forwards.</p> <p>I can balance with feet still.</p> <p>I can balance with minimum wobble (control).</p>
Nigel Carson Sessions	

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

Design Technology

What I need the children to learn	Possible learning experiences
<p>Technical Knowledge</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p>	
<ul style="list-style-type: none"> • Create a diorama which relies on light and dark elements • use a simple IT program within the design 	 <p>Use understanding of current topic to create a diorama which includes some reference to light and dark</p>

PSHE

What I need the children to learn	Possible learning experiences
<p>Changing Me</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know that in animals and humans lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child 	<p>Resource links from: Jigsaw</p> <p>This Puzzle (Puzzle) begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grownup. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a</p>

- Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults
- Know some of the outside body changes that happen during puberty
- Know some of the changes on the inside that happen during puberty

Social and Emotional Skills

- Can express how they feel about babies
- Can describe the emotions that a new baby can bring to a family
- Can express how they feel about puberty
- Can say who they can talk to about puberty if they have any worries
- Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry
- Can identify changes they are looking forward to in the next year
- Can suggest ways to help them manage feelings during changes they are more anxious about

Consent curriculum

Can I show where I am happy to be touched?

Activity: discussion and then a body outline for the children to colour green, orange and red (where we can touch and not touch).

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).

male's sperm it passes out of the body as a period. Sexual intercourse and the birth of the baby is not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.

Key vocabulary:

Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge

See the link below

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

Religious Education:

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

What I need the children to learn	Possible learning experiences
L2:2	
Why is the bible so important for Christians today? Emerging:	<ul style="list-style-type: none"> • Talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how

<ul style="list-style-type: none"> Recall and name some Bible stories that inspire Christians (A2). Identify at least two ways Christians use the Bible in everyday life (B1). <p>Expected:</p> <ul style="list-style-type: none"> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain how the Bible uses different kinds of stories to tell a big story (A2). Suggest why Christians believe that God needs to rescue/save human beings (B2). 	<p>to live? Introduce the Bible as a guide for Christians.</p> <ul style="list-style-type: none"> Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories; laws; poems; prayers; biographies (Gospels); letters) (be clear that what Christians call the 'Old Testament' is Jewish scripture too). Introduce pupils to the idea that for Christians, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God. Creation: Read Genesis 1 (use a lively children's version). Ask pupils to create dance/movement actions for each day, or art work to reflect the narrative; focus on what the narrative shows God is like – powerful, creative, good etc. Find out what good and bad things people sometimes do. Explore idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called 'the Fall'). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story? Think about why Christians say people need to ask God to forgive them. Explore creatively the Lost Coin, Sheep and Son stories (Luke 15) and how Christians interpret them as showing
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	<p>how much God wants ‘sinners’ to turn back to him; ask some Christians what they mean when they say Jesus saves or rescues them.</p> <ul style="list-style-type: none"> • Look at some examples of how Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things and the difficult things people might find from trying to follow this book in day-to-day life?
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Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Listening</p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i> <i>Appreciate stories, songs, poems and rhymes in the language</i></p> <ul style="list-style-type: none"> • Listen to and enjoy short stories, nursery rhymes and songs. • Recognise familiar words and short phrases covered in the units taught. 	<p>Language Angels</p> <p>Summer 2 – Ancient Britain Teaching Type: Early Language Unit Objective: To be able to create short sentences with j'ai, je suis and j'habite By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • Name in French, the six key periods of ancient Britain, introduced in chronological order. • Say in French three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was. • Remember accurately from memory and use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite).
<p style="text-align: center;">Speaking</p> <p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i> <i>Present ideas and information orally to a range of audiences</i> <i>Describe people, places, things and actions orally and in writing</i></p> <ul style="list-style-type: none"> • Communicate with others using simple words and short phrases covered in the unit. 	
<p style="text-align: center;">Reading/ Writing</p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i> <i>Read carefully and show understanding of words, phrases and simple writing</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</i> <i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> <i>Describe people, places, things and actions in writing</i></p>	

<ul style="list-style-type: none"> • Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. • Understand the meaning in English of short words I read in the foreign language • Write familiar words and short phrases using a model or vocabulary list. 	
Grammar	
<i>Understand basic grammar appropriate to the language being studied</i>	
<ul style="list-style-type: none"> • Start to understand the concept of noun gender and the use of articles. • Use the first person singular version of high frequency verbs. 	

Cayton Creation

Light and dark room experiment – Dark tent used

Cayton Conclusion

Aluminous party!

English

What I need the children to learn	Possible learning experiences
Instructions linked to Geography, compass points, giving directions.	Cross curricular geography lessons with a written focus.
Evaluative report writing through scientific investigations	Scientific template with a plan, investigation and evaluation
Possible CLPE book	Squished – Graphic Novel

What I need the children to learn	Possible learning experiences
Whole Class Reading	
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	

<p>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>	
Text and Composition	
<p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</p> <p>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>	
<p>Can I begin to organise my writing into paragraphs around a theme?</p> <p>Can I demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar?</p> <p>Can I begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction)?</p> <p>Can I begin to use ideas from my own reading and modelled examples to plan my writing?</p> <p>Can I proofread my own and others' work to check for errors (with increasing accuracy) and to make improvements?</p> <p>Can I compose and rehearse sentences orally (including dialogue)?</p> <p>Can I make deliberate ambitious word choices to add detail?</p>	

<p>Can I begin to create settings, characters and plot in narratives?</p>	
Grammar	
<p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>	
<p>Can I try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement?</p> <p>Can I use the full range of punctuation from previous year groups?</p> <p>Can I use 'a' or 'an' correctly throughout a piece of writing? Can I use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although?</p> <p>Can I use a range of conjunctions, adverbs and prepositions to show time, place and cause?</p> <p>Can I punctuate direct speech accurately, including the use of inverted commas?</p> <p>Can I recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks)?</p>	
Spellings and Handwriting	
<p>Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.</p>	
<p>Can I spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey)?</p> <p>Can I spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym)?</p> <p>Can I spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character)?</p> <p>Can I spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique)?</p> <p>Can I spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure)?</p> <p>Can I spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country)?</p> <p>Can I spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure)?</p> <p>Can I spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure)?</p> <p>Can I spell many of the Y3 and Y4 statutory spelling words correctly?</p> <p>Can I spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse)?</p> <p>Can I spell most words with the suffix -ly with no change to the root word; root words that end</p>	

<p>in 'le', 'al' or 'ic' and the exceptions to the rules? 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

What I need the children to learn	Possible learning experiences
<p>Following white rose planning for the summer 2 term</p> <p>Children also continuing to catch up/repeat any Year 3 gaps</p> <p>Directions link to geography</p>	<p>Playground directions</p>

