



Felsted

# **Curriculum, Learning Standards & Assessment Information for Parents**

**2019 – 2020**

**Frome Court  
Years 3 & 4**

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## **1 INTRODUCTION**

Dear Parents,

I hope that this booklet will be useful to you and help you to understand more about academic and pastoral matters at Felsted Prep School.

The guidelines that follow will provide you with details of the structure and philosophy of our assessment procedures, and also broad descriptions of the work your children will cover in each subject in a particular year. The Felsted Learning Standards link our curriculum to our grading and reporting systems and help you and your children understand where they are in terms of their performance and progress. We hope to enable them to lead their learning more independently over time by knowing where they are and what they need to do to move forwards. Our Felsted Learning Standards are based on a detailed curriculum review and ensure that we remain competitive nationally, whilst retaining an independent pathway, as well as independent in terms of offering a broad and inspiring curriculum.

Obviously, this booklet cannot answer every question, but I hope it will make you feel more involved in the academic process as well as allowing you to support your children's learning at home.

**Mrs J E Green**  
**Head of Ffrome Court**

## **2 TUTORS AND HEAD OF PHASE**

In Year 3 the majority of lessons are taught by the Form Tutor, whilst in Year 4 the Tutor meets the Form each morning for registration, for a longer session on a Monday morning. The Tutor may also teach his/her class for several lessons each week. Tutors quickly gain an in depth knowledge of their Form both pastorally and academically. They discuss their tutees' progress with other Subject Teachers and targets are set by the Subject Teachers as part of the School's Assessment for Learning policy. The Tutors also monitor their tutees' participation in the wider co-curricular activities.

We regard the pupil - Tutor - parent link as extremely important and, to aid this link, all pupils have a 'Planner'. Communication can be made daily through the planner or emails to Tutors or the Head of Ffreme Court. Please use these routes before going directly to the Head. Appointments to meet the Head of Ffreme Court or the Form Tutors will be made at the earliest convenience. Communication regarding absence, missing kit and minor matter should be sent through [fps@felsted.org](mailto:fps@felsted.org).

## **3 TUTORS, TUTORIALS and TARGET SETTING (5Ps)**

During each term, pupils will meet with their Tutors to discuss and review their academic progress (they will also discuss social matters and monitor co-curricular interests). Part of this review process is to set realistic *TARGETS* for each pupil over the next few months. With the Tutor's guidance, the pupil will aim to work largely on targets based around the 5Ps (Participation, Attitude and Behaviour, Planning and Presentation of work, Pace, Perseverance & Proofreading). These Ps encourage the use of thinking and planning before taking action, keeping organised, working at an appropriate pace for different abilities, working to the best of one's ability and knowing how to articulate this individually, in pair and group work. Agreed targets are then communicated between pupil, Tutor and Subject Teachers in order to ensure consistency of approach and consequent improvement.

## **4 PLANNERS**

Planners are issued at the start of each term and pupils are required to keep them up to date each week. Planners should be signed each week by the parents.

Pupils in Ffreme Court use their Planners to record their timetable of lessons, Commendations, Plus and Minus Pionts, test results, reminders such as Music lessons and their daily reading.

The Planner is also used daily to convey notes and non-confidential messages to and from parents/teachers, as well as alternative pick-up arrangements.

Written inside the planner are some reminders about how we would like pupils to act towards each other as part of the school community, these include the "RUBY" Code. There are also an explanation of the 5Ps Assessment for Learning, High Frequency and Medium Frequency words and the times tables.

## 5 SMILEY FACES AND HEADMASTER'S COMMENDATIONS

### Smiley Faces and Headmaster's Commendations

This is a new system that we are trialling this year. Smiley faces are a way of rewarding the pupils during lessons and can be awarded by teachers in each lesson. There are green faces for positive behaviour, attitude and work ethic. They can also be awarded for:

- Individual pieces of work that reflect both the effort that the pupils put into their work and achievement relative to their ability.
- Children who do extra work at home that is related to school topics
- A particularly good contribution to class discussion

In addition there are red faces which can be awarded if the pupil has not met expectations in that lesson. These are recorded on the MIS system and can be viewed by the pupils, parents and staff. Staff can also make comments explaining why the face was awarded. Totals are reviewed weekly by Form Tutors and they will be added together at the end of the term to make a final total along with plus and minus points. Green faces will add to the total and be worth one plus point, but red faces will be deducted from the pupil's total.

At the end of each term, totals will be added up and pupils can be awarded either bronze, silver or gold awards, depending on their position in their year group.

Outstanding pieces of work or projects may be referred to the Headmaster for a Headmaster's Commendation.

Specific pieces of work that deserve recognition will be awarded a Phase P Award

*As an incentive the highest Smiley Faces scorer each week in each Year 3 and Year 4 Tutor Group has the honour of holding the 'Star of the Week' badge. Additionally the 'English Star' and 'Maths Star' certificates are awarded weekly by the children's teachers in recognition of attainment for the individual child.*

At the end of each term, pupils are rewarded as follows for the highest number of Smiley Faces:

- Top 3 pupils in each Form – Gold Certificates + £5 book tokens
- Next 3 pupils in each Form – Silver Certificates
- Third 3 pupils in each Form – Bronze Certificate

## 6 LEADERSHIP

*'Shoot for the moon and even if you miss you will land amongst the stars.'*

Leadership in Years 3 and 4 is more about the development of the self than group leadership, developing traits that will lead to natural leadership in the future. This is developed under the 'Leaders' mnemonic (Learning, Environment, Adventure, Democracy, Embracing the world, Responsibility and Service). There are classroom rotas of helpful tasks that aid the development of responsibility and a feeling of esteem, self-worth and looking after the community. The 'Rising Stars' leadership scheme is rewarded with Bronze, Silver and Gold Certificates. The School gem, the 'RUBY' and 'HOWDI', provides a good guidance for the development of responsibility.

## 7 THE SCHOOL JEWEL: RUBY and HOWDI

### RUBY

#### Responsibilities:



- Make Felsted a happy place where everyone matters.
- Respect the rights of others to work and play without your interfering unkindly
- Remember to be helpful and kind towards others.
- Respect other people's property
- Be polite and well-mannered towards others
- Appreciate that verbal & physical bullying is unacceptable.
- Accept and obey School rules and conventions.
- Be honest with yourself and with others.

#### Understanding others:

- Remember that pupils are not all the same and accept their differences e.g. beliefs, family background, physical appearance and abilities.
- Respect other people's opinions

#### Achieve your BEST

- Admit mistakes, put them right and learn from them
- Develop high personal standards – manners, dress and appearance.

Yourself – Become yourself! Believe in yourself! Be yourself!

## **HOWDI**

**The HOWDI mnemonic is a reminder for the children to make them polite Felstedians**

**H**ELLO – you do not have to be friends with everyone, but take time to greet them

**O**pen the door to anyone and everyone

**W**alk around School and wait in a respectful manner

**D**ress appropriately

**I**nstructions – follow these at all times!

Ever fortnight, Teachers are able to award children with a HOWDI certificate. There is also the chance for a Ffreme Court Tutor Group to win the HOWDI CUP in recognition of the best behaved and most polite Form.

## 8 REPORTS & PARENT/TEACHER MEETINGS

A full report aims to clarify, the learning experience for your child and it measures performance against the Felsted Learning Standards as set out in this booklet, thus giving a picture of where your child stands. The report comments on effort and formative development, allowing for quantifying of grading and emergence of character through reference to contribution, attitude, learning approaches etc. It also aims to set out specific short term and achievable targets going forward.

YEAR GROUP	Autumn 1 <sup>st</sup> half	Autumn 2 <sup>nd</sup> half	Spring 1 <sup>st</sup> half	Spring 2 <sup>nd</sup> half	Summer 1 <sup>st</sup> half	Summer 2 <sup>nd</sup> half
Ffreme Court Year 3	<p>Settling into Year 3 Meeting- meet the tutors and HOP</p> <p>Parents' Meeting (Tutor, Eng &amp; Maths)</p>	<p>Pupils share books with parents</p> <p>Tutor Letter including Eng &amp; Maths (&amp; grades)</p>	<p>Class assemblies and a chance to look at books</p>	<p>Parents' Meeting (Tutor, Eng &amp; Maths)</p>	<p>FULL Report for ALL subjects + Tutor's &amp; Headmaster's Reports</p>	
Ffreme Court Year 4	<p>Settling into Year 4 Meeting - meet the tutors and HOP</p> <p>Parents' Meeting (Tutor, Eng &amp; Maths)</p>	<p>Pupils share books with parents</p> <p>SUMMARY Report (&amp; Grades) for English, Maths &amp; Science + Tutor's Report</p>	<p>Class assemblies and a chance to look at books</p>	<p>FULL Report for ALL subjects + Tutor's &amp; Headmaster's Reports</p>	<p>Y4 into Y5 Parents' Info. Evening</p>	<p>Parents' Meeting (Tutor, Eng &amp; Maths)</p>

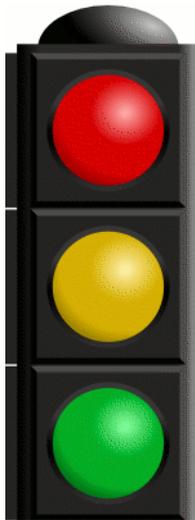
For any concerns, please immediately contact the Form Tutor or Mrs Green.

## 9 WRITING EQUIPMENT

Years 3 and 4 – All classroom equipment will be provided and the Planners and Reading books should be carried to and from School in School book bags.

## 10 LANGUAGE OF LEARNING AND ASSESSMENT FOR LEARNING

At Felsted Prep we encourage the children to take on the responsibility for their own work. By introducing the idea of the 5P Award the children can consider when working. They are also encouraged to discuss and assess what they have learnt, where they need more help and what they have achieved. In Ffrome Court, where appropriate, we use the 'Traffic Light System', the children indicating their initial response to the task set so that the teacher can quickly direct his/her attention to those in greatest need before moving on around the class. In the plenary section of the lesson the children are asked by many means, such as 'thumbs up' and the 'Smiley' faces, their levels of understanding, feelings of success and achievement. Where appropriate, teachers and pupils make comments in the form of a 'Next Step'. These comments include praise for effort and work well done or a target achieved and they highlight an area for future improvement.

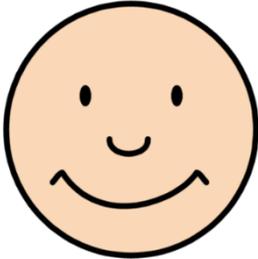
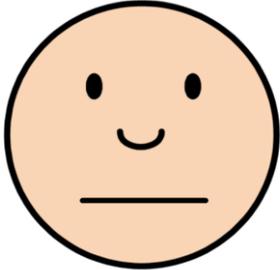
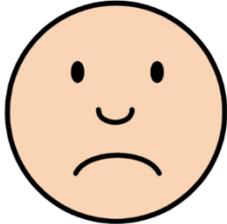


Please help me to start my work. I need a little more help. Please will you explain it again?

I think I know what I am doing. Please can I check with you?

I know what I have to do and can start on my own.

## 11 ASSESSMENT FOR LEARNING

	
<p><b>I am happy.</b></p> <p>I have done my best. I have worked hard. I understood the work. I followed instructions. I have written tidily. I used full stops and capitals. I wrote in paragraphs. I concentrated. I learnt something new. I reached my target. My work is better I shared my ideas I explained my work well.</p>	<p><b>I know what I am doing but could have done better.</b></p> <p>I did not quite follow all the instructions. I did not quite finish. I forgot to write tidily. I forgot the date. I forgot the title. I forgot to underline the title. I forgot full stops and capitals.</p>
<p><b>Please can I have some help?</b></p> <p>I don't understand I was day dreaming. I know I could have done better. I made a mess.</p> 	

## 12 ASSESSMENT POLICY

Pupils are constantly assessed in the classroom, both formally and informally, through their oral and written contribution, the manner in which they take responsibility for themselves and their learning. The ways in which they change and develop are also regularly noted. They are formally assessed in the following ways:

### Statement about summative assessment at Felsted Prep School:

- Oral feedback is given at the time of the work and/or when the work is returned if written comments or the Next Steps are not used.
- Class tests are created by individual teachers and used in day to day lessons such as mental number or vocabulary tests. These are used to improve children's mental recall and establish what they have learned so far, in addition to informing future planning.
- Throughout the year, we use a range of tests in English (including Reading [using a computer based Accelerated Reading Scheme], Spelling, Grammar and Punctuation & Writing) and Mathematics that give comparisons with pupils in the same age cohort as your child. These are recorded on our central database so that we have a 'tracked' history for your child as he/she moves through the school.
- **Year 4 pupils** are assessed on their English and Mathematics each term and sit end of topic tests in Science and Humanities. **Year 3 pupils** are assessed on their English and Mathematics each term. Where appropriate, end of topic tests are used to establish a general attainment level.

## 13 CURRICULUM OVERVIEW

**Education for Social Responsibility (ESR)** is an overarching principle which permeates all aspects of our School's curriculum, co-curricular activity and resource management. ESR guides our school development towards equipping our Young Felstedians with the skills, creativity and behaviours to be the change makers who will run the economy within the ecological limits of our planet. Our children will have the ability to value our world and the ability to understand the systemic and interdisciplinary nature of sustainability and social responsibility

A Felsted education seeks to:

- Build a moral and inclusive responsibility around valuing and protecting what is precious in the world, leading to longer term values for people and planet, including trust
- Build emotional intelligence and a caring attitude
- Build values orientation that shapes culture
- Set up examples in all teaching disciplines, the sustainable curriculum, that teach profound and cross-linked thinking about unsustainable practices and behaviour and how to develop more sustainable practices and resources
- Develop that thinking into encouraging innovative and radical approaches for education and the future
- Develop that thinking into the capacity to think short-term and long term perspective on impacts in education and the future

### And build young citizens who:

- value and appreciate the planet they live on, its finite resources, who they and others are and what they can do to protect and enhance the current and future position. They will be more optimistic and outward looking.
- have an integrated, systemic understanding of the world and a fair number of those young citizens will be developing leaders who will be able to make decisions from every angle, leading and building a sustainable future together and the capacity to take action in a more accountable way. They will lead on the need to focus on sustainability as a separate function and integrate it into the whole, taking social responsibility
- will impact on the economies of the future, delivering tangible more enriching and sustainable outcomes for both education itself and the economies

Felsted Prep School also aims to give its pupils a broad educational experience in the following areas: linguistic, mathematical, scientific, technological, human and social, spiritual and moral, physical and aesthetic and creative. It also runs a personal, social, health and citizenship education (PSHE) course in every year to develop its pupils, assist with teaching them right from wrong, help lead them to becoming confident and positive contributors to their community and effective users of its services and facilities, take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism. It also provides differentiated learning experiences for children of varying abilities in all learning areas.

**Linguistic:** Through a variety of linguistic experiences pupils are encouraged to develop their linguistic skills through listening, speaking, reading and writing. The majority of classrooms display posters on basic linguistic skills and seek to reinforce these when the opportunity arises. The School teaches linguistic skills formally through English, Modern Foreign Languages and Latin lessons. Spanish is taught from Reception to Year 7, and a choice of French with Spanish or German offered in Years 7 & 8. Latin is offered in Years 7 and 8. Extra support for English is offered throughout the School where necessary. Citizenship and Language in Communication (CLIC) is offered to those pupils in Years 7 and 8 who are unsuited to studying two Modern Foreign Languages and who would benefit from further study of English. Additional English support class is offered to pupils.

**Mathematical:** Through a variety of mathematical experiences pupils are encouraged to make calculations, understand and appreciate relationships and patterns in number and space and develop their capacity to think logically and express themselves clearly. Their understanding and knowledge of Mathematics is developed in a variety of ways, through practical activity, investigation, discussion, theory etc.

**Scientific:** Science teaches an understanding of nature, natural phenomena and materials. It aims to stimulate a child's curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to observe, form hypotheses, conduct experiments, ask scientific questions, record their findings and begin to appreciate the ways Science will affect their future on a personal, national, and global level.

**Technological:** Through information and communication technology pupils learn to use equipment and components and plan, develop, communicate and store ideas and information. Through Design Technology they learn to design and work with tools and equipment, materials and components, both individually and as a team, to produce good quality products. They acquire evaluation skills.

**Human and Social:** Through learning about people and their environment and how human action now and in the past has influenced events and conditions, pupils gain knowledge and understanding of the world's past, present and future. Personal, social, health, citizenship, economic education (PSHE) prepares them for the world around them and the world that they are going into; they are invited to think about the world of work and related skills throughout their Young Felstedian experience.

**Spiritual and Moral :** Through opportunities to experience, study and lead acts of worship during Chapel and Religious Studies lessons, pupils are encouraged to understand Christianity and other religious philosophies and associated values. They reflect on the teachings of Christianity and other major world religions and consider the impact of such teaching in everyday life. Pupils are encouraged to think about their own moral standing, spiritual beliefs and make choices about their contributions to the immediate and wider community. They are invited to take opportunities to make a positive impact on the world around them in a variety of contexts. Moral lessons are taught, modelled and encouraged throughout the School using well rehearsed mnemonics such as 'RUBY' and 'HOWDI' in lessons, assemblies and beyond.

**Physical:** Through a variety of activities, sports and movements, pupils will be encouraged to adopt a physically active life-style and gain an understanding of cardiovascular health and fitness, posture, nutrition, hydration, muscular strength, flexibility and endurance. They develop pupils' motor skills and are provided with knowledge of health and fitness, so that the relationship between physical activity and general health is understood, e.g. the need for personal hygiene. They will experience situations that will develop a greater understanding of "aesthetics" and movement appreciation and be encouraged to use their imagination and mentally visualise what they are trying to achieve as part of their ability to assess their learning, through planning, performing and evaluating.

**Aesthetic and creative:** Through opportunities to make, create, compose and invent, all pupils are encouraged to develop their aesthetic and creative selves. Most subjects call for personal, imaginative and often practical responses and the emphasis on kinaesthetic and visual in the classroom provides plentiful occasions in which the aesthetic and creative can be developed.

## 14 ENHANCED LEARNING

The two main aims of our Department are simple: to help each pupil achieve their highest possible academic level in all subjects, by the time they leave the Prep School; and to give them the self-confidence and self-belief that this is possible.

The Learning Support team liaise closely with parents, Form Tutors and Heads of Phase. We have a number of formal, informal, diagnostic and standardised assessments that we can use to clarify difficulties and help us to target support precisely on an individual basis. This may be in the form of withdrawn teaching once a week or paired tuition. All Subject Teachers have access to and use the findings from our assessments or Individual Education Plans to give them a full picture of the needs of children in their classes.

We continue to work closely with outside professionals such as Speech Therapists, Occupational or Physiotherapists, Visual Stress Consultants, Educational Psychologists and Consultant Paediatricians. While some of the interventions that we use to support the children's learning may change as the children learn, change and develop, our aims are constant.

Whilst giving specialist skills tuition and knowledgeable guidance to the children in our care we continue to give encouragement to keep trying; praise and appreciation for the effort the pupils put in, and nurture the belief that our pupils will reach their goal.

In Ffreme Court classroom support is also provided by our Learning Assistants in some Literacy, Numeracy, Science, Humanities, Art/DT and PE/Games lessons.

**Mrs K.R. Holt**  
**Head of Enhanced Learning**

## **15 HIGHER ABILITY PUPILS**

At Felsted Prep School we value the individuality of every child and acknowledge the importance of helping every child to recognise the spectrum of their capabilities in order to fulfil their potential. Our setting system allows teachers to adapt their lessons to ensure a suitable level of challenge for every pupil.

At Felsted we have used the term 'Higher Ability Pupils' (HAPs) to describe children at the upper end of the spectrum of academic ability and also to denote those with special ability in sport or the arts, with a recommendation that 5% - 10% of children should be thus designated. Our HAPs are identified through a combination of teacher recommendation, results from cognitive ability tests and in-class assessments. These will be ongoing to allow for recognition at any point in a child's development. Indeed, we encourage all partners in children's education to be "on the lookout for excellence", thus promoting a positive school ethos that is geared towards success. To enable these young Felstedians to fulfil their potential, it is vital to use a combination of assessment methods.

The School aims to help all children attain their full potential by providing teaching that takes account of their individual needs and extends and enriches their learning. We aim to making learning enjoyable and challenging and offer many enrichment opportunities. We aim to enable children to become good learners through focusing on Assessment for Learning (AfL) and to help pupils develop social and intellectual abilities. Pupils have the opportunity to take part in weekly academic co-curricular activities which will help pupils extend their thinking and understanding. These are outlined in the academic enrichment booklet.

**Mrs C. F. Bury**  
**Director of Learning**

## **16 ACCELERATED READER SCHEME**

### **What is Accelerated Reader (AR)?**

AR is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child takes a short quiz on the computer - passing the quiz is an indication that your child has understood what has been read.

Since they are reading books at their own reading and interest levels, most children are likely to be successful and enjoy the books and quizzes. Best of all they learn and grow at their own pace.

### **What is a STAR Reading test?**

STAR Reading is used to determine your child's reading level. It is a computer based reading assessment program that uses computer-adaptive technology. Questions continually adjust to your child's responses. If the child's response is correct, the difficulty level is increased. If the child cannot answer a question or answers incorrectly, the difficulty level is reduced. The test uses multiple-choice questions and takes approximately 15 minutes.

### **What is a Book Level?**

Book Levels are reported using the ATOS™ readability formula and represent the difficulty of the text. Books are chosen based on the ZPD range recommended for each pupil by STAR Reading.

### **What is a Zone of Proximal Development (ZPD)?**

ZPD is the range of books that will challenge a child without causing frustration or loss of motivation. Your child will receive a ZPD, or reading range after taking a STAR Reading test. It is important for children to read with a high degree of comprehension and within his/her ZPD.

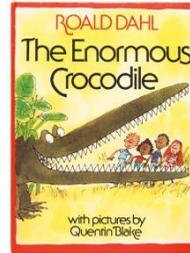
### **What are points?**

Every book that has an AR Reading Practice Quiz is given a points value. AR points are based on the length of the book (number of words) and difficulty. Pupils earn a percentage of points according to how well they pass the quiz.

### **What is Interest Level?**

The Interest level indicates for which age group a book is appropriate, based on the content and themes. These are recommendations only and teachers and parents are recommended to use their best judgement when guiding pupils.

Interest Level Age	Age
LY—Lower Years	Age 5 - 8
MY—Middle Years	Age 9 - 13
UY—Upper Years	Age 14+



BL: 4.0  
IL: LY



BL: 4.0  
IL: UY

The examples above have a book level of 4.0 since both have short sentences and vocabulary that is manageable. However 'Noughts and Crosses' is intended for older pupils - Upper Years, while 'The Enormous Crocodile' is Lower Years.

Home Connect is a great way for you to become more interactive with your child's reading. You can log-in to his or her AR account and view their virtual bookshelf, see how many quizzes your child has taken, and look at their progress status. Why not take a look?

ARBookfinder is a good starting point to help your child find his or her next read, and all the books on this site have AR quizzes.

To visit AR Home Connect or ARBookfinder you will need to log-in to [mis.felsted.essex.sch.uk](http://mis.felsted.essex.sch.uk)

Use your log-in for MIS, click on Intranet on the green bar on the left hand side of the screen. Under the heading Resources you will find AR Bookfinder and AR Home Connect.

To access AR Home Connect you need to log-in using your child's AR user name and AR password.

You can also receive emails showing your child's quiz results, if you wish to set this up, click the Email Setup link in Home Connect and follow the directions. To be sure these emails reach your inbox, add [homeconnectautodelivery@renlearnrp.com](mailto:homeconnectautodelivery@renlearnrp.com) to your address book.

FELSTED LEARNING STANDARDS

GRADE DESCRIPTORS FOR ALL SUBJECTS

<i>Previous Grades</i>	<i>New Levels (from 2018-19)</i>	<i>Explanation level</i>
<b>A</b>	Exceeding	Working well above the expected level for the Year Group
<b>AB</b>	Expected +	Working just above the expected level for the Year group
<b>B</b>	Expected	Working at the expected level for the Year Group
<b>C</b>	Expected -	Working just below the expected level for the Year Group
<b>D</b>	Working towards	Working towards the expected level for the Year Group

<p>Teachers consider a range of factors when awarding effort grades and use their professional judgement if they feel that pupils display behaviour at different levels across the criteria. Key here is whether the pupils show consistency in their approach both within the classroom and when working independently on prep assignments:</p> <ul style="list-style-type: none"> <li>• Punctuality and organisation</li> <li>• Personal attitude - on task throughout the lesson, focused and not distracting others</li> <li>• Participating in and contributing to the lesson</li> <li>• Presentation – care and attention to written work</li> </ul>	
<b>1</b>	Excellent
<b>2</b>	Good
<b>3</b>	Requires improvement
<b>4</b>	Unsatisfactory

17 ENGLISH

YEAR 3 – READING

YEAR 3	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
RESPONDING TO READING	<p>Listen to and discuss, with some prompts, the main points from a growing range of fiction, poetry, plays and non-fiction. Prepare simple poems, using a prescribed framework, to read aloud to their teacher, a friend or small group. Begin to retell a wider range of stories (including traditional tales), clearly sequencing the events.</p> <p>Recite poems as part of a group, remembering repeated sections by heart. Begin to show preferences for different types of text (e.g. choosing non-fiction over fiction).</p> <p>Express opinions about what is read to them, comparing with other texts. Explain the key themes and ideas in a text.</p>	<p>Listen to and discuss the main points from a wide range of fiction, poetry, plays and non-fiction with a response partner. Prepare poems and simple play scripts, with support, to read aloud to a group, or with friends to a small audience. Retell a wide range of stories with appropriate detail. Recite longer poems, or parts of narrative poems, as part of a group. Name some of their favourite authors based on previous reading experiences. Take turns in discussions about books, listening to and building upon the opinions of others.</p> <p>Explain the meaning of words in the context of the text.</p>	<p>Listen to, discuss and write comments on a wide range of fiction, poetry, plays and non-fiction, independently or with a response partner, across all curriculum areas. Prepare poems and play scripts to read aloud, using tone, volume and actions to show understanding/assist the understanding of others. Retell a wide range of stories, including myths and legends and traditional tales. Recite longer poems or parts of narrative poems, as part of a group, beginning to remember repeated sections by heart. Express preferences for different types of text, such as choosing a fiction text based on prior knowledge of an author. Participate in discussions about texts, taking turns and listening to what others say, valuing their opinion. Discuss their understanding of, and explain clearly, the meaning of words in context.</p>	<p>Listen to, and discuss in more detail, a wide range of fiction, poetry, plays and non-fiction, making notes to remember key points. Use effective actions to make the meaning in a poem or play script clear. Retell a wide range of stories by ordering the main points in logical sequence. Recite some familiar lines from plays as part of a group. Read texts, with guidance, by an increasing number of authors, commenting on their preference. Select books independently from the school library. Begin, with prompts, to discuss paragraphs, chapters and sections.</p>

YEAR 3	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>WORD READING</b>	<p>Blend phonemes to decode familiar and unfamiliar words with increasing ease, applying phonic knowledge confidently. Begin, with prompts, to read silently. Apply their knowledge of grapheme-phoneme correspondences, especially alternative pronunciations for graphemes and alternative spelling patterns for phonemes. Read more words using GPCs and apply their developing knowledge of root words, prefixes and suffixes.</p> <p>Recognise syllables as 'chunks'/'beats' of sounds in a word, understanding all words have at least one syllable. Identify syllable boundaries in words with two or more syllables. Recognise that compound words are made when two words are joined together, forming a new word. Identify, with some support, the 'new' compound word and the two words which it has been derived from, which make sense on their own. Recognise that the word 'homophone' means 'one sound', identifying homophones and near homophones as words which sound the same but are spelt differently and have a different meaning.</p> <p>Identify that a contraction is a shortened version of a written or spoken word, providing some examples. Identify and read more contractions which they encounter in texts. Read, with some prompts, more exception words, noting unusual correspondences between spelling and sound, and where these occur in the word (e.g. busy and business). Recognise and confidently read all prior learnt high frequency words with increasing speed and ease. Read books confidently using a banding system, selecting their own book from within that band which meets the needs of their reading ability.</p> <p>Recognise, with support, that pronunciation refers to the way in which a word is pronounced/spoken and is important so others understand what they are saying.</p>	<p>Decode with greater speed and ease, beginning, with support, to recognise new vocabulary. Read silently on some occasions, with fewer prompts needed. Demonstrate confidence when reading alternative pronunciations for graphemes and when recognising alternative spelling patterns for phonemes. Begin, with support, to apply learnt knowledge of root words, prefixes and suffixes as a tool to facilitate reading aloud and to understand new vocabulary. Read an increasing number of words with two or more syllables that contain taught GPCs, some support may be required at times. Recognise a growing range of compound words (e.g. skateboard, watermelon and altogether).</p> <p>Identify and read a greater number of homophones (e.g. grate/great, here/hear and knot/not), stating, with some support, the difference in meaning. Recognise that the apostrophe in a contraction represents an omitted word (e.g. don't and do not/can't and cannot). Begin, with support, to notice that contractions occur in informal language. Read, more confidently, an increasing number of exception words noting the unusual correspondences between spelling and sound, and where these occur in the word (e.g. appear and disappear). Read a larger bank of high frequency words appropriate to their age, without overt sounding and blending. Select and read books not always taken from a banding system (though their own choice may not extend their reading ability sufficiently and so teacher direction and intervention will be required). Begin, with support, to pay attention to pronunciation when reading themselves or being read to.</p>		<p>Begin, with support, to use the context of a sentence to assist reading any unfamiliar words.</p> <p>Read silently, more routinely, books which are age-appropriate. Apply, with some support, their prior learning in order to embed their understanding of grapheme-phoneme correspondences. Apply, with support, their knowledge of morphology and etymology as a tool to facilitate them when reading aloud and when encountering new vocabulary. Recognise that a polysyllabic word is one which has more than one syllable, giving some examples. Recognise and read a number of polysyllabic words that contain taught GPCs.</p> <p>Begin, with support, to use their knowledge of compound words to assist expression, sometimes stressing meaning. Recognise the importance of pronouncing homophones and near homophones carefully when reading aloud to aid the listener/listeners.</p> <p>Confidently read known contractions demonstrating a firm understanding that the apostrophe represents the omitted word and know which word/s it is a contraction of. Recognise and apply their knowledge of exception words to age-appropriate reading. Read high frequency words within a text, beginning to self-correct any errors when prompted. Identify some factors which assist individuals when making book choices (e.g. blurb, peer/author recommendation). Try out, with support, different pronunciations when reading longer words.</p>

YEAR 3	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
LINGUISTIC SKILLS	<p>Identify and self-correct, beginning to use some of the knowledge acquired from being read to.</p> <p>Find and name correctly some basic features of language used (e.g. adjectives). With some support, identify themes (e.g. triumph of good over evil) and the purpose of different parts of non-fiction texts. Explore and talk about poetic structures. Use dictionaries and thesauri to find the meaning of new words, with increasing independence.</p>	<p>Often use their own experience of reading to recognise when a word or sentence has been read inaccurately. Collect and comment on some basic features of language used (e.g. 'a lot of adjectives have been use'). Increasingly identify conventions in text types (e.g. the format of plays).</p>	<p>Identify and self-correct, using knowledge acquired from being read to and their own experience. Explain some basic features of language used (e.g. adjectives, paired adjectives and adverbs).</p> <p>Identify themes and conventions in a wide range of fiction texts (e.g. a diary entry is written in the first person). Identify the purpose of different parts of non-fiction texts (e.g. sub-headings and numbering).</p> <p>Identify some different forms of poetry. Use dictionaries and thesauri to find the meaning of new words, expressing interest in the meaning and origin of words.</p>	<p>Identify and self-correct errors, beginning to use the context of new or unfamiliar words, when prompted. Notice, when prompted, some basic features of language structure (e.g. a phrase or sentence).</p> <p>Comment, with prompts, on basic features of sentence structure and sometimes text organisation. Extend their vocabulary by reading from a growing range of sources including reference books.</p>
LITERAL COMPREHENSION	<p>Recognise what information they need to look for. Begin to check that the text makes sense to them.</p> <p>Increasingly, answer literal questions, locating the part of the text that gives the information.</p> <p>Begin to generate literal questions about a text before or after reading.</p>	<p>Identify how to find the information they are looking for. Check that the text makes sense. Answer literal questions, with increasing confidence, by reading a text closely to find specific information. Write simple literal questions about the text before or after reading for a response partner to answer.</p>	<p>Identify what information they need to look for and be clear about the task in hand. Read books for a range of purposes. Answer literal questions to improve their understanding of a text. Create simple literal questions, based on a specific point in the text.</p>	<p>Use features, such as the contents page and index, more effectively to find and record the information they need. Identify the main ideas from a paragraph and, with support, begin to summarise these. Provide more detailed answers to literal comprehension questions. Begin to create more detailed literal questions based on part of the text.</p>
INFERENCE COMPREHENSION	<p>Make some inferences about a character's feelings, based on the text. Make more confident predictions, using evidence from the text. Identify, with support, simple connections between well-known texts (e.g. similarities in plot or theme). Comment on characters, sometimes based on personal speculation, rather than characters' feelings (e.g. 'Mr Twit is horrible'). Confidently create inferential questions based on a visual image or illustration in a text. With support, begin to identify a few basic features of language (e.g. use of adjectives or powerful words). Begin, with support, to recognise that the writer has a viewpoint (e.g. 'The writer doesn't like violence') and that presentation contributes to meaning. Begin, with guidance, to link the effect on the reader to personal experience (e.g. 'She was helpful, like my teacher').</p>	<p>Make some inferences about a character's feelings based on the language used in the text, with support. With support, begin to use details both stated and implied to inform their predictions. Identify some simple connections between texts (e.g. similarities in plot, theme, character or author). Comment on characters, increasingly based on personal speculation (e.g. 'I think Mrs Twit is disgusting'). Begin to ask inference questions based on a single point of reference in the text with adult support. Identify more readily a few basic features of language (e.g. use of adjectives or powerful words) and with support talk about how these contribute to meaning. Attempt, through discussion, to identify the writer's viewpoint and offer some comments on presentation. Link the effect on the reader to personal experience, more independently.</p>	<p>Make some inferences about a character's feelings, thought and motives based on the language used in the text (not always accurately). Predict what might happen next, from details both stated and implied. Identify simple connections between texts (e.g. similarities in plot, theme, character or author).</p> <p>Comment on characters, based on personal speculation rather than characters' feelings.</p> <p>Create inference questions based on a single point of reference in the text with adult support.</p> <p>Identify a few basic features of language (e.g. the use of adjectives or powerful words), and talk about how these contribute to meaning.</p> <p>Show awareness that the writer has a viewpoint (e.g. 'the writer doesn't like violence'). Explain how presentation contributes to meaning. Link the effect on the reader to personal experience (e.g. 'She was kind, like my gran').</p>	<p>Make some accurate inferences about a character's feelings, thoughts and motives based on language used in the text. Draw on their knowledge of similar stories to inform their predictions. With support, begin to recognise some features of the context of a text (e.g. historical setting).</p> <p>Begin to write down answers, with some grammatical accuracy, trying to justify inferences and making some reference to the text (e.g. 'Mrs Twit is disgusting because she does horrible things'). Independently create inference questions based on a single point of reference in the text. Discuss, with some support, words and phrases that capture the reader's imagination. Recognise, with some support, a theme in what they have read (e.g. the triumph of good over evil). When questioned, attempt to offer simple comments regarding the main purpose.</p>

## YEAR 3 WRITING

YEAR 3	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>THINKING BEFORE WRITING</b>	<p>Orally rehearse sections of writing with prompts from an adult.</p> <p>Recognise the main features of a given model (e.g. a nonsense poem) and create simple checklists for their own writing, including sentence level features.</p> <p>Draw pictures and note down ideas, key words and new vocabulary in a given planning format organised into sections.</p> <p>Adapt a range of roles in order to develop creative and imaginative writing.</p>	<p>Orally rehearse sections of writing with a peer, beginning to use talk to consider the sequence of their sections.</p> <p>Recognise and begin to imitate the main features of a given model and create checklists (linking these to their own targets).</p> <p>Begin to include more detail in planning and organise ideas into a logical sequence.</p> <p>Begin to respond appropriately to others in role, using ideas and experiences gained to develop creative and imaginative writing.</p>	<p>Orally rehearse sections of writing, including the sequence of sections.</p> <p>Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features).</p> <p>Note down new ideas, key words and topic-specific vocabulary in a given planning format, with some appropriate detail.</p> <p>Adapt a range of roles in order to develop creative and imaginative writing, responding appropriately to others in role.</p>	<p>Orally plan the structure of the whole piece, beginning to talk about some supporting details.</p> <p>Begin, with some prompts, to select the main features of a given model across an increasing range of genres.</p> <p>Note the keywords needed for a piece of writing.</p> <p>Begin to create a range of roles in order to explore ideas for creative writing.</p>

YEAR 3	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>THINKING DURING WRITING</b>	<p>Consider the organisation or sequence of sentences, beginning to use more effective adjectives and conjunctions. Confidently write in simple structured sentences (e.g. simple and compound). Use co-ordinating conjunctions as the most common conjunction (e.g. and, or, but, so).</p> <p>Begin, with support, to recognise paragraphs as a device to group related material. Use headings to organise information, more clearly, with guidance. Independently select the appropriate language and organisation for the type of writing.</p> <p>Draw on their experience of reading to inform their choice of vocabulary. Write narrative structure to include a simple beginning, middle and end. Use poetic structures including shape poems.</p> <p>Write about real events, in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) and with prompts begin to add detail in one section.</p> <p>Use non-fiction writing frames independently and confidently, selecting the most appropriate for purpose. Recognise some simple features of persuasive writing used to engage the reader (e.g. adventurous word choices, vocabulary chosen for effect, detail) and use checklists/frames to structure ideas for their own persuasive writing.</p>	<p>Compose and rehearse sentences orally before writing. Consider the organisation or sequence of sentences to include conjunctions, adjectives and subordination.</p> <p>Start to write complex sentences which include a main clause and a subordinate clause. Occasionally use subordinate conjunctions (e.g. when, if, because, although).</p> <p>Use paragraphs, when prompted, to group related material.</p> <p>Begin to recognise and use sub-headings in own writing, as a device to structure text.</p> <p>Begin to demarcate openings and endings and on occasion attempt to organise ideas. Use the main features of a text with some specific vocabulary and style choices. Select words for variety and effect using word walls/banks for support.</p> <p>Write narrative structure to include a simple beginning, middle and end and some development of characters in one or two of the sections.</p> <p>Use poetic structures (e.g. riddles, list poems, haikus, narratives poems) being increasingly aware of techniques such as a rhyme and language play.</p> <p>Write about real events, in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement).</p> <p>Begin to organise related material into sections using headings and subheadings when writing to inform, moving away from the need to use writing frames.</p> <p>Begin to incorporate labelled diagrams in own writing, where appropriate.</p> <p>Begin to use features of persuasion in own writing.</p> <p>With support, indicate viewpoint through choice of some negative or positive vocabulary when writing to persuade.</p>	<p>Compose and rehearse sentences orally before writing. Consider the organisation of sentences to include conjunctions, subordination, adverbs and prepositions.</p> <p>Use a variety of simple structured and complex sentences for clarity and effect.</p> <p>Begin to use paragraphs independently to group related material.</p> <p>Use headings, sub-headings and labelled diagrams to structure text and aid presentation.</p> <p>Demarcate openings and endings and attempt to organise ideas of related points next to each other. Incorporate the main features of a text type, showing awareness of the reader, and make specific vocabulary and style choices.</p> <p>Use generally appropriate vocabulary with some words chosen for effect (e.g. using paired adjectives when expanding simple noun phrases).</p> <p>Write narrative structure to include a simple beginning, middle and end, and some development of setting and characters in one or more of the sections.</p> <p>Use poetic structures and techniques, more confidently.</p> <p>Write about real events, in chronological order, using a structure or orientation (scene setting), events (recount), reorientation (closing statement) with some expanded detail in one or more sections.</p> <p>Draw on their experience of non-fiction texts to produce their own informative writing, using models to support.</p> <p>Choose appropriate logical connectives to link ideas when writing to persuade (e.g. using word banks/walls) and include more features of persuasion in their writing (e.g. flattery, benefits, text in capitals and powerful verbs/adjectives).</p> <p>Indicate a clear viewpoint through choice of negative or positive vocabulary when writing to persuade.</p>	<p>Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation. With growing confidence, write simple structured and complex sentences, using main and subordinate clauses.</p> <p>Consider the organisation of their sentences and begin to group related points/ideas together, making simple links, with some guidance.</p> <p>Compose simple paragraphs with developing confidence.</p> <p>Attempt to separate paragraphs (e.g. using simple layout features where appropriate, including headings and sub-headings).</p> <p>Begin to consider the purpose and audience more carefully when writing. Use the purpose and audience of writing to begin to inform their decisions regarding form and features.</p> <p>Make more effective and appropriate vocabulary choices.</p> <p>Write a clear and logically related beginning, middle and end (when writing narrative structure).</p> <p>Write a section for a class story based on drama and discussion (e.g. an opening).</p> <p>Begin to incorporate some dialogue within narrative structure.</p> <p>Write poems of their own based on models provided by the teacher/those selected from reading.</p> <p>Write, with increasing competence, about real events in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with relevant details, beginning to use temporal connectives (e.g. firstly, secondly, thirdly).</p> <p>Write non-fiction using some appropriate features of the genre.</p> <p>Extend their use of appropriate logical connectives to link ideas when writing to persuade (e.g. firstly, secondly, finally).</p> <p>Present a point of view when writing to persuade and begin to make simple style choices to convince the intended reader.</p>

YEAR 3	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>THINKING AFTER WRITING</b>	<p>Proof-read and correct noticed errors in spelling and punctuation.</p> <p>Evaluate, with some support, their own writing, beginning to suggest improvements to vocabulary.</p> <p>Read aloud their own writing to a group with appropriate intonation and volume.</p>	<p>Proof-read and correct errors in spelling, grammar and punctuation, beginning to use a dictionary.</p> <p>Evaluate their own/discuss others' writing, suggesting some improvements to grammar and vocabulary.</p> <p>Explore intonation and volume to add clarity so meaning is clear when reading aloud.</p>	<p>Proof-read and correct errors in spelling, grammar and punctuation, knowing when to use a dictionary.</p> <p>Evaluate their own and others' writing, suggesting improvements to grammar and vocabulary.</p> <p>Read aloud their own writing, with appropriate intonation and volume, so that the meaning is clear.</p>	<p>Proof-read for age-appropriate grammar, punctuation and spelling errors, and automatically use a dictionary to support when making corrections.</p> <p>Evaluate their own and others' writing as a class/in a small group, discussing its effectiveness and suggesting possible changes to grammar and vocabulary.</p> <p>Convey meaning through use of intonation and by controlling volume, beginning to modify the tone of their voice appropriately.</p>

## YEAR 3 – VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING

YEAR 3	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>VOCABULARY, GRAMMAR AND PUNCTUATION</b>	<p>Draw on their experience of reading to inform their choice of vocabulary. Extend, with some prompts, the range of sentences with more than one clause, by beginning to use a wider range of conjunctions (e.g. when, if, because, and although). Use co-ordinating conjunctions as the most common conjunction. Consider the reader and use a growing range of sentence openers to avoid repetition (e.g. not always starting with a name or he/she). Show a simple awareness of pronouns as well as nouns as a device to avoid repetition in writing. Use adverbs independently to add detail to sentences. Use the past and present tense consistently in writing. Use confidently and accurately, the progressive form of verbs in the present and past tense. Notice the forms 'a' or 'an' (e.g. a rock or an open box). Use full stops and capital letters accurately. Check, with prompts, writing for capital letters at the start of sentences. Use capital letters for some proper nouns (e.g. names). Recognise, with some guidance, direct speech and notice speech marks. Begin to notice the possessive apostrophe in words with regular plurals (e.g. girls' and boys'). Apply their understanding of Year 2 terminology and, with prompts, use some taught Year 3 terms. Begin, with some guidance, to recognise some of the differences between Standard and non-standard English.</p>	<p>Recognise an increasing range of word families based on age-appropriate common words.</p> <p>Use simple, generally appropriate vocabulary, beginning to select some words for effect or occasion, using walls/banks for support. Independently extend, on occasions, the range of sentences with more than one clause by using a wide range of conjunctions to expand the detail in their sentences (e.g. when, if, because and although).</p> <p>With guidance, choose nouns or simple pronouns to avoid repetition (e.g. using word banks/walls to support). Find, with support, examples of pronouns used in others' writing (e.g. he, she, they, we, you, them). Use and position adverbs in sentences to modify verbs/adjectives, providing information on when and how something happens/happened. Find/use, with prompts, examples of the present perfect form of verbs instead of simple past (e.g. 'He has gone out to play' instead of 'He went out to play'). Notice and begin to use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock or an open box). Check, more instinctively, writing for capital letters at the start of sentences. Use capital letters for proper nouns (e.g. names of people and places). Show some accurate use of question marks, exclamation marks and commas in lists. Recognise direct speech. With support, write sentences which include direct speech. Recognise and begin to place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys', pupils' and teachers').</p> <p>Use an increasing amount of taught Year 3 terminology. Talk about (with the class/peers) the differences between Standard and non-standard English.</p>	<p>Recognise and use word families based on common words, demonstrating an awareness of how words are related in form and meaning (e.g. solution, solver, dissolve and insoluble). Use generally appropriate vocabulary with some words chosen for effect, on occasions. Extend, as a matter of course, the range of sentences with more than one clause by using a wider range of conjunctions including: 'when', 'if', 'because' and 'although'. Independently choose nouns or simple pronouns to avoid repetition. Begin to make use of pronouns or nouns within and across sentences to avoid repetition. Use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because, then, next, soon, therefore, during, in, because of). Choose suitable adverbs to enhance their writing. Display some limited variation in use of tense and verb forms. Find, and independently use, examples of the present perfect form of verbs instead of simple past (e.g. 'He has gone out to play' contrasted with 'He went out to play'). Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). Correctly demarcate most sentences with capital letters, full stops, question marks, exclamation marks and commas for lists. Check writing for capital letters at the start of sentences. Use capital letters for most proper nouns. Record direct speech in sentences. Attempt to use inverted commas to indicate direct speech on occasions. With support, place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys', pupils' and teachers'). Use the terms: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). Demonstrate knowledge of some of the differences between Standard English and non-standard English.</p>	<p>Explain how words are related in form and meaning, giving examples of form-based (e.g. family/familiar/unfamiliar or antique/unique) and meaning-based (e.g. measurement; size, height, length, small, short, little, large, tall, big, huge) word families. Make more effective and appropriate vocabulary choices. Begin to use pronouns to replace nouns. Begin to use pronouns and nouns within and across sentences to avoid repetition and aid cohesion.</p> <p>With guidance expand noun phrases by adding modifying adjectives, nouns and prepositional phrases (e.g. 'The teacher', is expanded to, 'The strict English teacher with curly hair'). Confidently use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because, then, next, soon, therefore, during, in, because of). Competently recognise/use the present perfect form of verbs. Begin to display some variation in tense and verb forms to show when an action takes place and who is carrying out the action. Check writing for correct capitalisation at the start of sentences, including capitalisation for known proper nouns. Use, more routinely, inverted commas to indicate direct speech and, with guidance, notice other associated punctuation. Place the apostrophe accurately in words with regular plurals (e.g. girls' and boys'). Competently use apostrophes for known contractions to show that one or more letters have been missed out (e.g. I'm/I am, I've/I have/it's/it is or it has/shouldn't/should not).</p> <p>Use, with support, apostrophes to indicate a missing letter in other instances (e.g. Dinner's ready/Dinner is ready). Apply their understanding of Year 3 terminology and with prompts use some taught Year 4 terms. Recognise, with some guidance, Standard English forms for verb inflections, instead of local spoken forms.</p>

YEAR 3	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>SPELLING</b>	<p>Recognise the difference between using letter names and sounds. Draw on their knowledge of previously taught vowel digraphs and trigraphs to tackle new words. Write words containing the spelling guidance for Year 3 and 4 (English, Appendix 1), including words containing y elsewhere than at the end of words (e.g. gym); words containing ou (pronounced as in young). Spell, with some reminders, a range of root words, recognising the link between sounds and letters. Apply alternative spelling patterns for a growing range of age-appropriate words.</p> <p>Use, increasingly, word families based on common words to assist spelling. Begin, with some support, to discriminate syllables in some more complex multisyllabic words to aid spelling (e.g. experiment). Investigate, with some support, further prefixes (e.g. sub- and super-). Begin to use further suffixes, such as: -ily and -ally, adding to adjectives to form adverbs (e.g. happy becomes happily and frantic becomes frantically). Confidently add -ly to an adjective to form an adverb (e.g. sad becomes sadly and quick becomes quickly). Explain that the apostrophe replaces the missing letter in contracted forms (e.g. don't, isn't, he's). Notice further homophones and near homophones. Spell decodable high frequency words correctly (e.g. busy and business). Spell many words from KS1, beginning to correctly spell words from taught Y3/4 rules and lists. Begin to use, with some guidance, the first letter of a word to check its spelling in a simple dictionary. Write, from memory, simple sentences dictated by the teacher that revise KS1 work and include words and punctuation from Year 3.</p>	<p>Begin to know when to use letter names and when to use sounds. Segment age-appropriate, spoken words into phonemes with growing accuracy and represent these by graphemes, spelling an increasing amount correctly. Write more words containing the spelling guidance for Year 3 and 4 (English, Appendix 1), including words containing -sure (pronounced as in treasure); words with -ture (pronounced as in picture); words ending in -sion (e.g. division).</p> <p>Write, more independently, a range of root words, often recognising the link between sounds and letters. Use alternative spelling patterns for some complex words. Discriminate syllables in more complex multisyllabic words independently to aid spelling (e.g. separate, particular). Investigate, independently, further prefixes (e.g. sub-, super-, anti-, auto-). Form nouns using an increasing range of prefixes (e.g. sub-, super-, anti-, auto-), beginning to use the spellings in context. Begin to use further suffixes (e.g. -ation), adding to verbs to form nouns (e.g. admiration) and increasingly adding -ly, -ily, or -ally to an adjective to form an adverb, attempting to apply the associated spelling rule. Spell a greater number of words with contracted forms, remembering that the apostrophe replaces the missing letter/s (e.g. weren't, they've). Investigate, with prompts, homophones and near homophones. Spell decodable high frequency words correctly and increasingly apply in context (e.g. appear and disappear).</p>	<p>Recognise the difference between using letter names and sounds. Choose whether to use letter names or sounds when spelling a word. Segment words into phonemes and represent these by graphemes, spelling many words from the Year 3 and 4 guidance correctly. Write a range of root words, recognising the link between sounds and letters. Apply alternative spelling patterns for a growing range of complex words and select with increasing accuracy. Discriminate syllables in complex multisyllabic words independently to aid spelling. Recognise the term 'prefix' and form nouns using a range of prefixes, such as: 'sub-', 'super-', 'anti-' and 'auto-' (e.g. submarine, supermarket, anticlockwise, autograph). Use further suffixes (e.g. -ation), adding to verbs to form nouns (e.g. information, admiration) and adding -ly, -ily or -ally to an adjective to form an adverb, usually applying the associated spelling rule. Spell an extended range of words with contracted forms, remembering that the apostrophe replaces the missing letter/s. Spell further homophones and near homophones (e.g. meat/meet, fair/fare, knot/not and here/hear). Continue to spell decodable high frequency words correctly, applying them in context and beginning to notice errors. Spell an extended range of words correctly, applying them in context and beginning to notice errors. Apply rules and guidance for Y3/Y4 (English, Appendix 1). Use the first letter of a word to check its spelling in a simple dictionary. Write, from memory, simple sentences dictated by the teacher that include words and punctuation from Year 3.</p>	<p>Select when to use letter names or sounds when spelling words, depending on the situation. Segment many words, with growing competence, to spell correctly. Write more words containing the spelling guidance for Year 3 and 4, including words containing the /k/ sound spelt ch (e.g. scheme), words containing ch (pronounced as in chef).</p> <p>Begin, with support, to recognise the relationship between words to assist spelling (e.g. bicycle is cycle with bi (two) before it).</p> <p>Use a growing range of more complex spelling patterns when writing. Begin to discern stressed/unstressed syllables.</p> <p>Recognise that a polysyllabic word is one which has more than one syllable, giving some examples. Investigate further prefixes (e.g. anti-, dis-, mis- and in-) and add to some words to exemplify.</p> <p>Add suffixes, beginning with vowel letters, to words of more than one syllable (e.g. forgetting) and know that the consonant letter is not doubled if the syllable is unstressed (e.g. gardening). Spell more words with contracted forms, correcting some errors when prompted. Explain what a homophone/near homophone is, providing their own examples. Spell an increasing amount of high frequency words correctly, applying them in context and noticing common errors (e.g. February and surprise). Spell many words already learned from Y3, beginning to correctly spell further words from the Y3/Y4 rules and lists. Use, with some guidance, the first two letters of a word to check its spelling in a dictionary.</p> <p>Apply correct spellings when writing, noticing errors.</p>

## YEAR 3 – SPOKEN LANGUAGE

YEAR 3	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>SPOKEN LANGUAGE</b>	<p>Begin, with prompts, to consciously widen their vocabulary through listening and reading.</p> <p>Independently ask more suitable questions to clarify their understanding and learn new vocabulary.</p> <p>Begin to make comments that help to explain their answers or opinions.</p> <p>Explain a task or experience, understanding the main points with support.</p> <p>Confidently recount experiences and imagine scenarios, connecting ideas, including relevant detail. Begin to develop ideas through sustained speaking turns.</p> <p>Listen to the speaker, beginning with prompts to take note of a few key points made.</p> <p>Talk with increased fluency in some situations.</p> <p>Incorporate some detail when talking, some of which may be irrelevant. Begin to recognise other non-verbal features used when speaking (e.g. facial expressions, tone of voice, intonation and volume).</p> <p>Begin to talk with some confidence in different contexts when communicating ideas.</p> <p>Structure talk more successfully to aid the listener/listeners, beginning to incorporate some detail.</p> <p>Read aloud written work to a partner, supporting one another where necessary.</p> <p>Begin to respond to comments made by others during purposeful conversations.</p> <p>Show a simple awareness of one or two behaviours which contribute towards a positive discussion.</p> <p>Begin to make some decisions (e.g. about how to report the group's views or what they are going to do next).</p> <p>Begin, with support, to use understanding of characters or situations to inform their use of speech, gesture and movement when performing/presenting.</p> <p>Use modelled Standard English for speech and self-correct more instinctively.</p> <p>Demonstrate the use of more formal vocabulary and tone of voice when speaking, showing a better understanding of when it is used.</p>	<p>Continue to extend their vocabulary through listening and reading, sometimes using new/learnt words in speech, not always appropriately.</p> <p>Begin to ask some suitable questions which show they have listened carefully.</p> <p>Make more substantial comments, with prompts, that explain their answers or opinions.</p> <p>Demonstrate, on occasions, when explaining a task or experience that they understand the main points.</p> <p>Explore ideas, with prompts and support, using longer periods of discussion.</p> <p>Listen to the speaker, beginning to respond, recalling some main points and asking simple questions, where appropriate.</p> <p>Organise and vary talk more effectively, with the intention of capturing and holding the listener's attention.</p> <p>Begin, with guidance, to consciously include detail to interest the listener. Explore some other non-verbal features when speaking.</p> <p>Talk with increasing confidence in different contexts when communicating ideas. Begin to explore their ideas further with prompts.</p> <p>Begin, with guidance, to adapt what they say to meet the needs of the listener (e.g. varying use of vocabulary/detail.)</p> <p>With increasing confidence, read aloud written work in pairs and small groups, continuing to support one another where necessary.</p> <p>Sustain attention in purposeful conversations and stay on-topic for longer periods, responding to others with growing appropriateness.</p> <p>Begin, with prompts, to use and explore some behaviours which contribute towards a positive discussion.</p> <p>Develop their team work skills further, collaborating more effectively to ensure that everybody contributes and takes turns.</p> <p>Use their growing understanding of characters or situations to adapt speech, gesture and movement, attempting to create some believable roles and scenarios.</p> <p>Demonstrate a simple knowledge of Standard English.</p> <p>Notice simple differences between formal and informal register.</p>	<p>Extend their vocabulary through listening and reading, using generally appropriate words in different situations.</p> <p>Ask relevant questions to clarify meaning and show they have listened carefully.</p> <p>Make comments that explain their answers or opinions.</p> <p>Explain a task or experience showing clear understanding of the main points.</p> <p>Explore ideas using extended periods of discussion.</p> <p>Listen and respond to the speaker's main points, making generally relevant comments and suggestions.</p> <p>Talk with increased fluency in some situations, varying talk to capture and hold the listeners' attention.</p> <p>Include details in talk, to interest the listeners, and use non-verbal features to show awareness of the audience.</p> <p>Talk confidently in different contexts, exploring and communicating ideas.</p> <p>Structure talk to aid the listeners, varying use of vocabulary and level of detail.</p> <p>Read aloud written work, independently, in pairs and small groups.</p> <p>Respond appropriately to comments made by others.</p> <p>Make a set of rules with peers for positive discussion.</p> <p>Begin to take on different roles and responsibilities (e.g. chair or scribe).</p> <p>Use understanding of characters or situations to adapt speech, gesture and movement to create believable roles and scenarios.</p> <p>Begin to show an awareness of Standard English and when it is used.</p> <p>Explain simple differences between formal and informal register.</p>	<p>Use, on occasions, deliberate language choices from listening and reading.</p> <p>Ask, with some prompts, questions in response to others' ideas.</p> <p>Convey own opinions and answers with growing clarity.</p> <p>Explain a task or experience, showing clear understanding of the main points and, with prompts, adding one or two relevant details to interest the listener.</p> <p>Express ideas using greater detail with prompts.</p> <p>Listen and respond to the speaker's main points, beginning to add own comment.</p> <p>Begin to talk with fluency in a number of different situations. Begin, with guidance, to adapt talk.</p> <p>Begin, with some guidance, to speak to an increasing range of audiences, using some interesting details and non-verbal features.</p> <p>Talk with confidence, beginning to adapt to suit the purpose, with guidance.</p> <p>Structure talk more effectively. Begin, with some guidance, to give more careful consideration to the audience.</p> <p>Make, with some guidance, a presentation to the class on a given topic with a partner or in a small group.</p> <p>Make, with some prompts, positive comments.</p> <p>Recognise, with support, positive aspects of others' views, before disagreeing.</p> <p>Take on different roles with increasing ease and developing confidence.</p> <p>Choose, with support, specific dialogue, gesture and movement for characterisation and different situations.</p> <p>Show an awareness of Standard English and when it is used.</p> <p>Explain, with a better understanding, some of the differences between formal and informal register.</p>

## YEAR 4 – READING

YEAR 4	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>RESPONDING TO READING</b>	<p>Listen to, and discuss in more detail, a wide range of fiction, poetry, plays and non-fiction, making notes to remember key points.</p> <p>Use effective actions to make the meaning in a poem or play script clear.</p> <p>Retell a wide range of stories by ordering the main points in logical sequence.</p> <p>Recite some familiar lines from plays as part of a group.</p> <p>Read texts, with guidance, by an increasing number of authors, commenting on their preference.</p> <p>Select books independently from the school library.</p> <p>Begin, with prompts, to discuss paragraphs, chapters and sections.</p>	<p>Listen to, discuss and write comments from a wide range of fiction, poetry, plays and non-fiction as part of learning in other curriculum areas.</p> <p>Use appropriate intonation to make the meaning in poems and play scripts clear.</p> <p>Retell a wide range of stories, checking it makes sense and correcting themselves where necessary.</p> <p>Use intonation and expression to take on a role when reciting a line from a play.</p> <p>Read texts from a growing variety of genres, commenting on their preferences.</p> <p>Make more effective use of libraries.</p> <p>Extend the range of explanation types (e.g. factual, descriptive, reason giving) when discussing a text or parts of a text.</p>	<p>Listen to, discuss and write detailed comments about a wide range of fiction (including whole books), poetry, plays and non-fiction, independently or with a response partner, across all curriculum areas.</p> <p>Prepare poems and play scripts to read aloud, varying their intonation, tone, volume and actions to make the meaning clear to an audience.</p> <p>Retell a wide range of stories, including myths and legends and traditional tales, by ordering the main points in a logical sequence and checking that this makes sense.</p> <p>Recite lines from short plays by heart, using appropriate intonation, volume and expression.</p> <p>Read texts by an increasing number of authors and across a wider variety of genres, explaining preferences.</p> <p>Make effective use of libraries and related services with some guidance.</p> <p>Discuss paragraphs, chapters and sections using a range of explanation types.</p>	<p>Begin to express their own preferences for texts they would like to listen to.</p> <p>Practise varying intonation, tone, volume and action to improve the performance of a play or poetry reading. Learn and recite a widening range of poetry by heart, using developing intonation, volume and expression.</p> <p>Retell a wide range of stories, including modern fiction and classic literature, by listing the main points in a logical sequence.</p> <p>Recommend some of the books they have read to their peers.</p> <p>Participate in discussion about books by building on their own or others' views.</p> <p>With support, explain and discuss their understanding of what they have read in a more formal way.</p>

YEAR 4	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>WORD READING</b>	<p>Begin, with support, to use the context of a sentence to assist reading any unfamiliar words.</p> <p>Read silently, more routinely, books which are age-appropriate. Apply, with some support, their prior learning in order to embed their understanding of grapheme-phoneme correspondences. Apply, with support, their knowledge of morphology and etymology as a tool to facilitate them when reading aloud and when encountering new vocabulary. Recognise that a polysyllabic word is one which has more than one syllable, giving some examples. Recognise and read a number of polysyllabic words that contain taught GPCs.</p> <p>Begin, with support, to use their knowledge of compound words to assist expression, sometimes stressing meaning. Recognise the importance of pronouncing homophones and near homophones carefully when reading aloud to aid the listener/listeners.</p> <p>Confidently read known contractions demonstrating a firm understanding that the apostrophe represents the omitted word and know which word/s it is a contraction of. Recognise and apply their knowledge of exception words to age-appropriate reading. Read high frequency words within a text, beginning to self-correct any errors when prompted. Identify some factors which assist individuals when making book choices (e.g. blurb, peer/author recommendation). Try out, with support, different pronunciations when reading longer words.</p>	<p>Use, more independently, the context of a sentence to assist reading any unfamiliar words.</p> <p>Begin to decide, with support, when to read silently and when to read aloud using books which are age-appropriate. Decode with developing fluency over a growing number of age-appropriate books. Apply, more independently (though some teacher prompts may still be required) a growing knowledge of morphology and etymology to facilitate reading aloud and to understand new vocabulary at an age-appropriate level. Read with confidence, to an adult, peer or small group, beginning to embed polysyllabic words.</p> <p>Use, more independently, knowledge of compound words to assist expression and stress meaning (e.g. indoor/outdoor). Attempt to pronounce known homophones and near homophones carefully when reading aloud.</p> <p>Read, more carefully, most contractions encountered when reading, understanding the difference between 'we're' and 'were' with support. Recognise and apply a widening knowledge of exception words to age-appropriate reading. Read, more accurately, high frequency words within a text, self-correcting noticed errors more independently, though not always appropriately.</p> <p>Begin, with support, to read books which they have selected for themselves, considering a choice that will suit but also extend their reading ability. Read with developing fluency. Explore, more independently, different pronunciations when reading longer words, using taught strategies.</p>	<p>Use the context of a sentence to assist reading of unfamiliar words. Read silently or aloud to an audience, reading partner or adult, using books which are age-appropriate. Decode competently over a range of age-appropriate books. Apply growing knowledge of morphology and etymology to facilitate reading aloud and to understand new vocabulary, at an age-appropriate level. Read with increasing fluency, to an adult, peer or small group, embedding polysyllabic words more easily. Independently use knowledge of compound words to assist expression (e.g. 'Everybody listen!'), stressing meaning. Pronounce further homophones/near homophones carefully when reading aloud to clarify meaning. Read all words with contractions carefully, and understand the difference between 'we're' and 'were'. Recognise and apply a wide knowledge of exception words to age-appropriate reading and beyond. Read high frequency words within a text, accurately in most instances, self-correcting appropriately. Begin to make own book choices, from books at their level, using the blurb/peer recommendation/author to assist their book choice. Read with fluency, using strategies effectively with understanding and expression, trying out different pronunciations in longer words.</p>	<p>Confidently use the context of a sentence to decode unfamiliar words when reading. Recognise that it is important to focus on all letters when decoding unfamiliar words. Read silently, frequently and with growing confidence, books which are age-appropriate.</p> <p>Read aloud with increasing ease, recognising, more independently, which books are appropriate for their skill level. Fluently read aloud age-appropriate books to different audiences/a reading partner/adults. Recognise the role that understanding root words, prefixes, suffixes and word origins play in facilitating their ability to read with fluency, accuracy and for enjoyment. Demonstrate a firm knowledge of what polysyllabic words are, decoding a growing number using syllable boundaries with some confidence. Use their knowledge of compound words to infer word meanings, with some support. Demonstrate that they know a bank of homophones and near homophones, being able to pronounce them appropriately and explain their difference in meaning. Confidently read a range of contractions, beginning to recognise, with support, some common misconceptions that are made. Read more complex exception words, with support. Show some awareness that reading high frequency words accurately is important.</p> <p>Recognise the need to consider their reading ability and the value of challenging themselves, as well as personal preference when making their own book choice.</p>

YEAR 4	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>LINGUISTIC SKILLS</b>	<p>Identify and self-correct errors, beginning to use the context of new or unfamiliar words, when prompted.</p> <p>Notice, when prompted, some basic features of language structure (e.g. a phrase or sentence).</p> <p>Comment, with prompts, on basic features of sentence structure and sometimes text organisation.</p> <p>Extend their vocabulary by reading from a growing range of sources including reference books.</p>	<p>Identify and self-correct errors, increasingly using the context of new or unfamiliar words or vocabulary knowledge (e.g. root words or prefixes).</p> <p>Comment on basic features of language structure and presentation, beginning to explain how they contribute to meaning.</p> <p>Comment on basic features of sentence structure and text organisation across an increasing number of text types.</p> <p>Recognise a growing range of different types of poetry.</p> <p>Regularly use reference books to extend vocabulary, including the use of a glossary.</p>	<p>Identify and self-correct errors, using the context of new or unfamiliar words or vocabulary knowledge (e.g. root words or prefixes).</p> <p>Explain basic features of language structure and presentation, and explain how they contribute to meaning.</p> <p>Explain basic features across a range of text types.</p> <p>Recognise different types of poetry (e.g. acrostic, calligram, kenning, soliloquy and free verse).</p> <p>Read from a wide range of sources to consolidate and extend vocabulary, using dictionaries, thesauri and reference books effectively.</p>	<p>Self-correct in a range of different reading contexts.</p> <p>Identify examples of figurative language in author's work.</p> <p>Comment on some similarities and differences between text or versions when prompted to do so.</p> <p>Demonstrate some independence when using dictionaries and thesauri to learn the meanings of new words.</p>
<b>LITERAL COMPREHENSION</b>	<p>Use features, such as the contents page and index, more effectively to find and record the information they need.</p> <p>Identify the main ideas from a paragraph and, with support, begin to summarise these.</p> <p>Provide more detailed answers to literal comprehension questions.</p> <p>Begin to create more detailed literal questions based on part of the text.</p>	<p>Use features, such as sub-headings, to locate and record specific information.</p> <p>Identify the main ideas, increasingly drawn from more than one paragraph and summarise these.</p> <p>Begin to scan the text for key words that will help them answer a literal question.</p> <p>Begin to create literal questions based on the whole text.</p>	<p>Find and record information independently from non-fiction using features (e.g. contents page, the index, text boxes and captions).</p> <p>Identify the main ideas drawn from more than one paragraph and summarise them.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Scan the text for keywords to help them answer literal questions.</p> <p>Answer literal questions in more detail by making reference to the text.</p> <p>Create more detailed, literal questions based on a whole text.</p>	<p>Use many of the features of non-fiction with increased efficiency, to find information and key facts.</p> <p>Give, on occasion, some answers which include quotations or references to the text.</p> <p>With support, be more familiar with skimming and scanning techniques.</p> <p>Ask questions to improve understanding of words, phrases or parts of texts.</p>

YEAR 4	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>INFERENCEAL COMPREHENSION</b>	<p>Make some accurate inferences about a character's feelings, thoughts and motives based on language used in the text. Draw on their knowledge of similar stories to inform their predictions.</p> <p>With support, begin to recognise some features of the context of a text (e.g. historical setting).</p> <p>Begin to write down answers, with some grammatical accuracy, trying to justify inferences and making some reference to the text (e.g. 'Mrs Twit is disgusting because she does horrible things').</p> <p>Independently create inference questions based on a single point of reference in the text.</p> <p>Discuss, with some support, words and phrases that capture the reader's imagination.</p> <p>Recognise, with some support, a theme in what they have read (e.g. the triumph of good over evil).</p> <p>When questioned, attempt to offer simple comments regarding the main purpose.</p>	<p>Begin to justify inferences, with prompts, using evidence from a specific point in the text.</p> <p>Make predictions based on details both stated and implied, recognising familiar story patterns from their reading (e.g. weak over strong/wise over foolish).</p> <p>With prompts, recognise more features of the context (e.g. historical setting, cultural background).</p> <p>Write down answers, with improving grammatical accuracy, referring to more reliable evidence from the text (e.g. 'Mrs Twit is disgusting because she puts worms in the spaghetti').</p> <p>With support, create simple inference questions based on a growing knowledge of the text.</p> <p>Discuss words and phrases that capture the reader's imagination and, with support, talk about how these contribute to meaning.</p> <p>Recognise, more independently, themes in what they have read.</p> <p>With support, comment on how structure contributes to meaning.</p> <p>Add own comment during discussion, stating what they believe the main purpose to be, and recognising, with support, some authorial intent.</p>	<p>Make accurate inferences about a character's feelings, thoughts and motives, and attempt to justify, using evidence from a specific point in the text.</p> <p>Predict what might happen from details, both stated and implied, and from their growing experience of books.</p> <p>Recognise features of the context of a text (e.g. its historical setting, social or cultural background).</p> <p>Write down answers, with grammatical accuracy, trying to justify inferences with evidence from the text.</p> <p>Independently create simple inference questions based on their growing knowledge of a text and discuss with a response partner.</p> <p>Discuss words and phrases that capture the reader's imagination and talk about how these contribute to meaning.</p> <p>Look for and recognise themes in what they have read (e.g. the triumph of good over evil/weak over strong/wise over foolish).</p> <p>Explain how structure contributes to meaning.</p> <p>Make simple comments about the main purpose of a text, beginning to recognise authorial intent.</p>	<p>Make inferences about a character's feelings, thoughts and motives and justify inferences, beginning to use evidence from more than one point in the text, with some guidance.</p> <p>Begin to give reasons for their predictions when prompted.</p> <p>Identify, with guidance, common features in different texts or versions of the same text.</p> <p>Answer questions, with support, making reference to different parts of the text (e.g. about a character's motives from their actions), using evidence from more than one part of the text.</p> <p>Confidently create inference questions based on their growing knowledge of a text.</p> <p>Briefly comment, when prompted, on writer's choice of words (e.g. 'He uses lots of adjectives to describe the cave').</p> <p>Identify, with guidance, the main purpose of a text.</p> <p>Show some awareness of viewpoint, beginning to make reference to the text (e.g. 'He only tells you good things about the farm').</p> <p>Comment, with support, on the use of language to identify the effect on the reader (e.g. 'The way she describes him makes you think he's disgusting').</p>

## YEAR 4 WRITING

YEAR 4	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>THINKING BEFORE WRITING</b>	<p>Orally plan the structure of the whole piece, beginning to talk about some supporting details.</p> <p>Begin, with some prompts, to select the main features of a given model across an increasing range of genres.</p> <p>Note the keywords needed for a piece of writing.</p> <p>Begin to create a range of roles in order to explore ideas for creative writing.</p>	<p>Orally plan the structure of the whole piece, sometimes including the supporting details in parts of the writing (e.g. the introduction).</p> <p>Identify and use the main features of a range of genre types, creating checklists (including word and sentence level features) for their own writing.</p> <p>Begin to summarise the main ideas needed for the piece of writing, understanding that they do not need to write in full sentences.</p> <p>Sustain roles in order to develop ideas for creative and imaginative writing.</p>	<p>Orally plan the structure of the whole piece, including the supporting details in each section of writing.</p> <p>Select the main features of a given model, using only structural headings as guidance, and create checklists (including sentence level features) for their own writing.</p> <p>Use a given variety of planning structures to make notes which summarise key ideas of appropriate brevity (i.e. not full sentences).</p> <p>Create and sustain a range of roles in order to develop creative and imaginative writing.</p>	<p>Orally plan the supporting detail in each paragraph.</p> <p>Begin to recognise how some features of genres can be adapted for different writing purposes. Draw on their experience of texts/genres when creating checklists for their own writing.</p> <p>Begin to make notes of appropriate length and content.</p> <p>Begin, with some prompts, to create their own improvised drama to develop writing ideas.</p>

YEAR 4	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>THINKING DURING WRITING</b>	<p>Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation. With growing confidence, write simple structured and complex sentences, using main and subordinate clauses. Consider the organisation of their sentences and begin to group related points/ideas together, making simple links, with some guidance.</p> <p>Compose simple paragraphs with developing confidence. Attempt to separate paragraphs (e.g. using simple layout features where appropriate, including headings and sub-headings). Begin to consider the purpose and audience more carefully when writing. Use the purpose and audience of writing to begin to inform their decisions regarding form and features. Make more effective and appropriate vocabulary choices. Write a clear and logically related beginning, middle and end (when writing narrative structure).</p> <p>Write a section for a class story based on drama and discussion (e.g. an opening). Begin to incorporate some dialogue within narrative structure. Write poems of their own based on models provided by the teacher/those selected from reading. Write, with increasing competence, about real events in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with relevant details, beginning to use temporal connectives (e.g. firstly, secondly, thirdly). Write non-fiction using some appropriate features of the genre. Extend their use of appropriate logical connectives to link ideas when writing to persuade (e.g. firstly, secondly, finally). Present a point of view when writing to persuade and begin to make simple style choices to convince the intended reader.</p>	<p>Consider the organisation or sequence of sentences to develop ideas in more detail through the use of age-appropriate vocabulary, grammar and punctuation. Develop as a writer by experimenting with the type, order and structure of their sentences, drawing on more varied grammar and vocabulary. Begin to develop a simple awareness of other forms of speech (e.g. reported speech and dialogue). Experiment with the order and sequence of their ideas/sentences, finding the most effective way to organise content within paragraphs. Use adverbs and conjunctions to establish cohesion within paragraphs. Attempt to use a fitting but simple opening and closing paragraph. Arrange their ideas, more clearly, under headings and sub-headings, without support.</p> <p>Begin to establish clear purpose across an increasing range of writing, but not always maintained throughout the piece. Include main features which are clear and increasingly appropriate. Write with a basic awareness of the reader.</p> <p>Use deliberate language choices to add interest, detail and to improve clarity. Develop their narrative structure to include the following features: an opening, complication and a resolution/ending. Begin to write longer stories, including some events skimmed and others written in more detail. Experiment with language features and vocabulary choices when writing own poetry.</p> <p>Write about real events in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with relevant details and a wider range of temporal connectives (e.g. next, then, afterwards, soon afterwards, after a while, since, meanwhile and eventually). Write non-fiction in an increasing range of forms.</p>	<p>Compose and rehearse sentences orally before writing, developing a rich vocabulary and an increasing range of sentence structures. Consider the organisation or sequence of sentences to incorporate learning from age-appropriate vocabulary, grammar and punctuation. Use some variety in length, structure or subject of sentences, generally choosing accurate tense and verb forms. Use direct speech to build up a picture and add interest for the reader. Use paragraphs to organise ideas around a theme. Organise ideas or material in a logical sequence and attempt to create links between paragraphs. Use paragraphs to organise whole texts at a basic level. Write clear openings and closings for ideas, which are sometimes linked. Use appropriate headings and sub-headings to structure texts and make information clear and cohesive. Establish a clear purpose throughout a piece of writing, using the main features of the genre appropriately. Write to interest, inform, entertain or engage the reader. Incorporate mainly relevant ideas and content in texts produced. Use deliberate language choices with some expansion of general vocabulary to match the topic. Progressively use a more varied and rich vocabulary. Write narrative structure using the main features, including an opening to establish settings and characters, a complication and resulting events, a resolution and/or ending.</p> <p>Develop ideas and material in more detail when writing narrative structure (e.g. descriptions elaborated using expanded noun phrases and adverbials).</p>	<p>Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation. Show some control over their use of sentences and begin to understand the effect upon the reader. Begin to use some features of sentence structure to build up detail. Ensure each sentence within a paragraph is related to the main idea/central thought. With prompts, write paragraphs which include an introductory topic sentence and relevant supporting sentences to develop their ideas.</p> <p>Begin to use other layout devices to make information clear (e.g. bullets). Attempt to maintain a clear purpose across a range of writing. Demonstrate a sense of audience when writing.</p> <p>Use a reasonably wide vocabulary. Begin to carefully consider the effect upon the reader when making vocabulary choices. Use some clear elements of narrative structure independently. Consider how authors have developed characters and settings in what they have read and use this to inform own narrative writing.</p> <p>Begin to develop characters by commenting upon their thoughts and feelings. Explore more poetic structures in their own writing. Write about real events in a more logical order, including clear structure and relevant detail.</p> <p>Begin to précis short passages. With the support of others/a response partner, begin to make informed choices about which features to include in their non-fiction writing.</p>

YEAR 4	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
THINKING DURING WRITING ...Continued		<p>Use a developing range of appropriate logical connectives to link ideas and add detail when writing to persuade (e.g. also, in addition, because of this, like, to sum up, as you can see).</p> <p>With support, recognise and use some more features of persuasion in their writing.</p> <p>Confidently write in role, establishing a straightforward negative or positive viewpoint when writing to persuade.</p> <p>Attempt to provide one detail, of opposing viewpoint, in simple discussion texts.</p>	<p>Use an increasing range of poetic techniques (e.g. rhyming couplets, onomatopoeia, similes, powerful words and phrases).</p> <p>Use an increasing range of poetic structures (e.g. free verse, acrostic, calligrams, kennings, soliloquies, song lyrics).</p> <p>Write about real events in chronological order using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with relevant details and increasingly accurate use of temporal connectives.</p> <p>Write a range of non-fiction texts incorporating the main features of the genre (e.g. explanations and non-chronological reports).</p> <p>Use appropriate logical connectives and include some features of persuasive writing (e.g. flattery, benefits, text in capitals, powerful verbs/adjectives, appeal, exaggeration and statistics).</p> <p>Select appropriate positive or negative vocabulary to indicate differing viewpoints when writing to persuade.</p> <p>Provide detail of opposing viewpoints in simple discussion texts.</p>	<p>Select appropriate logical connectives from a wider range of alternatives provided/suggested when writing to persuade.</p> <p>Recognise and use an increasing range of persuasive features more independently.</p> <p>Attempt to maintain a clear viewpoint in discussion texts.</p>
THINKING AFTER WRITING	<p>Proof-read for age-appropriate grammar, punctuation and spelling errors, and automatically use a dictionary to support when making corrections.</p> <p>Evaluate their own and others' writing as a class/in a small group, discussing its effectiveness and suggesting possible changes to grammar and vocabulary.</p> <p>Convey meaning through use of intonation and by controlling volume, beginning to modify the tone of their voice appropriately.</p>	<p>Develop their proof-reading skills, beginning to check over the text in finer detail to detect errors in spelling, punctuation and grammar.</p> <p>Begin to use their proof-reading skills to edit and improve their own writing/set a target.</p> <p>Critically evaluate their own and others' writing with peers/a response partner, considering the reader and setting a target.</p> <p>Experiment with their tone of voice, when appropriate, to enhance a performance.</p>	<p>Demonstrate more accurate proof-reading for spelling, age-appropriate grammar and punctuation, using a dictionary when required.</p> <p>Critically evaluate their own and others' writing, suggesting changes to grammar and vocabulary to improve consistency.</p> <p>Convey meaning through use of intonation and by controlling volume and tone.</p>	<p>Proof-read for spelling and punctuation errors whilst writing, and improve as they go along.</p> <p>Evaluate their own and others' writing, indicating possible changes to vocabulary, grammar and punctuation.</p> <p>Enhance a performance, using movement where necessary.</p> <p>Begin to make informed choices about how to perform their own compositions.</p>

## YEAR 4 – VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING

YEAR 4	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>VOCABULARY, GRAMMAR AND PUNCTUATION</b>	<p>Explain how words are related in form and meaning, giving examples of form-based (e.g. family/familiar/unfamiliar or antique/unique) and meaning-based (e.g. measurement; size, height, length, small, short, little, large, tall, big, huge) word families.</p> <p>Make more effective and appropriate vocabulary choices.</p> <p>Begin to use pronouns to replace nouns. Begin to use pronouns and nouns within and across sentences to avoid repetition and aid cohesion.</p> <p>With guidance expand noun phrases by adding modifying adjectives, nouns and prepositional phrases (e.g. 'The teacher', is expanded to, 'The strict English teacher with curly hair').</p> <p>Confidently use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because, then, next, soon, therefore, during, in, because of).</p> <p>Competently recognise/use the present perfect form of verbs.</p> <p>Begin to display some variation in tense and verb forms to show when an action takes place and who is carrying out the action.</p> <p>Check writing for correct capitalisation at the start of sentences, including capitalisation for known proper nouns.</p> <p>Use, more routinely, inverted commas to indicate direct speech and, with guidance, notice other associated punctuation.</p> <p>Place the apostrophe accurately in words with regular plurals (e.g. girls' and boys').</p> <p>Competently use apostrophes for known contractions to show that one or more letters have been missed out (e.g. I'm/I am, I've/I have/it's/it is or it has/shouldn't/should not).</p> <p>Use, with support, apostrophes to indicate a missing letter in other instances (e.g. Dinner's ready/Dinner is ready).</p> <p>Apply their understanding of Year 3 terminology and with prompts use some taught Year 4 terms.</p> <p>Recognise, with some guidance, Standard English forms for verb inflections, instead of local spoken forms.</p>	<p>Use knowledge of a growing number of word families to assist writing.</p> <p>Begin to make some deliberate vocabulary choices, sometimes to link with the topic.</p> <p>Improve the fluency of their writing, selecting and using appropriate pronouns and nouns from alternatives suggested/provided.</p> <p>Begin to use fronted adverbials to describe when, where and how (e.g. 'I clean my teeth' becomes 'Before I go to bed, I clean my teeth').</p> <p>Use expanded noun phrases, more instinctively and with growing independence to develop their ideas in more detail. Work with a response partner to evaluate and edit their use of expanded noun phrases.</p> <p>Experiment with a combination of conjunctions, adverbs and/or prepositions to express time, place and cause in own writing. Work with a response partner to evaluate and edit how effectively they have expressed time and cause in writing.</p> <p>Write sentences sometimes demonstrating agreement between the verb and its subject.</p> <p>Notice errors in capitalisation and amend independently.</p> <p>Use inverted commas to clarify where direct speech begins and ends.</p> <p>Use, with support, other punctuation to indicate direct speech, such as a comma after the reporting clause and end punctuation within the inverted commas (e.g. The man shouted, 'Sit down!').</p> <p>Competently use apostrophes to indicate ownership (e.g. the cat's fur/Gill's ankle) and begin, with guidance, to use apostrophes to mark plural possession (e.g. the twins' mother/these employees' files).</p> <p>Place, with support, apostrophes in words with irregular plurals (e.g. children's).</p> <p>Use an increasing amount of the taught Year 4 terminology.</p> <p>Begin to apply Standard or non-standard English (e.g. when writing dialogue for characters). Use, more consistently Standard English forms for verb inflections instead of local spoken forms.</p>	<p>Recognise and use knowledge of a growing number of word families to assist writing across all curriculum areas.</p> <p>Make deliberate vocabulary choices with some expansion of general vocabulary to match the topic.</p> <p>Make greater use/appropriate choice of pronouns or nouns within and across sentences to avoid repetition.</p> <p>Use nouns/pronouns to aid cohesion across a text.</p> <p>Use fronted adverbials (e.g. Before we begin, make sure you have a pencil).</p> <p>Competently expand noun phrases by adding modifying adjectives, nouns and prepositional phrases (e.g. 'the doctor sat at his desk', is expanded to, 'the friendly, attentive doctor with copper-coloured hair sat behind his desk').</p> <p>Confidently and consistently express time, place and cause using conjunctions, prepositions and adverbs, independently (e.g. before, after, during, in, because of, then, next, soon, therefore).</p> <p>Generally choose accurate tense and verb forms.</p> <p>Check writing, as a matter of course, for correct capitalisation, making amendments where necessary.</p> <p>Use inverted commas accurately to demarcate direct speech and some dialogue.</p> <p>Use other punctuation to indicate direct speech (e.g. comma after the reporting clause, 'The conductor shouted,' and end punctuation within the inverted commas, such as '...Sit down!').</p> <p>Use commas after fronted adverbials (e.g. Eventually, the waiter arrived at the table).</p> <p>Use apostrophes to mark plural possession (e.g. the girl's name, the girls' names).</p> <p>Place apostrophes in words with regular plurals (e.g. girls' and boys') and in words with irregular plurals (e.g. children's).</p> <p>Use the terms: determiner, pronoun, possessive pronoun and adverbial.</p> <p>Begin to apply Standard or non-standard English when writing dialogue. Use, independently, Standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').</p>	<p>Begin, with some guidance, to notice the difference between vocabulary typical of informal speech, and vocabulary appropriate for formal speech and writing.</p> <p>Use a reasonably wide vocabulary. Begin to carefully consider the effect upon the reader when making vocabulary choices.</p> <p>Begin, with prompts, to use relative clauses beginning with: who, where, when and that (e.g. The boy, who was feeling nervous, walked into the classroom). Notice, with prompts, relative clauses with an implied (omitted) relative pronoun.</p> <p>Begin, with some support, to link ideas across paragraphs, using adverbials of time (e.g. later) and number (e.g. secondly).</p> <p>Begin, with guidance, to indicate degrees of possibility using adverbs (e.g. perhaps).</p> <p>Select, after discussion, the appropriate tense for a range of speech and writing (e.g. diary, story, recount and letters).</p> <p>Begin to use capitalisation in factual writing to improve layout.</p> <p>Use inverted commas with confidence in sentences (e.g. direct speech, reported speech, internal character dialogue).</p> <p>Attempt to use commas to mark clauses.</p> <p>Use, with some reminders, pluralisation and apostrophe -s.</p> <p>Apply Year 4 terminology and, with prompts, use taught Year 5 terms.</p> <p>Begin to apply Standard or non-standard English to a wider range of texts (e.g. use a local dialect in diary writing).</p>

YEAR 4	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>SPELLING</b>	<p>Select when to use letter names or sounds when spelling words, depending on the situation.</p> <p>Segment many words, with growing competence, to spell correctly. Write more words containing the spelling guidance for Year 3 and 4, including words containing the /k/ sound spelt ch (e.g. scheme), words containing ch (pronounced as in chef).</p> <p>Begin, with support, to recognise the relationship between words to assist spelling (e.g. bicycle is cycle with bi (two) before it). Use a growing range of more complex spelling patterns when writing. Begin to discern stressed/unstressed syllables.</p> <p>Recognise that a polysyllabic word is one which has more than one syllable, giving some examples. Investigate further prefixes (e.g. anti-, dis-, mis- and in-) and add to some words to exemplify.</p> <p>Add suffixes, beginning with vowel letters, to words of more than one syllable (e.g. forgetting) and know that the consonant letter is not doubled if the syllable is unstressed (e.g. gardening). Spell more words with contracted forms, correcting some errors when prompted. Explain what a homophone/near homophone is, providing their own examples. Spell an increasing amount of high frequency words correctly, applying them in context and noticing common errors (e.g. February and surprise). Spell many words already learned from Y3, beginning to correctly spell further words from the Y3/Y4 rules and lists. Use, with some guidance, the first two letters of a word to check its spelling in a dictionary.</p> <p>Apply correct spellings when writing, noticing errors.</p>	<p>Recognise how using alphabetical order can help find the correct spelling for words in a dictionary. Show a growing understanding of the relationship between words to assist spelling (e.g. opposite is related to oppose). Segment words in order to spell them correctly.</p> <p>Write more words containing the spelling guidance from Year 3 and 4, including words with the /g/ sound spelt -gue (e.g. league) and the /k/ sound spelt -que (unique); words with the /s/ sound spelt sc (e.g. science); words containing ei, igh or ey (e.g. vein, weigh, they).</p> <p>Begin to apply, more accurately, a range of more complex spelling patterns when writing. Identify the difference between stressed and unstressed syllables, giving some examples. Use, with some guidance, stressed/unstressed syllables when adding suffixes which begin with vowel letters (see English, Appendix 1). Use, with prompts and some guidance, the strategy of breaking complex polysyllabic words into syllables to support spelling. Use further prefixes (e.g. re-, in-, im-, il-, dis- and mis-) to form more words (e.g. redo, inactive, impossible, illegal, disappoint, misbehave).</p> <p>Begin to recognise that the start letter of a word can change the prefix (see English, Appendix 1).</p> <p>Use further suffixes such as -ous, where the e of the root word is kept (e.g. courageous). Apply a number of words with contracted forms in context when writing. Investigate further homophones and near homophones (e.g. bury/berry or heal, heel, he'll).</p> <p>Spell with increasing accuracy, a developing range of high frequency words (e.g. ordinary and peculiar). Spell most words from the Y3/Y4 rules and lists correctly. Use the first two letters of a word to check its spelling in a dictionary and begin to use a dictionary to collect word lists for known prefixes and suffixes. Use correct spellings when writing words encountered so far in Y4, using aids (e.g. word logs) to assist.</p>	<p>Use letter names consistently, referring to a dictionary when necessary to spell words correctly.</p> <p>Segment many words competently to spell correctly. Understand the relationship between words to assist spelling (e.g. medicine is related to medic so the /s/ sound is spelt c). Apply a range of more complex spelling patterns when writing. Discriminate between a stressed/unstressed syllable when adding a suffix which begins with a vowel letter (see English, Appendix 1). Accurately spell some complex polysyllabic words using the strategy of breaking the longer word down into its individual syllables. Use further prefixes (e.g. dis-, mis-, re-, in-, im- and il-) in a growing range of words. Recognise that the start letter of a word can change the prefix: before l it becomes il (e.g. illegal) before m or p it becomes im (immature), before r it becomes ir (e.g. irregular). Use further suffixes (e.g. -ous), knowing the associated rule for changing root words ending in 'our' to 'or' (e.g. humorous) and where the final e of the root word is kept (e.g. courageous) whether the /i/ sound before the 'ous' is spelt 'ious' or 'eous'. Apply many words with contracted forms in context when writing, beginning to know where this appropriate. Spell further homophones and near homophones (e.g. accept/except, missed/mist, weather/whether, affect/effect, whose/who's and scene/seen). Extend the range of high frequency words used when writing, spelling them accurately (English, Appendix 1). Apply rules and guidance for Y3/Y4 (English, Appendix 1). Use the first two or three letters of a word to check its spelling in a dictionary. Use a dictionary to collect word lists for known prefixes and suffixes. Write, from memory, simple sentences dictated by the teacher that include words and punctuation from Y3/4, paying attention to accuracy.</p>	<p>Use letter names, consistently, when spelling words and recognise alphabetical order to two letters. Segment with some advice, more complex words, beginning to use this together with application of spelling rules. Write some words from the Year 5 and 6 guidance, including words with endings spelt -cious (e.g. vicious) or -tious (e.g. ambitious); words which end in -cial (e.g. official). Start, with help, to investigate the history of words and the relationship between them to assist spelling (e.g. familiar is related to family). Recognise, with support, that some words contain common letter strings. Use knowledge of stressed/unstressed syllables to distinguish between homophones and select the correct spelling (e.g. desert/desert/dessert). Write and investigate words with further prefixes (e.g. dis-, over-, de-, mis- and re-), with some support (including using a dictionary). Recognise and investigate prefixes used to form new verbs. Begin to use further suffixes such as -able, -ible, -ably, and -ibly, sometimes applying some knowledge of root word endings. Begin to add suffixes starting with vowel letters to words ending in 'fer', starting to notice whether the -fer is stressed or unstressed (e.g. preference, preferring). Spell more words with contracted forms, noticing and correcting errors more independently. Spell a bank of homophones and near homophones with increasing accuracy. Attempt to use known high frequency words in context, including those needed for specific subject areas (e.g. investigate and predict in science). Spell many words from Year 1 to Year 4, beginning to correctly spell words from taught Y5/6 rules and lists. Confidently use the first two letters of a word to find and check spellings and meanings in a dictionary. Use the top word of each page to make searches more efficient. Use a dictionary to collect more word lists for prefixes and suffixes. Begin to pick out misspelt words when checking own or others' work.</p>

## YEAR 4 – SPOKEN LANGUAGE

	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>SPOKEN LANGUAGE</b>	<p>Use, on occasions, deliberate language choices from listening and reading. Ask, with some prompts, questions in response to others' ideas. Convey own opinions and answers with growing clarity. Explain a task or experience, showing clear understanding of the main points and, with prompts, adding one or two relevant details to interest the listener. Express ideas using greater detail with prompts.</p> <p>Listen and respond to the speaker's main points, beginning to add own comment. Begin to talk with fluency in a number of different situations. Begin, with guidance, to adapt talk.</p> <p>Begin, with some guidance, to speak to an increasing range of audiences, using some interesting details and non-verbal features.</p> <p>Talk with confidence, beginning to adapt to suit the purpose, with guidance. Structure talk more effectively. Begin, with some guidance, to give more careful consideration to the audience. Make, with some guidance, a presentation to the class on a given topic with a partner or in a small group. Make, with some prompts, positive comments.</p> <p>Recognise, with support, positive aspects of others' views, before disagreeing. Take on different roles with increasing ease and developing confidence. Choose, with support, specific dialogue, gesture and movement for characterisation and different situations. Show an awareness of Standard English and when it is used. Explain, with a better understanding, some of the differences between formal and informal register.</p>	<p>With prompts, draw on research as a tool to expand general vocabulary used when speaking. Listen to the ideas and views of others, responding by asking questions more readily and with fewer prompts required. Convey own opinions and answers clearly, sometimes supported by evidence. Explain a task or experience more independently incorporating some interesting/relevant details. Express ideas using relevant detail and begin to develop ideas thoughtfully. Listen and respond with growing appropriateness to the speaker's main points, more instinctively adding own comment. Adapt talk appropriately with some prompts still required. Speak, with growing confidence, to a range of audiences using interesting details and an increasing range of non-verbal features. Talk with confidence, adapting more independently, to suit the purpose. Talk with increasing clarity to support meaning. Talk, beginning to reflect their understanding of the audience at a basic level. Make, with increasing independence, a presentation to the class on a topic of interest.</p> <p>Make, with increasing independence, positive comments. Begin to identify, more independently, positive aspects of others' views, before disagreeing. Demonstrate developing sensitivity towards others. Take on different roles and, with prompts, begin to understand why it's important to maintain a viewpoint for that role. Choose, with increasing independence, specific dialogue, gesture and movement for characterisation and different situations. Begin to recognise, with guidance, more elements of Standard English. Explain the differences between formal and informal register and, with support, give some simple examples of vocabulary and grammar.</p>	<p>Use deliberate language choices, with some expansion of general vocabulary, researched to match the topic. Ask questions, more instinctively, in response to others' ideas and views. Convey their own opinions and answers clearly, supported by evidence. Explain a task or experience using relevant and interesting details, showing clear understanding of the main points. Use relevant detail to express ideas thoughtfully. Listen and respond appropriately to the speaker's main points adding own comment.</p> <p>Talk with fluency in a number of different situations, adapting talk appropriately. Speak with confidence to an increasing range of audiences, using interesting details and further non-verbal features. Talk with confidence, adapting to suit the purpose. Clearly structure talk to support meaning and show attention to the audience. Make a presentation to the class on a topic of interest, independently, in pairs or in small groups. Make positive comments and respond appropriately to comments made by others.</p> <p>Recognise and identify positive aspects of others' views, before disagreeing. Take on different roles and begin to maintain a viewpoint for that role. Choose specific dialogue, gesture and movement for characterisation and different situations. Show an awareness of/recognise more elements of Standard English. Explain the differences between formal and informal register, giving simple examples of vocabulary and grammar.</p>	<p>Begin, when prompted, to extend their breadth of vocabulary using tools, such as dictionaries, thesauri or word lists. Ask, with guidance, some questions to assist the development of their own ideas. Begin, with guidance, to vary vocabulary and expression to convey own opinions and ideas with increasing clarity and supported by evidence. Recognise the importance of using varied vocabulary when explaining a task or experience. Explain their ideas using relevant detail, listening attentively to the ideas of others.</p> <p>Listen attentively to what others say, beginning to notice key points which they may have a question about. Talk fluently, beginning to recognise situations which require a more sensitive approach.</p> <p>Begin to recognise the needs and demands of different audiences. Begin to recognise the need to adapt talk for a range of contexts. Recognise how a clear structure can help convey meaning and engage an audience.</p> <p>Use, with support, multimedia to make a presentation to the class (e.g. using PowerPoint). Contribute to the direction of talk by sharing ideas. Listen carefully to the content of others' opinions. Present a given role or viewpoint during a class discussion or debate. Use dialogue, gesture and movement, beginning to appreciate how these elements can enhance the effectiveness of a performance and appeal to an audience. Use, with some help, one or two features of Standard English vocabulary and grammar.</p> <p>Begin to recognise, with support, why language choice varies in different situations.</p>

Emerging	Expected -	Expected	Expected +	Exceeding
<b>Number - Number and Place Value</b>				
<p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>identify, represent and estimate numbers using different representations, including the number line</p> <p>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p>read and write numbers to at least 100 in numerals and in words</p> <p>use place value and number facts to solve problems.</p>	<p>count from 0 in multiples of 4, 8, 50 and 100</p> <p>find 10 or 100 more or less than a given number</p> <p>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>compare and order numbers up to 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>read and write numbers up to 1000 in numerals and in words</p> <p>solve number problems and practical problems involving these ideas.</p>	<p>Count in multiples of 6, 25 and 1000</p> <p>Find 10 more or less than a given number (up to any four digit number)</p> <p>Recognise the place value of each digit in a four digit number with numbers up to 5000</p> <p>Order and compare numbers up to 5000.</p> <p>Use the negative sign to represent negative numbers.</p> <p>Round any four digit number to the nearest 10</p> <p>Read Roman numerals to 20 (I to XX)</p> <p>Solve number and practical problems that involve all of the above.</p>		
<b>Number - Addition and Subtraction</b>				
<p>solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>apply increasing knowledge of mental and written methods</p> <p>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p>	<p>add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds</p> <p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>estimate the answer to a calculation and use inverse operations to check answers</p>	<p>Add and subtract with three digit numbers including partitioning.</p> <p>Add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction.</p> <p>When using formal written methods, carry and exchange with increasing fluency.</p>		

<p>a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers</p> <p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>Solve addition and subtraction one step problems in contexts, deciding which operations and methods to use.</p>
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**Number - Multiplication and Division**

<p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</p> <p>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p>Recall and use multiplication facts for all multiplication tables.</p> <p>Multiply 2 digit numbers by a one digit number using the formal written method.</p> <p>Divide two digit numbers by a one digit number using informal written methods including pictorial representations and arrays.</p> <p>Identify multiples of 2,3,4,5,6,7,8,9 and 10.</p> <p>Recognise that factor pairs are numbers which multiply to make another number.</p> <p>Multiply and divide numbers to 100 by 10 and understand the effect on the place value of the number being multiplied or divided.</p>
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**Number - Fractions and decimals**

<p>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p> <p>write simple fractions for example, <math>\frac{12}{6} = 2</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p>	<p>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>recognise, find and write fractions of a discrete set of objects: unit fractions and non unit fractions with small denominators</p>	<p>Recognise and show, using diagrams, common equivalent fractions with small denominators.</p> <p>Recognise decimal equivalents to <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math> and recognise and write decimal equivalents of any number of tenths.</p> <p>Compare and order unit fractions including tenths and hundredths.</p>
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	<p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>add and subtract fractions with the same denominator within one whole</p> <p>compare and order unit fractions, and fractions with the same denominators</p> <p>solve problems that involve all of the above.</p>	<p>Count forward in simple fractions.</p> <p>Find fractions of amounts with unit and non unit fractions, applying knowledge of appropriate multiplication tables.</p> <p>Add and subtract fractions with the same denominator with increasing fluency.</p> <p>Round decimals, with up to three digits, with one decimal place to the nearest whole number.</p> <p>Solve simple problems involving fractions and decimals to one decimal place.</p>
<p>Measurement</p>		
<p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>compare and sequence intervals of time</p> <p>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p>	<p>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>measure the perimeter of simple 2-D shapes</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>compare durations of events [for example to calculate the time taken by particular events or tasks].</p>	<p>Convert between different units of measure (for example, kilometre to metre, hour to minute.)</p> <p>Measure and calculate the perimeter of squares and rectangles in metres and centimetres.</p> <p>Find the area of rectilinear shapes by counting centimetre squares.</p> <p>Read and write time on analogue and digital 12 and 24 hour clocks.</p> <p>Solve problems involving converting from hours to minutes and minutes to seconds.</p> <p>Compare and calculate different measures, including money in pounds and pence.</p>

<p>know the number of minutes in an hour and the number of hours in a day.</p>		
<p><b>Geometry - Properties of Shape</b></p>		
<p>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>compare and sort common 2-D and 3-D shapes and everyday objects</p>	<p>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>recognise angles as a property of shape or a description of a turn</p> <p>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>Identify and name regular and irregular polygons including equilateral, isosceles, scalene and right angle triangles.</p> <p>Identify, describe and name 3D shapes (cones, cylinders, prisms, pyramids, cubes, cuboids, spheres, hemispheres and tetrahedrons)</p> <p>Compare and classify geometric shapes including triangles based upon their properties and sizes.</p> <p>Identify and estimate acute and obtuse angles.</p> <p>Identify lines of symmetry in 2d shapes ( triangles, squares, rectangles)</p> <p>Complete a simple symmetric figure with respect to vertical lines of symmetry.</p>
<p><b>Geometry - position and direction</b></p>		
<p>order and arrange combinations of mathematical objects in patterns and sequences</p> <p>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p>	<p>Use the concept and language of angles to describe position and direction</p>	<p>Describe positions on a 2D grid as co-ordinates in the first quadrant.</p> <p>Follow directions to translate a plotted point of a given unit to the left/right and up/down in one quadrant.</p>

## Statistics

interpret and construct simple pictograms, tally charts, block diagrams and simple tables

ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

ask and answer questions about totalling and comparing categorical data.

interpret and present data using bar charts, pictograms and tables

solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Present and interpret discrete and continuous data using pictograms, tables and bar charts with simple scales.

Solve comparison, sum and difference problems using information presented in bar charts, pictograms and tables.

## YEAR 4

Working towards	Expected -	Expected	Expected +	Exceeding
<b>Number - Number and Place Value</b>				
<p>count from 0 in multiples of 4, 8, 50 and 100</p> <p>find 10 or 100 more or less than a given number</p> <p>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>compare and order numbers up to 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>read and write numbers up to 1000 in numerals and in words</p> <p>solve number problems and practical problems involving these ideas</p>	<p>count in multiples of 6, 7, 9, 25 and 1000</p> <p>find 1000 more or less than a given number</p> <p>count backwards through zero to include negative numbers</p> <p>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>order and compare numbers beyond 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>round any number to the nearest 10, 100 or 1000</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p>	<p>Count forwards or backwards in steps of powers of 10 for any five digit number.</p> <p>Count forwards and backwards with positive and negative whole numbers through zero.</p> <p>Order sets of numbers with positive and negative integers.</p> <p>Read, write, order and compare any five digit numbers.</p> <p>Recognise the place value of each digit in a five digit number.</p> <p>Read Roman numerals to 200 (CC) and recognise years written in Roman numerals.</p> <p>Round any five digit number to nearest 10, 100, 1000.</p> <p>Solve number problems and practical problems that involve all of the above.</p>		
<b>Number - Addition and Subtraction</b>				
<p>add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds</p> <p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p>	<p>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction</p> <p>where appropriate estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Add and subtract large numbers, drawing upon known facts and strategies.</p> <p>Where appropriate, add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction, including adding/subtracting decimal numbers in contexts involving pounds and pence.</p>		

<p>estimate the answer to a calculation and use inverse operations to check answers</p> <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>		<p>Solve problems involving addition and subtraction and a combination of these including understanding the meaning of the equals sign.</p>
<p><b>Number - Multiplication and Division</b></p>		
<p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>solve problems, including missing number problems, involving multiplication and division.</p>	<p>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>recognise and use factor pairs and commutativity in mental calculations</p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit.</p>	<p>Multiply and divide numbers mentally, drawing upon known multiplication tables and related division facts.</p> <p>Multiply numbers with up to two digits by a one or two digit number using the formal written method.</p> <p>Divide numbers with up to three digits by a one digit number, using the formal written method of short division including numbers with remainders.</p> <p>Multiply and divide whole numbers and those involving decimals by 10 and 100.</p> <p>Identify multiples and factors, including all factor pairs of a number.</p> <p>Recognise and use the vocabulary of prime numbers, knowing that a prime number is only divisible by itself and one with no other factors.</p> <p>Establish whether a number up to 19 is prime.</p> <p>Recognise square numbers and the notation for squared numbers.</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples and squares.</p>

## Number - Fractions and decimals

<p>count up and down in tenths</p> <p>recognise that tenths arise from dividing an object into 10 equal parts</p> <p>When dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non unit fractions with small denominators</p> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>add and subtract fractions with the same denominator within one whole</p> <p>compare and order unit fractions, and fractions with the same denominators</p> <p>solve problems that involve all of the above.</p>	<p>recognise and show, using diagrams, families of common equivalent fractions</p> <p>count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>add and subtract fractions with the same denominator</p> <p>recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>recognise and write decimal equivalents to one quarter, one half and three quarters</p> <p>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>round decimals with one decimal place to the nearest whole number</p> <p>compare numbers with the same number of decimal places up to two decimal places</p> <p>solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions knowing that they represent the same value.</p> <p>Compare and order non unit fractions, whose denominators are all multiples of the same number.</p> <p>Find fractions of numbers and quantities.</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Recognise and use tenths and decimal equivalents.</p> <p>Read and write decimal numbers, up to one decimal place, as fractions.</p> <p>Compare and order numbers with one and two decimal places.</p> <p>Round decimals with up to four digits, with two decimal places to the nearest whole number and one decimal place.</p> <p>Recognise the percent symbol % knowing that percent relates to number of parts per hundred.</p> <p>Solve simple problems involving numbers with up to two decimal places.</p> <p>Solve problems that involve all of the above, including problems which require knowing percentage and decimal equivalents.</p>
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Measurement		
<p>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>measure the perimeter of simple 2-D shapes</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>compare durations of events [for example to calculate the time taken by particular events or tasks].</p>	<p>Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>find the area of rectilinear shapes by counting squares</p> <p>estimate, compare and calculate different measures, including money in pounds and pence</p> <p>read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	<p>Convert between different units of metric measure.</p> <p>Recognise that length and height, mass and capacity can be measured in imperial units as well as metric units and measure accurately using inches and feet, ounces and pounds and pints.</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles using standard units of square centimetres and square metres.</p> <p>Estimate capacity for a variety of containers.</p> <p>Solve problems involving converting between units of time.</p> <p>Solve problems involving money using all four operations.</p>
Geometry - Properties of shapes		
<p>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>recognise angles as a property of shape or a description of a turn</p> <p>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry.</p>	<p>Identify cubes from 2D representations.</p> <p>Use the properties of triangles to deduce related facts, such as finding missing angles.</p> <p>Explain the meaning of the terms, 'regular' and 'irregular' polygons.</p> <p>Draw and construct triangles using given dimensions including angles.</p> <p>Estimate and compare acute and obtuse angles.</p> <p>Draw given angles and measure them in degrees.</p>

		<p>Identify angles at a point and one whole turn.</p> <p>Identify angles at a point on a straight line and a 12 turn.</p> <p>Draw symmetric figures of increasing complexity with respect to a specific line of symmetry including diagonal mirror lines.</p>
<b>Geometry - Position and direction</b>		
<p>Use the concept and language of angles to describe position and direction</p>	<p>describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>plot specified points and draw sides to complete a given polygon.</p>	<p>Identify the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed.</p>
<b>Statistics</b>		
<p>interpret and present data using bar charts, pictograms and tables</p> <p>solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p>	<p>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>Read, complete and interpret information in simple timetables.</p> <p>read , complete and interpret information in tables such as Carroll and Venn diagrams with four criteria.</p> <p>Solve comparison, sum and difference problems using information presented in line graphs.</p>

## 19 SCIENCE

TOPIC	AUTUMN	SPRING	SUMMER (1st Half)	SUMMER (2nd Half)
<b>Year 3</b>	<p><b>Animals including humans</b> Food groups and diet. Structure and function of the skeleton, and muscle groups.</p>	<p><b>Forces and Magnets</b> Push and pull forces. Investigating magnets, springs and elastic bands.</p>	<p><b>Plants</b> Plant structure and growth. Measuring plant growth and investigating the importance of roots and leaves</p>	<p><b>Light</b> Sources of light and how shadows form. The sun and shadows. Transparent and translucent materials.</p>
<b>Working towards</b>	<p>Understand that plants and animals obtain food in different ways.</p> <ul style="list-style-type: none"> <li>Identify the right types and demonstrate they understand the right amounts of nutrients for animals including humans.</li> <li>Name the different types of skeletons as well as identify and categorise animals based on the type of skeleton it has.</li> <li>Identify the main bones in the body and how a skeleton protects, supports and helps the body to move.</li> <li>Explain how pairs of muscles work together to enable movement.</li> </ul>	<p>Identify forces as pushes and pulls.</p> <ul style="list-style-type: none"> <li>Describe friction as a force that slows objects down.</li> <li>Feel the pulling force of a magnet.</li> <li>Sort materials according to whether they are magnetic or not.</li> <li>Participate in an investigation into magnet strength.</li> <li>Identify the different poles of a bar magnet.</li> <li>Use a magnetic compass with four points.</li> <li>Make a prediction.</li> <li>Construct a bar chart on labelled axes.</li> <li>Form a conclusion from their results.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different parts of flowering plants.</li> <li>Predict what will happen in an investigation.</li> <li>Make observations.</li> <li>Identify the main stages of the life cycle of flowering plants.</li> </ul>	<p>Identify light sources.</p> <ul style="list-style-type: none"> <li>Understand that we need light to see.</li> <li>Know that light travels in a straight line.</li> <li>Identify reflective surfaces.</li> <li>Know that the Sun can damage their eyes.</li> <li>Know how to protect their eyes from the Sun.</li> <li>Understand that a shadow is formed when a solid object blocks light.</li> </ul>
<b>Expected -</b>				

<p><b>Expected</b></p>	<p>Explain the different ways that plants and animals including humans obtain food.</p> <ul style="list-style-type: none"> <li>• Explain the difference between food groups and nutrient groups.</li> <li>• Explain what the right type and amounts of nutrition are for human beings as well as some of the consequences related to eating the wrong type of diet.</li> <li>• Use the scientific names for the main bones in the human body and explain how the skeleton protects, supports and helps the body to move.</li> <li>• Set up a simple practical enquiry and write an explanation for their findings.</li> </ul>	<p>Identify the type of force required to carry out an action.</p> <ul style="list-style-type: none"> <li>• Investigate the force of friction produced by different surfaces.</li> <li>• Explain that magnets produce an invisible pulling force.</li> <li>• Identify magnetic materials.</li> <li>• Identify different types of magnet.</li> <li>• Investigate the strength of different magnets.</li> <li>• Identify when magnets will repel or attract based on their poles.</li> <li>• Construct a bar chart of their results.</li> <li>• Explain their predictions and conclusions using keywords or prompts.</li> </ul>	<p>Explain the functions of the different parts of plants.</p> <ul style="list-style-type: none"> <li>• Set up an investigation and make predictions.</li> <li>• Make observations and conclusions.</li> <li>• Identify different parts of a flower.</li> <li>• Identify and describe the stages of the life cycle of flowering plants.</li> <li>• Be able to answer questions based on their learning.</li> </ul>	<p>Understand that dark is the absence of light.</p> <ul style="list-style-type: none"> <li>• Set up an investigation and make predictions.</li> <li>• Understand how surfaces reflect light.</li> <li>• Recognise that a mirror appears to reverse an image.</li> <li>• Identify some parts of the eye.</li> <li>• Understand how the Sun can damage parts of the eye.</li> <li>• Identify opaque, translucent and transparent objects.</li> <li>• Know how shadows change size</li> </ul>
<p><b>Expected +</b></p>				
<p><b>Exceeding</b></p>	<ul style="list-style-type: none"> <li>• Explain why humans need some types of nutrients.</li> <li>• Identify the similarities and differences between animals based on their diets.</li> <li>• Identify the pros and cons of different types of skeletons and explain how the different parts of a skeleton work.</li> <li>• Extend their knowledge by identifying the main bones in the skeleton of animals other than humans.</li> </ul> <p>Set up a simple practical enquiry and write a conclusion to explanation their findings.</p>	<p>Make generalisations about the types of surfaces that produce the most or least friction.</p> <ul style="list-style-type: none"> <li>• Identify and describe the invisible magnetic field around a magnet.</li> <li>• Make generalisations about the types of materials that are attracted to magnets.</li> <li>• Use a magnetic compass with 8 points.</li> <li>• Construct a bar chart of their results.</li> <li>• Explain their predictions and conclusions.</li> </ul>	<p>Set up reliable and accurate investigations.</p> <ul style="list-style-type: none"> <li>• Make and explain predictions.</li> <li>• Make and record accurate observations.</li> <li>• Use scientific language to explain their findings.</li> <li>• Explain the functions of the different parts of a flower.</li> <li>• Be able to ask and answer questions based on their learning using scientific language.</li> </ul>	<p>Explain the properties of materials that reflect light well.</p> <ul style="list-style-type: none"> <li>• Understand why shadows change size.</li> <li>• Set up reliable and accurate investigations.</li> <li>• Make and explain predictions.</li> <li>• Make and record accurate observations.</li> <li>• Use scientific language to explain their findings.</li> <li>• Be able to ask and answer questions based on their learning using scientific language.</li> </ul>

TOPIC	AUTUMN (1st Half)	AUTUMN (2nd Half)	SPRING (1st Half)	SPRING (2nd Half)
<b>YEAR 4 SCIENCE</b>	<p><b>Animals Including Humans</b></p> <p>The Digestive System</p> <p>Types and functions of teeth.</p> <p>Food chains</p>	<p><b>Sound</b></p> <p><i>Scientists &amp; Inventors</i></p> <p><i>&amp; Biographies (Links to English)</i> How sounds travel.</p> <p>High and low pitch</p> <p>Sounds and vibrations</p> <p>Alexander Graham Bell (Inventor)</p>	<p><b>Living Things &amp; Their Habitats</b></p> <p>Vertebrates &amp; Invertebrates</p> <p>Mrs. Gren</p> <p>Classifying living things.</p> <p>Endangered species and the environment.</p>	<p><b>Electricity</b></p> <p>Electrical circuits.</p> <p>Electrical conductors.</p> <p>Use of electrical components and switches; the impacts of adding/removing them.</p>
<b>Working towards</b>	<ul style="list-style-type: none"> <li>● Identify basic names for parts of the human digestive system.</li> <li>● Describe some of the simple functions of the digestive system.</li> <li>● Recognise the names of the teeth in humans.</li> <li>● Construct a simple food chain.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe sounds around them and identify high and low sounds.</li> <li>● Identify simple examples of loud and quiet sounds.</li> <li>● Participate in an investigation to find the best material for absorbing sound.</li> <li>● <i>Define what is meant by an 'invention'.</i></li> <li>● <i>Explore the features of a Biography.</i></li> <li>● <i>With support, pupils will create a short set of facts about their own life and include an idea for a new invention.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Sort living things into groups.</li> <li>● Generate their own questions about animals.</li> <li>● Identify the names for the different vertebrate groups (FARM B).</li> <li>● Identify at least one of the key life processes of living things. (MRS. GREN)</li> <li>● Suggest how to have a positive effect on the local environment.</li> <li>● Name some endangered species.</li> </ul>	<ul style="list-style-type: none"> <li>● Recall a basic fact about electrical safety.</li> <li>● Be able to explain why some circuits work and others do not.</li> <li>● Know the difference between an open/closed switch.</li> <li>● Define what an electrical conductor is.</li> </ul>
<b>Expected -</b>				
<b>Expected</b>	<ul style="list-style-type: none"> <li>● Identify and explain the core parts of the digestive system.</li> <li>● Match the key parts of the digestive system with their functions.</li> <li>● Identify the types and functions of human teeth.</li> <li>● Construct and interpret a food chain, using the appropriate vocabulary (producer, consumer, predator prey).</li> </ul>	<ul style="list-style-type: none"> <li>● Explain how sound sources vibrate to make sounds and how loudness affects these vibrations.</li> <li>● Explain how sounds travel to reach our ears.</li> <li>● Observe how different sounds are made and how they change over distance.</li> <li>● Describe the pitch of a sound and the relationship with the object that made it. Explain how sound travels through a string telephone.</li> <li>● Identify the best material for absorbing sound and recognise its name as a sound-proofer.</li> </ul>	<ul style="list-style-type: none"> <li>● Generate criteria to then sort living things into Venn or Carroll Diagrams.</li> <li>● Demonstrate that they know the basic features of the FARM B Vertebrate groups.</li> <li>● Use a key to identify invertebrates by their characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>● Construct a simple working circuit independently.</li> <li>● Construct simple circuits and use them to test: <ul style="list-style-type: none"> <li>○ Whether materials are electrical conductors or insulators</li> <li>○ how switches work.</li> </ul> </li> <li>● Start to use &amp; recognise electrical symbols in circuit drawings.</li> </ul>

		<ul style="list-style-type: none"> <li>● Explore the life and work of Alexander Graham-Bell.</li> <li>● <i>With some support, write a simple autobiography with an idea for their own invention.</i></li> <li>● <i>Use headings and subheadings to structure ideas.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Use the characteristics of living things to sort them using a classification key.</li> <li>● Show the characteristics of living things in a table.</li> <li>● Identify some of the key life processes of living things. (MRS. GREN)</li> <li>● Identify dangers to wildlife in the local and wider environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Investigate the effect of changing components in a circuit on the brightness of bulbs.</li> <li>● Generate their own fact-file about Thomas Edison and list some of his most important inventions.</li> </ul>
Expected +				
Exceeding	<ul style="list-style-type: none"> <li>● Draw or label their own model of the digestive system from memory.</li> <li>● Explain all of the functions of the digestive system.</li> <li>● Construct and interpret a variety of food chains and food webs.</li> <li>● Debate the following: 'Would humans be able to survive without a small intestine?'</li> <li>● Argue &amp; discuss: 'Which type of tooth is the most important for humans?'</li> </ul>	<ul style="list-style-type: none"> <li>● Explain how we hear and interpret sounds.</li> <li>● Explain that sounds travel differently through different materials.</li> <li>● Compare whether sounds travel better through solids or gases.</li> <li>● Explain why some materials absorb sound.</li> <li>● Visualise and act out how sound travels through the different parts of our ears.</li> <li>● Give their own opinions on how their musical instrument plays different sounds.</li> <li>● <i>Pupils use the features studied to independently write a simple autobiography with more than one idea for an invention. They could include labelled diagrams.</i></li> <li>● <i>Peer assess and appraise each other's autobiographies to suggest improvements and 'Next-steps'.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Explain, using evidence how they have identified invertebrates.</li> <li>● Give their own opinions into how changes to the environment have affected endangered species.</li> <li>● Compare and critique opinions on whether plastic is bad for the environment.</li> <li>● Invent a new strategy for remembering all of the 7 key life processes of living things. (MRS. GREN)</li> <li>● Distinguish the difference between 'warm' and 'cold-blooded' animals.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain how they matched different components for a particular circuit.</li> <li>● Be able to describe what may happen if the components are not matched.</li> <li>● Research and report back on what a parallel circuit is.</li> <li>● Put forward their own invention idea for generating electricity, considering which bits are the conductors and insulators.</li> <li>● <i>Peer assess and appraise each other's fact-files on Thomas Edison to suggest improvements and 'Next-steps'.</i></li> </ul>

## 20 HUMANITIES – YEAR 3 & 4 (HUMANITIES & GEOGRAPHY)

### YEAR 3

#### 3 x 50 minute lessons per week including ICT work

We aim to introduce and develop the core skills, whilst promoting basic numeracy and literacy skills. The core skills are: use of sources, analysis and understanding of cultures and belief and new factual knowledge. We promote dependent and independent learning and develop individual thinking skills through a variety of learning styles. Our aim is to instil a love for the subjects and the desire to learn more.

Key vocabulary is taught and reinforced through regular usage as an important learning strand. The key skills of enquiry, investigation and communication are introduced and developed through the units studied. Opportunities to use ICT are provided as are group work and presentations to peers.

TOPIC	AUTUMN	SPRING	SUMMER
<b>Year 3 HUMANITIES</b>	<b>Riotous Royals</b>	<b>Extreme Earth</b>	<b>Ancient Egypt</b>
<b>Working towards</b>	-Have a chronological understanding of which monarch reigned in relation to another.	-Name the layers that make up the Earth. -Name the key parts of a volcano. -Show where most volcanoes are found. -Explain how to keep safe during an earthquake	-Understand what was important to people during ancient Egyptian times. - Find Egypt on a map.
<b>Expected -</b>	-Ask questions about life in Norman England and look at a map of the British Empire to understand why the UK was such a powerful nation in the Victorian era. -Explain that the Magna Carta was an important document.	-Describe a tsunami. -Describe the damage caused by a tsunami. -Explain how tornadoes form. -Describe the properties of the Earth's layers. -Explain how a volcano is formed. -Describe what happens when a volcano erupts.	- Compare the powers of different Egyptian gods. - Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording.
<b>Expected</b>	-Raise questions for Queen Elizabeth II in order to understand life as a modern monarch. -Describe how different monarchs fought to become powerful, whilst others used dynasties to secure their position as head of the country. -Have an understanding of the importance of an heir to the throne through comparing different generations of monarchy.	-Describe some risks and benefits of living near a volcano. -Explain why earthquakes occur. -Explain how tsunamis occur. -Explain how to keep safe in a tsunami. -Describe how scientists collect data about storms.	-Know where and when the Egyptians lived through looking at maps and artefacts. - Select information about mummification and Egyptian gods carefully when learning about these areas.

<b>Expected +</b>	<p>-See why these six monarchs have been identified as being significant to understanding events in British history.</p> <p>-Understand why and how monarchy affected the formation of the United Kingdom of Great Britain and Northern Ireland as we know it today.</p>	<p>-Explain where tornadoes happen.</p> <p>-Compare the structure of the Earth to a common object.</p> <p>-Categorise volcanoes as extinct, dormant or active.</p>	<p>-Address and sometimes devise historically valid questions about change, cause, similarity by learning about the daily lives of many ancient Egyptian people.</p> <p>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>
<b>Exceeding</b>	<p>-Explain how different monarchs achieved, secured and continued to exact power on the UK by looking at royal behaviours from the past and considering the impact of these on how we live today.</p>	<p>-Explain the impact of volcanoes on people and the environment.</p> <p>- Compare the strength of earthquakes.</p> <p>-Explain how scientists compare tornadoes</p>	<p>- Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time.</p> <p>- Develop the appropriate use of historical terms such as 'BC/AD', 'civilisation' and 'artefact'.</p>

**YEAR 3  
FOREST SCHOOL**

***6 hours Forest Schools per term***

*Forest Schools is incorporated into the Humanities Programme.*

TOPIC	AUTUMN	SPRING	SUMMER
<p><b>Year 3</b></p> <p><b>GEOGRAPHY</b></p>	<p><b>RIOTOUS ROYALS</b></p> <p>Pupils will learn about William the Conqueror's reign from 1066 onwards, how King John made himself very unpopular as monarch and why King Henry VIII married so many times. This unit also teaches who Queen Anne was, what Queen Victoria achieved during her reign and looks at the role of the British monarchy today.</p>	<p><b>EXTREME EARTH</b></p> <p>Pupils will learn about the destructive powers of nature from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.</p>	<p><b>ANCIENT GREECE</b></p>
<b>Working towards</b>	<ul style="list-style-type: none"> <li>Ask questions about life in Norman England and look at a map of the British Empire to understand why the UK was such a powerful nation in the Victorian era.</li> <li>Have a chronological understanding of which monarch reigned in relation to another</li> <li>Explain that the Magna Carta was an important document</li> </ul>	<ul style="list-style-type: none"> <li>Name the layers that make up the Earth.</li> <li>Name the key parts of a volcano.</li> <li>Show where most volcanoes are found.</li> <li>Explain how to keep safe in a tsunami.</li> <li>Describe the damage caused by a tsunami.</li> <li>Explain how tornadoes form.</li> <li>Describe how scientists collect data about storms.</li> </ul>	<p>Locate Greece on a map and ancient Greece on a timeline</p> <p>Know about some of the Greek gods and study one in depth</p> <p>Distinguish between some of the beliefs of the Athenians and Spartans</p> <p>Know the main characters and events of at least one key battle and complete an account of one of the battles.</p> <p>Have knowledge of Greek soldier, Persian soldier and ship terms.</p> <p>Be able to make inferences about the Olympic Games.</p> <p>Understand that the Greeks had a written and spoken language</p>
<b>Expected -</b>			
<b>Expected</b>	<ul style="list-style-type: none"> <li>Raise questions for Queen Elizabeth II in order to understand life as a modern monarch.</li> <li>Describe how different monarchs fought to become powerful, whilst others used dynasties to secure their position as head of the country.</li> <li>Have an understanding of the importance of an heir to the throne through comparing different generations of monarchy.</li> <li>See why these six monarchs have been identified as being significant to understanding events in British history</li> </ul>	<ul style="list-style-type: none"> <li>Describe the properties of the earth's layers</li> <li>Explain how a volcano is formed.</li> <li>Describe what happens when a volcano erupts.</li> <li>Describe some risks and benefits of living near a volcano.</li> <li>Explain why earthquakes occur.</li> <li>Explain how tsunamis occur.</li> <li>Explain how to keep safe in a tsunami.</li> <li>Explain where tornadoes happen.</li> </ul>	<p>Answer questions showing understanding of myths and legends</p> <p>Know about the main Olympian Greek gods</p> <p>Identify aspects of Greek culture in their local surroundings</p> <p>Be able to deduce information from pottery and buildings about the religious beliefs of the ancient Greeks.</p> <p>Know that Athens and Sparta were city-states and governed themselves</p> <p>Understand why Greek fighting ships were important and necessary.</p> <p>Work in a group to research the Olympics, and make decisions about selecting, recording and presenting the information for a poster</p> <p>Write some letters of the Greek alphabet</p>
<b>Expected +</b>			

<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• Understand why and how monarchy affected the formation of the United Kingdom of Great Britain and Northern Ireland as we know it today.</li> <li>• Explain how different monarchs achieved, secured and continued to exact power on the UK by looking at the royal behaviours from the past and considering the impact of these on how we live today.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the structure of the earth to a common object</li> <li>• Categorise volcanoes as extinct, dormant or active.</li> <li>• Explain the impact of volcanoes on people and the environment.</li> <li>• Compare the strength of earthquakes.</li> <li>• Explain how scientists compare tornadoes.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the 3 types of column design</li> <li>• Identify features in picture and make a key</li> <li>• Show understanding of the perspective of an Athenian and a Spartan child</li> <li>• Be able to draw information and make conclusions from 'real' evidence.</li> <li>• Complete a guided and structured comparison with modern Olympics.</li> <li>• Recognise similarities and differences between the English and Greek alphabets</li> </ul>
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**YEAR 3**

**FOREST SCHOOL**

*6 hours Forest Schools per term*

*Forest Schools is incorporated into the Humanities Programme.*

TOPIC	AUTUMN	SPRING	SUMMER
<p><b>Year 4</b></p> <p><b>GEOGRAPHY</b></p>	<p><b>All Around the World</b></p> <p>This 'All around the World' Unit allows children to take a closer look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.</p>	<p><b>Somewhere to Settle</b></p> <p>In this unit, children head back in time to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlement!</p>	<p><b>Water</b></p> <p>This unit on Water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.</p>
<p><b>Working towards</b></p>	<p><b>Working towards the expected standard</b></p> <ul style="list-style-type: none"> <li>• Locate the Equator on a map and globe.</li> <li>• Locate the Northern Hemisphere on a map and globe.</li> <li>• Locate the Southern Hemisphere on a map and globe.</li> <li>• Find the North and South Poles on a globe or map.</li> <li>• Identify lines of latitude on a map.</li> <li>• Identify lines of longitude on a map.</li> <li>• Identify the Arctic Circle on a globe or map.</li> <li>• Identify the Antarctic Circle on a globe or map.</li> <li>• Identify the location of the Tropics of Cancer and Capricorn.</li> <li>• Identify differences between the UK and the tropics.</li> <li>• Identify the location of the Prime Meridian.</li> <li>• Find the local time in another city using time differences.</li> <li>• Learn and recall facts for written tests with some success.</li> </ul>	<p><b>Working towards the expected standard</b></p> <ul style="list-style-type: none"> <li>• explain what a settlement is;</li> <li>• identify important features of a settlement site;</li> <li>• list the things settlers need from a settlement site;</li> <li>• explain that settlements have been built at different times in history;</li> <li>• list different types of land use;</li> <li>• identify land use using a digital map;</li> <li>• use a key to identify transport links on maps;</li> <li>• use an atlas to find a route between two places;</li> <li>• draw a map of a settlement;</li> <li>• create a key for a map.</li> <li>• Learn and recall facts for written tests with some success.</li> </ul>	<p><b>Working towards the expected standard</b></p> <ul style="list-style-type: none"> <li>• Describe water in its solid, liquid and gaseous state.</li> <li>• List the main events in the water cycle.</li> <li>• Explain that changes in temperature cause evaporation and condensation.</li> <li>• Explain that water has to be cleaned for drinking.</li> <li>• List different types of flooding.</li> <li>• Describe how flooding affects communities.</li> <li>• Learn and recall facts for written tests with some success.</li> </ul>
<p><b>Expected -</b></p>			

<p><b>Expected</b></p>	<p><b>Working at the expected standard</b></p> <ul style="list-style-type: none"> <li>• Locate the Equator on a map and globe.</li> <li>• Name some of the countries on the Equator and tell you more about one country.</li> <li>• Locate the Northern Hemisphere on a map and globe.</li> <li>• Locate the Southern Hemisphere on a map and globe.</li> <li>• Find the North and South Poles on a globe or map.</li> <li>• Compare daylight hours in the UK and polar regions.</li> <li>• Identify lines of latitude on a map.</li> <li>• Identify lines of longitude on a map.</li> <li>• Identify the Arctic Circle on a globe or map.</li> <li>• Identify the Antarctic Circle on a globe or map.</li> <li>• Identify the location of the Tropics of Cancer and Capricorn.</li> <li>• Identify differences and similarities between the UK and the tropics.</li> <li>• Describe the climate in the tropics.</li> <li>• Identify the location of the Prime Meridian.</li> <li>• Tell you more about one country on the Prime Meridian.</li> <li>• Find the local time in another city using time differences.</li> <li>• Explain why day and night occur</li> <li>• Learn and recall facts for written tests successfully.</li> </ul>	<p><b>Working at the expected standard</b></p> <ul style="list-style-type: none"> <li>• explain what a settlement is;</li> <li>• identify important features of a settlement site;</li> <li>• list the things settlers need from a settlement site, by importance;</li> <li>• identify reasons settlers have chosen a site;</li> <li>• identify features of a good settlement site;</li> <li>• identify reasons settlers have chosen a site;</li> <li>• explain that settlements have been built at different times in history;</li> <li>• explain that some settlements were built by invaders;</li> <li>• identify who built a settlement from clues in its name;</li> <li>• list different types of land use;</li> <li>• identify similarities and differences between land use in different places.</li> <li>• identify land use using a digital map;</li> <li>• use a key to identify transport links on maps;</li> <li>• use an atlas to find a route between two places;</li> <li>• draw a map of a settlement;</li> <li>• create a key for a map.</li> <li>• Learn and recall facts for written tests successfully.</li> </ul>	<p><b>Working at the expected standard</b></p> <ul style="list-style-type: none"> <li>• Describe water in its solid, liquid and gaseous state.</li> <li>• Explain how to change a solid into a liquid.</li> <li>• Describe you how to turn a liquid into a gas.</li> <li>• List the main events in the water cycle.</li> <li>• Explain where the processes of evaporation and condensation are involved in the water cycle.</li> <li>• Explain that the water cycle keeps going.</li> <li>• Use the words condensation and precipitation to explain why it rains.</li> <li>• Use the words evaporation and condensation to explain why clouds form.</li> <li>• Explain that changes in temperature cause evaporation and condensation.</li> <li>• Explain that water has to be cleaned for drinking.</li> <li>• List different types of flooding.</li> <li>• Explain some of the steps involved in cleaning water.</li> <li>• Suggest ways to remove dirt from water.</li> <li>• Describe how flooding affects communities.</li> <li>• Explain what causes flooding.</li> <li>• Learn and recall facts for written tests successfully.</li> </ul>
<p><b>Expected +</b></p>			
<p><b>Exceeding</b></p>	<p><b>Exceeding the expected standard</b></p> <ul style="list-style-type: none"> <li>• Locate the Equator on a map and globe.</li> <li>• Name some of the countries on the Equator and tell you more about one country.</li> <li>• Locate the Northern Hemisphere on a map and globe.</li> <li>• Locate the Southern Hemisphere on a map and globe.</li> <li>• Find the North and South Poles on a globe or map.</li> <li>• Compare daylight hours in the UK and polar regions.</li> <li>• Identify lines of latitude on a map.</li> <li>• Identify lines of longitude on a map.</li> <li>• Identify the Arctic Circle on a globe or map.</li> <li>• Identify the Antarctic Circle on a globe or map.</li> <li>• Identify the location of the Tropics of Cancer and Capricorn.</li> <li>• Identify differences and similarities between the UK and the tropics.</li> </ul>	<p><b>Exceeding the expected standard</b></p> <ul style="list-style-type: none"> <li>• explain what a settlement is;</li> <li>• identify important features of a settlement site;</li> <li>• list the things settlers need from a settlement site, by importance;</li> <li>• identify reasons settlers have chosen a site;</li> <li>• identify features of a good settlement site;</li> <li>• identify reasons settlers have chosen a site;</li> <li>• give reasons why a settlement site might be unsuitable;</li> <li>• explain that settlements have been built at different times in history;</li> <li>• explain that some settlements were built by invaders;</li> </ul>	<p><b>Exceeding the expected standard</b></p> <ul style="list-style-type: none"> <li>• Describe water in its solid, liquid and gaseous state.</li> <li>• Explain how to change a solid into a liquid.</li> <li>• Describe you how to turn a liquid into a gas.</li> <li>• Use the terms freezing, evaporation and condensation to describe how water changes.</li> <li>• Recall the temperatures at which water freezes and boils.</li> <li>• List the main events in the water cycle.</li> <li>• Explain where the processes of evaporation and condensation are involved in the water cycle.</li> <li>• Explain why the water cycle is a closed cycle.</li> <li>• Use the words condensation and precipitation to explain why it rains.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe the climate in the tropics.</li> <li>• Identify the location of the Prime Meridian and explain why one Prime Meridian was needed.</li> <li>• Explain why the Prime Meridian's location was chosen.</li> <li>• Tell you more about one country on the Prime Meridian.</li> <li>• Find the local time in another city using time differences.</li> <li>• Explain why day and night occur</li> <li>• Explain why we need to have time zones.</li> <li>• Learn and recall facts for written tests with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• identify who built a settlement from clues in its name;</li> <li>• identify patterns of historical settlement using maps;</li> <li>• list different types of land use;</li> <li>• identify similarities and differences between land use in different places.</li> <li>• identify land use using a digital map;</li> <li>• use a key to identify transport links on maps;</li> <li>• use an atlas to find a route between two places;</li> <li>• draw a map of a settlement;</li> <li>• create a key for a map.</li> <li>• describe directions of travel using the eight compass points.</li> <li>• Learn and recall facts for written tests with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the words evaporation and condensation to explain why clouds form.</li> <li>• Name some different types of clouds.</li> <li>• Explain that changes in temperature cause evaporation and condensation.</li> <li>• Explain that water has to be cleaned for drinking.</li> <li>• List different types of flooding.</li> <li>• Explain that dirty water contains bacteria.</li> <li>• Explain some of the steps involved in cleaning water.</li> <li>• Suggest ways to remove dirt from water.</li> <li>• Describe how flooding affects communities.</li> <li>• Explain what causes flooding.</li> <li>• Describe ways to limit flood damage.</li> <li>• Learn and recall facts for written tests with accuracy.</li> </ul>
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**YEAR 4  
FOREST SCHOOL  
6 hours Forest Schools per term**

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## 21 COMPUTING

The school recognises the importance of Information Communication Technology and Computing in the School Curriculum, both as an experience of skills and concepts in their own right and as a mean of enhancing the delivery of subjects across the curriculum. Our aim is to enhance and enrich teaching and learning across the curriculum with I.C.T. The development of pupil computing skills progresses from Reception all of the way up to examinations in Years 7, 8 and 9.

The development of pupils' I.C.T. and Computing capability at Felsted School includes the following:

- Acquisition of knowledge about the nature and variety of I.C.T. hardware and software;
- Development of skills in the use of I.C.T. for a variety of tasks;
- Creative active development of programming using both computer based interfaces and physical robotics;
- Animation as an expression of Computing skills in both 2-dimensional and 3-dimensional environments;
- Acquisition of a range of positive personal qualities and attitudes – confidence, flexibility, open-mindedness to technological change while developing a proper scepticism about how far each change represents an 'advance' for individuals and societies.

TOPIC	AUTUMN	SPRING	SUMMER
Year 3 COMPUTING	<b>Introduction to ICT at FPS. Touch Typing. Computer Artwork. (GoogleSlides &amp; Paint.net)</b>	<b>Online Testing. Introduction to Scratch Programming. e-Safety.</b>	<b>Abstract Art. Creating Leaflets to Communicate Information.</b>
<b>Working towards</b>	able to access the log on screen; can open Google Chrome; creates a usable document; uses software under the control of the teacher to create, store and edit digital content using appropriate file and folder names; knows common uses of information technology beyond the classroom; talks about their work and makes changes to improve it.	uses software under the control of the teacher to create, store and edit digital content using appropriate file and folder names; understands that computers have no intelligence and that computers can do nothing unless a program is executed; knows what to do when concerned about content or being contacted.	recognises that digital content can be represented in many forms; uses software under the control of the teacher to create, store and edit digital content using appropriate file and folder names; distinguishes between some of these forms and can explain the different ways that they communicate information.

<b>Expected</b> -	<p>able to access the log on screen and enter their username; can open Paint.net from the Programs menu; creates an image using simple shapes;</p> <p>uses technology with increasing independence to purposefully organise digital content;</p> <p>shows an awareness for the quality of digital content collected;</p> <p>uses a variety of software to manipulate and present digital content: data and information;</p> <p>shares their experiences of technology in school and beyond the classroom;</p> <p>talks about their work and makes improvements to solutions based on feedback received.</p>	<p>understands how programs specify the function of a general purpose computer;</p> <p>demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.</p>	<p>creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience;</p> <p>appreciates that programs can work with different types of data.</p>
<b>Expected</b>	<p>able to remember their username and password;</p> <p>can access GoogleDocs, GoogleSlides and Paint.net without help from a member of staff to create recognisable objects;</p> <p>collects, organises and presents data and information in digital content;</p> <p>makes appropriate improvements to solutions based on feedback received, and can comment on the success of the solution.</p>	<p>understands the difference between hardware and application software, and their roles within a computer system;</p> <p>demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.</p>	<p>understands the relationship between resolution and colour depth, including the effect on file size.</p>
<b>Expected</b> +	<p>remember how to log off from the school network;</p> <p>uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions.</p>	<p>uses arithmetic operators, if statements, and loops, within programs;</p> <p>uses logical reasoning to predict the behaviour of programs;</p> <p>recognises what is acceptable and unacceptable behaviour when using technologies and online services.</p>	<p>makes judgements about digital content when evaluating and repurposing it for a given audience;</p> <p>recognises the audience when designing and creating digital content.</p>
<b>Exceeding</b>	<p>remember to log off the monitor after logging off;</p> <p>designs criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and can make appropriate refinements to the solution.</p>	<p>creates programs that implement algorithms to achieve given goals;</p> <p>demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns.</p>	<p>recognises ethical issues surrounding the application of information technology beyond school;</p> <p>understands and can explain the need for data compression, and performs simple compression methods.</p>

TOPIC	AUTUMN	SPRING	SUMMER
Year 4 COMPUTING	<b>Basic Presentation Skills.</b>	<b>e-Safety.</b> <b>Abstract Art: Topological maps &amp; restrictive artwork.</b>	<b>2-Dimensional Animation.</b>
<b>Working towards</b>	uses software under the control of the teacher to create, store and edit digital content using appropriate file and folder names.	knows what to do when concerned about content or being contacted.	creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience.
<b>Expected -</b>	uses technology with increasing independence to purposefully organise digital content.	demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.	makes judgements about digital content when evaluating and repurposing it for a given audience; recognises the audience when designing and creating digital content.
<b>Expected</b>	uses a variety of software to manipulate and present digital content: data and information; shares their experiences of technology in school and beyond the classroom; talks about their work and makes improvements to solutions based on feedback received.	demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.	evaluates the appropriateness of digital devices, internet services and application software to achieve given goals.
<b>Expected +</b>	collects, organises and presents data and information in digital content; creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience; makes appropriate improvements to solutions based on feedback received, and can comment on the success of the solution.	recognises what is acceptable and unacceptable behaviour when using technologies and online services.	justifies the choice of and independently combines and uses multiple digital devices, internet services and application software to achieve given goals; evaluates the trustworthiness of digital content and considers the usability of visual design features when designing and creating digital artifacts for a known audience.
<b>Exceeding</b>	makes judgements about digital content when evaluating and repurposing it for a given audience; recognises the audience when designing and creating digital content.	demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns.	effectively designs and creates digital artefacts for a wider or remote audience; considers the properties of media when importing them into digital artefacts.

## 22 HISTORY

TOPIC	AUTUMN	SPRING	SUMMER
Year 4 HISTORY	<b>The Romans</b>	<b>Vikings and Anglo-Saxons</b>	<b>Crime and Punishment</b>
<b>Working towards</b>	<ul style="list-style-type: none"> <li>-Understand that a time line displays history divided into blocks of time.</li> <li>-Understand the term Invaders and understand that Britain was invaded many times.</li> <li>-Understand a cause of the Roman Invasion.</li> <li>-Explain the spread of the Roman Empire.</li> <li>-Understand why Romans built new roads in Britain.</li> <li>-Label the Roman legionary soldiers armour and weapons.</li> <li>-Understand how the Roman Empire affected different people.</li> <li>-Describe who Emperor Hadrian was, say when, how and why he built a wall.</li> <li>-Explain what the Roman Baths were and know about the different amenities they contained.</li> <li>-Realise the importance of the work of archaeologists and that they learn about history from their finds.</li> <li>-Write an account of their visit to Colchester Castle</li> <li>-Learn and recall facts for written tests with some success.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain where the Vikings came from and when they invaded Britain.</li> <li>-Compare the significance of Anglo-Saxon Kings during the Viking period.</li> <li>-Explain what Danegeld is.</li> <li>-Identify key aspects of Anglo-Saxon life.</li> <li>-Describe some of the typical Anglo-Saxon punishments.</li> <li>-Explain how the actions of the last Anglo-Saxon kings shaped Britain.</li> <li>-Learn and recall facts for written tests with some success.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss some of the key facts about punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times.</li> <li>-Understand some of the terms used in crime and punishment.</li> <li>-Understand what the Romans believed about crime and punishment.</li> <li>-Compare the justice systems of modern, Roman and Anglo-Saxon Britain.</li> <li>-Explain some key terms in the history of crime and punishment in Britain.</li> <li>-Recall facts about the life of Dick Turpin.</li> <li>-Reflect on what they have learnt about the history of crime and punishment in Britain.</li> <li>-Learn and recall facts for written tests with some success.</li> </ul>
<b>Expected -</b>			
<b>Expected</b>	<ul style="list-style-type: none"> <li>-Understand a timeline and the terminology chronological. Add eras to a timeline. using BC and AD</li> <li>-Understand the term Invaders and understand that Britain was invaded many times, why they invaded and that each invasion added to the British history.</li> <li>-Suggest reasons and understand the causes of the Roman Invasion.</li> <li>-Explain the spread of the Roman Empire.</li> <li>-Understand why Romans built new roads in Britain and know where some of the roads ran to and from.</li> <li>-Describe and label the Roman legionary soldiers armour and weapons.</li> <li>-Understand how the Roman Empire affected different people and how they felt about the changes that were being made.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain where the Vikings came from, when they invaded Britain and where the raids took place.</li> <li>-Compare the significance of Anglo-Saxon Kings during the Viking period and how they influenced Britain.</li> <li>-Explain what Danegeld is and when it was introduced.</li> <li>-Identify and explain key aspects of Anglo-Saxon life.</li> <li>-Explain how the legal system worked in Anglo-Saxon Britain.</li> <li>-Evaluate the impact of the actions of the last Anglo-Saxon kings and how this has shaped Britain.</li> <li>-Learn and recall facts for written tests successfully.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand a timeline and the terminology chronological. Add eras to a timeline. using BC and AD</li> <li>-Understand the term Invaders and understand that Britain was invaded many times, why they invaded and that each invasion added to the British history.</li> <li>-Suggest reasons and understand the causes of the Roman Invasion.</li> <li>-Explain the spread of the Roman Empire.</li> <li>-Understand why Romans built new roads in Britain and know where some of the roads ran to and from.</li> <li>-Describe and label the Roman legionary soldiers armour and weapons.</li> <li>-Understand how the Roman Empire affected different people and how they felt about the changes that were being made.</li> </ul>

	<ul style="list-style-type: none"> <li>-Describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.</li> <li>-Explain what the Roman Baths were and know about the different amenities they contained.</li> <li>-Explain how a hypocaust works.</li> <li>-Realise the importance of the work of archaeologists and the use of primary sources whilst studying history</li> <li>-Write an account of their visit to Colchester Castle recalling facts from the museum.</li> <li>-Learn and recall facts for written tests successfully.</li> </ul>		<ul style="list-style-type: none"> <li>-Describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.</li> <li>-Explain what the Roman Baths were and know about the different amenities they contained.</li> <li>-Explain how a hypocaust works.</li> <li>-Realise the importance of the work of archaeologists and the use of primary sources whilst studying history</li> <li>-Write an account of their visit to Colchester Castle recalling facts from the museum.</li> <li>-Learn and recall facts for written tests successfully.</li> </ul>
<b>Expected +</b>			
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>-Understand a timeline, the terminology chronological and be able to create a timeline using BC and AD.</li> <li>-Understand the term Invaders and understand that Britain was invaded many times, why the Romans invaded and the similarity and differences in the cause of the invasions and that each invasion added to the British history.</li> <li>-Suggest reasons and understand the causes of the Roman Invasion and the importance of the invasion.</li> <li>-Explain the spread of the Roman Empire.</li> <li>-Understand why Romans built new roads in Britain, know where some of the roads ran to and from and know how the roads were made.</li> <li>-Describe the Roman legionary soldiers armour and weapons and identify their advantages and disadvantages.</li> <li>-Understand how the Roman Empire affected different people and how they felt and reacted to the changes that were being made.</li> <li>-Describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.</li> <li>-Explain what the Roman Baths were and know about the different amenities they contained.</li> <li>-Give a clear, accurate account of the working of a hypocaust.</li> <li>-Realise the importance of the work of archaeologists and the use of primary sources whilst studying history and be able to use a source themselves.</li> <li>-Write an account of their visit to Colchester Castle recalling details and facts from the museum</li> <li>-Learn and recall facts for written tests with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain where the Vikings came from, when and why they invaded Britain and where the raids took place.</li> <li>-Compare the significance of Anglo-Saxon Kings during the Viking period, how they influenced Britain and how they fought against the Vikings.</li> <li>-Explain what Danegeld is and when and why it was introduced.</li> <li>-Identify and explain key aspects of Anglo-Saxon life, comparing them with modern day life.</li> <li>-Compare and contrast the modern day justice system with the Anglo-Saxon system, explaining similarities and differences.</li> <li>-Evaluate and assess the impact of the actions and influences of the last Anglo-Saxon kings and how this has shaped Britain.</li> <li>-Learn and recall facts for written tests with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand a timeline, the terminology chronological and be able to create a timeline using BC and AD.</li> <li>-Understand the term Invaders and understand that Britain was invaded many times, why the Romans invaded and the similarity and differences in the cause of the invasions and that each invasion added to the British history.</li> <li>-Suggest reasons and understand the causes of the Roman Invasion and the importance of the invasion.</li> <li>-Explain the spread of the Roman Empire.</li> <li>-Understand why Romans built new roads in Britain, know where some of the roads ran to and from and know how the roads were made.</li> <li>-Describe the Roman legionary soldiers armour and weapons and identify their advantages and disadvantages.</li> <li>-Understand how the Roman Empire affected different people and how they felt and reacted to the changes that were being made.</li> <li>-Describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.</li> <li>-Explain what the Roman Baths were and know about the different amenities they contained.</li> <li>-Give a clear, accurate account of the working of a hypocaust.</li> <li>-Realise the importance of the work of archaeologists and the use of primary sources whilst studying history and be able to use a source themselves.</li> <li>-Write an account of their visit to Colchester Castle recalling details and facts from the museum</li> <li>-Learn and recall facts for written tests with accuracy.</li> </ul>

## 23 RELIGIOUS STUDIES

TOPIC	AUTUMN (1)	AUTUMN (2)	SPRING (1)	SPRING (2)	SUMMER
<p><b>Year 3</b></p> <p><b>RS</b></p>	<p>Hinduism</p> <p><b>Pilgrimage</b> - Would visiting the River Ganges feel special to a non Hindu?</p>	<p>Hinduism</p> <p><b>Diwali</b> - Would celebrating Diwali at home and in the community bring a sense of belonging to a Hindu child?</p>	<p>Christianity</p> <p><b>Miracles</b> - Could Jesus heal people?</p>	<p>Christianity</p> <p><b>Easter:</b> What is 'good' about Good Friday?</p>	<p>Hinduism (and Christianity)</p> <p><b>Beliefs</b> How can Brahman be everywhere and in everything? (Higher abilities to draw some comparisons between the two religions they have studied this year)</p>
<b>Working towards</b>	<p>I can talk about what I think a miracle is.</p> <p>I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus.</p> <p>I can identify some of the questions people ask about Jesus' healing miracles.</p>	<p>I can think of an action I could take to help a special group I belong to. I can design a symbol to show what my special group stands for.</p> <p>I can describe some of the things Hindus do at home or at the temple during Diwali.</p> <p>I can start to empathise with what Hindus feel about Diwali.</p>	<p>I can explain the effects of water on me.</p> <p>I can tell you about some of the things Hindus do at/in the River Ganges and start to explain why this river is important to them.</p> <p>I can tell you how I think it might feel for a Hindu to visit the River Ganges</p>	<p>I can explain that rescuing means helping a bad situation get better.</p> <p>I can say what some of these symbols represent e.g. cross: cross/bread/wine.</p> <p>I can ask questions about The Last Supper and Jesus' death.</p>	<p>I can explain how I may be special in different ways to different people.</p> <p>I can tell you about some Hindu gods and start to explain their significance to Hindus.</p> <p>I can ask questions about what Hindus believe.</p>
<b>Expected -</b>					
<b>Expected</b>	<p>I can talk about some of the things in the world that people think of as miracles and</p>	<p>I can tell you three important actions I could take to support a group I belong to. I can discuss my</p>	<p>I can explain why water is important.</p>	<p>I can suggest how a person may rescue/help others who are in difficult situations.</p>	<p>I can explain some of the different roles I play whilst still being me.</p>

	<p>begin to tell you about a miracle I would like to see happen today.</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>I can start to say whether I believe Jesus actually healed people or not.</p>	<p>understanding of my group's symbol.</p> <p>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</p> <p>I can start to say why Divali might bring a sense of belonging to Hindus.</p>	<p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</p> <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>	<p>I can start to tell you why Christians believe Jesus' death is important.</p> <p>I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p>	<p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p>
<b>Expected +</b>					
<b>Exceeding</b>	<p>I can explain why some people may describe something they see as a miracle when there may also be another explanation.</p> <p>I can explain two different ways Christians might interpret one of Jesus' healing miracles.</p> <p>I can explain how Christians may describe and explain Jesus' miracles.</p>	<p>I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging.</p> <p>I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging.</p> <p>I can start to explain how I might feel if I celebrated Divali with a Hindu family.</p>	<p>I can describe some ways that people use water in groups and start to explain how that gives a sense of community.</p> <p>I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river.</p> <p>I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).</p>	<p>I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others.</p> <p>I can start to explain why Christians see Jesus' death as 'good'.</p> <p>I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.</p>	<p>I can describe some of the characteristics that make me me even when I am playing different roles.</p> <p>I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.</p> <p>I can reflect on Hindu beliefs and express thoughts on these.</p>

TOPIC	AUTUMN (1)	AUTUMN (2)	SPRING (1)	SPRING (2)	SUMMER
Year 4  RS	Judaism  <b>Beliefs and Practices</b> - How special is the relationship Jews have with God?	Christianity  <b>Christmas:</b> What is the most significant part of the Nativity story for Christians today?	Judaism  <b>Passover:</b> How important is it for Jewish people do what God asks them?	Christianity  <b>Easter:</b> Is forgiveness always possible for Christians?	Judaism (and Christianity)  <b>Rites of passage:</b> What is the best way for a Jew to show commitment to God? (Higher abilities to draw some comparisons between the two religions they have looked at this year)
Working towards	I can explain why agreements are so important and why they should be kept. I can tell a Jewish story and say something Jewish people believe. I can start to explain the significance of an aspect of Jews' relationship with God.	I can design a symbol to tell you something about myself and explain it. I can explain what some of the symbols in the Christmas story mean to Christians. I can ask questions about something I find puzzling in the Christmas story.	I can discuss why I would choose to follow an instruction not to eat certain foods. I can tell you about some of the things Jews can and can't eat if they keep Kosher. I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.	I can talk about how easy it is to forgive some people some times, or how difficult it might be. I can recall a Christian story about forgiveness and say what it tells people about how to treat each other. I can talk about when a Christian may find it easy or difficult to forgive someone.	I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can describe one of the ways Jews show commitment to God. I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.
Expected -					
Expected	I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe	I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol.	I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can describe some of the things Jews do to show respect to God.	.I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text.	I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me.

	<p>they have a special relationship with God. I can start to explain the significance of an aspect of Jews' relationship with God.</p>	<p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p>	<p>I can start to identify how it would feel to keep Kashrut.</p>	<p>I can show an understanding of how Christians believe God can help them show forgiveness.</p>	<p>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p>
<b>Expected +</b>					
<b>Exceeding</b>	<p>I can explain that a promise can be an agreement or an affirmation and can give examples of these. I can tell you and affirmations I would like to make and explain why. I can make link between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God. I can start to relate to how Jews feel about their special relationship with God.</p>	<p>I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me. I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth). I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation..</p>	<p>I can explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods. I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so. I can give you my opinion as to whether these ways are important to Jews.</p>	<p>I can give my opinion as to why showing forgiveness may be important. I can explain how Christians might try to put into practice Jesus' teachings about forgiveness. I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.</p>	<p>I can discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things. I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others. I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.</p>

## 24 SPANISH

TOPIC	AUTUMN	SPRING	SUMMER
<b>Year 3</b> <b>SPANISH</b>	Topics: Greetings Classroom Instructions Feelings Name, age, address Asking questions Saying please and thank you Use and understand <i>aqui, no esta aqui</i> Say 'it is' Basic verbs Adjectives Days of the week	Topics: Family Transport Animals Articles Alphabet Numbers - 39 Outside places	Topics: Parts of the face Parts of the body Colour adjectives Food and drink items Opinions
<b>Working towards</b>	Pupils will: Respond orally to simple questions Listen attentively and understand instruction, everyday classroom language and praise words Recognise some familiar words in written form Recognise question forms Recognise and respond to sound patterns and words Listen and respond to simple rhymes, stories and songs	Pupils will: Understand speech spoken clearly Say short phrases in response to what they hear and see Be able to read familiar phrases, presented clearly Label items and select appropriate words to complete short phrases Write and copy simple words or symbols correctly.	Pupils will: Understand speech spoken clearly Say short phrases in response to what they hear and see Be able to read familiar phrases, presented clearly Label items and select appropriate words to complete short phrases Write and copy simple words or symbols correctly.
<b>Expected -</b>	Pupils will: Understand basic questions and respond with one word answers or short phrases, with support Listen and respond to songs , showing an awareness of language Write short phrases with support	Pupils will: Understand basic questions and respond with one word answers or short phrases, with support Listen and respond to songs , showing an awareness of language Write short phrases with support	Pupils will: Understand basic questions and respond with one word answers or short phrases, with support Listen and respond to songs , showing an awareness of language Write short phrases with support

<b>Expected</b>	<p>Pupils will:</p> <p>Be able to ask questions , and to participate in a conversation</p> <p>To be able to use short phrases to express personal responses although they use mostly memorised language</p> <p>To be able to label items and write familiar short phrases correctly.</p>	<p>Pupils will:</p> <p>Understand a range of familiar spoken phrases</p> <p>Answer/ask questions and give information. Use set phrases, good pronunciation</p> <p>They match sound to print be reading aloud familiar words and phrases</p> <p>Label items and write familiar short phrases correctly.</p> <p>Write familiar words from memory, spelling may be approximate</p>	<p>Pupils will:</p> <p>Understand a range of familiar spoken phrases</p> <p>Answer/ask questions and give information. Use set phrases, good pronunciation</p> <p>They match sound to print be reading aloud familiar words and phrases</p> <p>Label items and write familiar short phrases correctly.</p> <p>Write familiar words from memory, spelling may be approximate.</p>
<b>Expected +</b>	<p>Pupils will:</p> <p>Be able to ask and answer questions accurately, participating in conversations readily</p> <p>Be able to read with good pronunciation</p> <p>Be able to write accurately demonstrating a solid grasp of the work covered as well as the ability to substitute words or short phrases for alternatives</p>	<p>Pupils will:</p> <p>Be able to ask and answer questions accurately, participating in conversations readily</p> <p>Be able to read with good pronunciation</p> <p>Be able to write accurately demonstrating a solid grasp of the work covered as well as the ability to substitute words or short phrases for alternatives</p>	<p>Pupils will:</p> <p>Be able to ask and answer questions accurately, participating in conversations readily</p> <p>Be able to read with good pronunciation</p> <p>Be able to write accurately demonstrating a solid grasp of the work covered as well as the ability to substitute words or short phrases for alternatives</p>
<b>Exceeding</b>	<p>Pupils will:</p> <p>Write familiar words from memory</p> <p>Write a few short sentences with understandable spelling</p> <p>Complete grammar and reading exercises designed for a Spanish native speaker of a similar age</p> <p>Make a book about your family.</p>	<p>Pupils will:</p> <p>Understand the main points from short spoken passages</p> <p>Take part in brief prepared tasks, using visual or other clues to help initiate and respond</p> <p>To write expressing personal responses, using short phrases from memory. Spelling is understandable.</p>	<p>Pupils will:</p> <p>Understand the main points from short spoken passages</p> <p>Take part in brief prepared tasks, using visual or other clues to help initiate and respond</p> <p>To write expressing personal responses, using short phrases from memory. Spelling is understandable.</p>

TOPIC	AUTUMN	SPRING	SUMMER
<b>Year 4 SPANISH</b>	<p>Topics:</p> <p><i>Consolidation of work from year 3</i></p> <p>Classroom language</p> <p>Ordering snacks and drinks</p> <p>Higher numbers and currency</p> <p>Role-plays</p>	<p>Topics:</p> <p>Currently being updated</p>	<p>Topics:</p> <p>Currently being updated</p>
<b>Working towards</b>	<p>Pupils will:</p> <p>Be able to give single word responses to basic questions</p> <p>Be able to listen and understand simple classroom commands and praise words in Spanish</p> <p>Be able to ask basic questions and participate in classroom conversations</p> <p>Be able to write and read single words</p> <p>Be able to read aloud single words</p>	<p>Pupils will:</p>	<p>Pupils will:</p>
<b>Expected -</b>	<p>Pupils will:</p> <p>Be able to say short, simple sentences with support using memorised language</p> <p>Be able to write 1/2 sentences using a framework and with support</p> <p>Be able to answer core questions using short, learnt answers</p> <p>Be able to contribute in lessons</p> <p>Be able to read short phrases with support</p>	<p>Pupils will:</p>	<p>Pupils will:</p>
<b>Expected</b>	<p>Pupils will:</p> <p>Be able to understand the main points from short passages made up of familiar language</p> <p>Be able to give accurate answers with an element of detail (a connective and/or adjective)</p> <p>Be able to show an understanding of word order</p> <p>Be able to show an awareness of sound patterns in pronunciation</p> <p>Be able to read aloud familiar phrases</p> <p>Be able to write a few short sentences with understandable spelling</p>	<p>Pupils will:</p>	<p>Pupils will:</p>

<p><b>Expected +</b></p>	<p>Pupils will:          Be able to understand the main points from longer passages using context to work out some unfamiliar words          Be able to give detailed accurate answers using the negative          Be able to use the correct word order and adjective endings          Be able to pronounce well          Be able to read aloud familiar / unfamiliar phrases          Be able to write short sentences with understandable spelling</p>	<p>Pupils will:</p>	<p>Pupils will:</p>
<p><b>Exceeding</b></p>	<p>Pupils will:          Be able to understand the main points from spoken passages made up of familiar language in more detailed sentences          Be able to take part in brief prepared tasks, using visual clues to help to initiate or respond.          Be able to use mainly memorised language and occasionally substitute items of vocabulary          Be able to use context to work out the meaning of unfamiliar words.          Be able to understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences          Be able to write a short text on familiar topics adapting language that has been already learnt.          Be able to complete grammar and reading exercises designed for a Spanish native speaker of a similar age.</p>	<p>Pupils will:</p>	<p>Pupils will:</p>

## 25 ART AND DESIGN & TECHNOLOGY

TOPIC	AUTUMN (1)	AUTUMN (2)	AUTUMN (3)
Year 3 Art/DT	<b>Riotous Royalty Topic Work</b> Pupils will create their own Norman figure inspired by artwork from the Bayeux Tapestry	<b>DT</b> <b>Moving Monsters</b>	<b>Royal jewellery inspired by Norman Artwork - linked with Y3 topic work Riotus Royals.</b>
<b>Working towards</b>	Use a grid system Observe the Bayeux tapestry and copy the style of artwork Paint their Norman figures. Use line to represent folds in fabric	Sketch out initial designs for their Moving Monsters Glue basic detail on their egg box. Paint with a variety of colours. Understand the basics of hydraulics.	Sketch initial designs and select appropriate colours. Draw out a Norman crown from a template. Understand what Symmetry is. Understand what a template is and how to use it. Embellish work using jewels
<b>Expected -</b>	Select appropriate colours. Demonstrate understanding of proportion. Recognise stylisations of figures. Choose appropriate brushes. Understand the story depicted in the Bayeux Tapestry	Mix different colours. Select appropriate size paint brush. Embellish their work using a small range of materials.	Draw out designs inspired by reference Choose appropriate thickness of felt pens.
<b>Expected</b>	Apply patterns to the background inspired by the Bayeux Tapestry Create smooth and accurate brush strokes.	Embellish their work with detail Experiment with a range of materials and carefully select how these materials can be used to enhance their design. Mix and experiment with a large range of colours.	Incorporate symmetry in their designs. Consider the way they enhance their work using embellishment. Draw out shape accurately
<b>Expected +</b>	Enhance work using pattern Apply a variety of colours with reference to a restricted colour pallet.	Add fine detail, features and facial expression Consider how the monsters design can be enhanced by the moving parts.	Include fine detail in their design Use colour families or contrasting colours to enhance their design.

	Select a variety of brushes and apply paint accurately		Use considered pattern to enhance their design
<b>Exceeding</b>	Enhance work by defining shapes and detail using accurate outlines Analyse the borders of the Bayeaux Tapestry and use patterns and characters to enhance the composition.	Enhance work by defining shapes and detail with paint and a variety of materials.	Use a complex variety of patterns Embellish their work using a variety of textures.

TOPIC	SPRING (1)	SPRING (2)	SPRING (3)
<b>Year 3 ART/DT</b>	<b>Topic Work: Extreme Earth</b> Pupils will create their own Henri Rousseau inspired Artwork based Tiger in a tropical storm.	<b>DT</b> Mosaics inspired by Mexican Artist Diego Rivera	<b>Topic work Extreme Weather</b> Pupils will create their own artwork inspired by Hokusai's The Great Wave prints
<b>Working towards</b>	Select a worksheet to develop. Decorate with patterns inspired by Rousseau with wax crayons. Understand what wax resistance means. Use Inks to create a colourful finished piece.	Sketch out initial design and select colour scheme inspired by Diego Rivera's work. Select a range of different materials, wooden tiles, beads, match sticks, wool to enhance their design. Consider how different materials can enhance their design.	Experiment with two separate designs Show some understanding of repeated pattern Re draw and experiment with their design Design a Hokusai inspired pattern
<b>Expected -</b>	Identify different shapes, pattern and style of leaves Understand the use of repeated shape	Build up their work with a range of materials Consider their composition and use of colour. Use patterns and blocks of colour in their design	Choose a variety of different materials to represent a variety of marks and colours Understand how to use shape and line to describe movement
<b>Expected</b>	Choose a range of colours that will complement their work when completed. Create intricate patterns	Select a variety of colours that will add movement and definition to their work. Create intricate patterns	Experiment with a variety shapes to form their composition Understand how different materials can be used to

			create blocks of colour or blended to create different textures.
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<b>Expected +</b>	Carefully select different thicknesses of wax crayon to achieve detail. Understand the effect of wax on their work	Carefully select different thicknesses of materials and build up layers to create texture and depth in their work.	Add extra detail with a variety of different patterns. Evaluate, assess and amend their work.
<b>Exceeding</b>	Embellish their work by adding extra detail. Use Inks to create a vibrant and expressive finished piece. Use more complex mark making Use colour to enhance their composition.	Cut tiles to fit design focussing on small details and variety of shape.	Use different thicknesses of materials to add fine detail Create complex patterns Experiment with a variety of marks adding more complex elements to their work.

TOPIC	SUMMER(1)	SUMMER(2)
<b>Year 3 ART/DT</b>	Ancient Greek Pupils will create their own Greek inspired Artwork based on their topic work.  Greek Vase.	<b>Ancient Greek</b> <b>Pupils will create their own Greek inspired Artwork based on their topic work.</b>  <b>Mythical Creature Painting</b>
<b>Working towards</b>	Select a shape of vase and understand its use. Use a template effectively. Use symmetry effectively in their design. Make their own template. Understand the meaning of illustration.	Create their own mythical creature and sketch out initial designs. Choose appropriate paints. Think about size and proportion.
<b>Expected -</b>	Identify specific shapes and proportions.	Include various shapes and patterns in their work. Select appropriate size paint brushes.

		Think carefully about features, wings, tails etc.
<b>Expected</b>	Cut out their designs accurately.	Further develop their painting skills by using various brush strokes and textures. Include a varied range of detail. Show expression in their creatures stance and face.
<b>Expected +</b>	Incorporate fine detail Use detailed line to recreate a Greek illustration	Experiment with mixing paints to achieve unusual colours. Use a range of techniques to create detail and texture.
<b>Exceeding</b>	Draw out more complex shapes, add additional patterns independently with an understanding of Greek influences.	Include complex shapes. Add various materials to enhance their work.

TOPIC	AUTUMN (1)	AUTUMN (2)	SPRING
<b>Year 4 Art/DT</b>	Pupils will create an autobiographical watercolour drawing, based on the work of Grayson Perry.	<b>Pupils will design and make 3D Castles working as part of a team.</b>	Pupils design and make an Appliqué sea creatures based on Peruvian Arpillera Quilts.
<b>Working towards</b>	Understand Grayson Perry's influences, subject matter and working style. Look at visual reference of everyday activities. Draw a personal timeline highlighting important events. Create symbols to represent important events. Create a design based on Grayson Perry's autobiographical scarf using water colour pencils.	Sketch out initial designs. Work and communicate as part of a team. Create a 3D castle. Develop their cutting skills and use of paper mache. Understand how to make a basic square 3D structure. Use castles throughout history as reference to inspire their design.	Sketch out initial designs. Select a range of fabrics. Use basic pattern cutting. Cut out a range of shapes. Use running stitch. Make a basic cushion. Understand the meaning of Appliqué. Recognise Arpillera quilts in terms of subject matter, colour and style.

<b>Expected -</b>	Embellish their work patterns and symbols Select a range of vibrant colours to use on their design	Select a variety of different cardboards Evaluate and assess their work to inform their choices.	Follow instructions accurately. Use basic shapes to create interest in their work.
<b>Expected</b>	Consider the whole composition including borders and scale. Blend a range of colours using watercolour pencil crayons.	Use paper mache to enhance their design. Use paint to create detail and texture in the castle.	Embellish their work. Consider a variety of solutions.
<b>Expected +</b>	Use repeated colour and pattern Explore a variety of illustrations and symbols as part of their design.	Mix a range a range of colours using paint Use their cutting skills to develop and alter their design.	Assess evaluate and amend their work. Experiment with a range of colours and textures.
<b>Exceeding</b>	Add a greater variety of more complex symbols considering scale and proportion. Use colour to express the mood of their work.	Use complex 3D shapes in their design. Experiment with a range of architectural features into their design. Create and realise independent ideas.	Develop more complex sewing skills. Develop their designs independently. Add more complex detail.

TOPIC	SUMMER (1)	SUMMER (2)
<b>Year 4 ART/DT</b>	Landscape drawing of Felsted inspired by British artist David Hockney	<b>Pupils will design and make a 3D collage inspired by Norse Mythology using a variety of materials.</b>
<b>Working towards</b>	Select a view Complete a tracing of chosen landscape Identify shapes and basic perspective. Use watercolour paints	Sketch initial design Develop cutting skills Use the Nine Worlds Tree of Life Yggdrasil, as inspiration Create a collage with 3D elements using a variety of fabric and papers. Have an understanding of Nordic artwork Use gold and pattern as part of their design.

<b>Expected -</b>	Identify shapes, proportion and perspective. Select the correct size of paint brush Develop painting skills in terms of blending and use of brushstrokes.	Investigate a range of colour combinations Begin to make independent choices about composition.
<b>Expected</b>	Create texture in their work by using a variety of brushstrokes. Include a good range of detail.	Investigate a range of colours, patterns and textures in their work Experiment with a range of compositions Use stylised shapes based on Nordic artwork.
<b>Expected +</b>	Experiment with a variety of compositions. Use a Hockney inspired colour scheme	Demonstrate accurate cutting skills when creating complex shapes
<b>Exceeding</b>	Create a range of washes using watercolours. Demonstrate perspective and scale through their use of line. Add extra detail to enhance their work.	Look for repeated pattern and shape Embellish their work with a variety of textures and materials.

## 26 MUSIC

TOPIC	AUTUMN (1)	AUTUMN (2)	SPRING (1)	SPRING (2)
Year 3 MUSIC	<p><b>Introduction of simple music theory:</b> This unit follows directly on from Year 2 work. It develops children's ability to read, create and perform simple rhythmic patterns using notation as a support. A variety of techniques used, including Kodaly, Dalcroze and Orff. Directly related to the Whole Class Strings Scheme. This is an <i>ongoing topic</i> throughout the year, which supports work done in peripatetic lessons.</p> <p><b><u>Instruments of the Orchestra</u></b> <b><u>Listening and Appraising music.</u></b></p>	<p><b>Development of music theory:</b> to include reading notes from the treble/bass stave and understanding Italian terms used in music.</p> <p><b><u>Christmas Production preparation</u></b></p>	<p><b><u>Continuation of Autumn term performance Standards</u></b> – taking part fully in the musical life of Ffrome Court.</p> <p><b><u>Painting with sound</u></b> – This unit develops children's ability to analyse 'Programme Music' and other expressive compositions, in relation to the musical elements. Focusing on 'The Carnival of the Animals'. Children learn to describe what they hear and begin to compose their own music based on a given idea.</p>	<p><b><u>Development of the 'Musical Elements' (rhythm, pitch, dynamics, timbre, texture, duration and tempo).</u></b></p> <p>Through a variety of listening, composing and appraising tasks. Focus on 'Peter and the Wolf' by Prokofiev.</p>
Working towards	Read and copy a rhythmic pattern with accuracy and sense of pulse and perform in time with others. Using crotchets, quavers, rests, minims and semiquavers. Can name the instruments of the string family.	Be able to identify some notes on the treble stave. Can use the Italian terms for dynamics.	Make an appropriate 'guess' as to what animal the music is describing	Know that every character in PATW has its own theme. Be able to describe what each of the musical elements mean.
Expected -	Create repeated rhythms (understanding the term ostinato) and perform these against other rhythms as part of a group, with some help. Beginning to be able to use different musical elements in their	Be able to identify and notate notes on the treble stave, making good attempts to play them on an instrument. Sings with an increasing confidence and takes part willingly.	With help, refer to some of the musical elements whilst describing the music/animal	To correctly match the character to their chosen instrument. Be able to hear and perform 2 contrasts of one element Eg, dynamics - identifying loud and soft music and performing loud and soft sounds.

	rhythms – eg changing the dynamics when they are performing.			
<b>Expected</b>	Create repeated patterns and perform these against other patterns as part of a group with control of pulse. Can place instruments in the correct family in an orchestra. Is willing to speak out in class with prompting.	Read and play with accuracy, a melody from the treble stave. Sings with clear diction and improving pitch. Shows a good enthusiasm for music, entering into class discussions with confidence. Performs confidently on instrument (if applicable)	Refer to some of the musical elements while describing the music heard and will readily and confidently make an informed guess at to the animal being played	To describe a piece of music with reference to the musical elements with some help, making a good attempt to use the Italian terms.
<b>Expected +</b>	Create, notate and perform their own repeated rhythmical patterns maintaining their own part. Performs confidently on their instrument, and relates the rhythms to their sight reading. (if applicable).	Read and play with accuracy, a melody from the treble stave including accurate rhythms. Enters fully into class discussions, choirs and groups. Developing accurate pitch in singing and	With help, compose a simple percussive piece to illustrate a particular animal, with reference to how the animal moves, its size, sound. Can answer questions about their composition.	describe a piece of music, referring to all the musical elements and suggest why a composer has used them, with confidence.
<b>Exceeding</b>	Create, notate and perform their own repeated rhythmical patterns maintaining their own part with an awareness of how different parts fit together, play these on their chosen string instrument and begin to organise them into structures. Is confident to speak out in class, answering questions with accuracy, offering ideas and helping others, entering thoroughly into musical life in Ffrome Court. Performs musically on their instrument.	Notate an original melody on the treble stave and perform on tuned percussion with an awareness of rhythm. Sings with accurate pitch and clear diction, showing awareness of breath and dynamics. Confident to lead in group work in class. Performs regularly on their instrument and takes part fully in the musical life in Ffrome Court.	As AB, but creating a simple percussive composition that uses a wider variety of sound colours and ideas and make subtle adjustments to achieve the intended effect with little help. Can readily describe why they have composed in that way.	Describe music they hear and compare it with music of contrasting styles and genres using appropriate element vocabulary. Understanding how, by changing the elements, composers can create different effects – painting different pictures in the minds of the listeners

TOPIC	SUMMER (1)	SUMMER (2)
Year 3 MUSIC	<p><u>Continuing to explore the musical element of duration – rhythm reading and composition. Extension and recap of Autumn term objectives. Children are developing their own music making in Ffrome Court</u></p> <p><u>Introduction to Woodwind instruments</u></p>	<p><u>Classroom accompaniments: This unit develops children’s ability to create short melodies and accompaniments based around familiar songs. They begin to learn the importance of the pentatonic scale and form simple class orchestral arrangements.</u></p> <p><u>Continuing development of music theory.</u></p> <p><u>Continuing development of performance skills</u></p>
Working towards	Produce a pleasing tone on all the woodwind instruments used this term	Join in with simple singing games and songs and can sing in tune and keep in time with others.
Expected -	Start to perform on their instruments, but take note of the different musical elements in their playing.	Suggest ideas for a simple accompaniment to a chosen song
Expected	Play simple tunes on their instrument and begin to read standard treble notation. Perform with control and accuracy	Make some attempts at creating an accompaniment to a song using untuned percussion
Expected +	Read notes in the treble clef, be accurate in rhythm reading and perform in small groups.	Select appropriate tuned sounds/instruments to achieve an intended effect or mood to the accompaniment to their song
Exceeding	Show a real aptitude for woodwind instruments. Taking an interest outside of music lessons, going the extra mile to research instruments of the orchestra. Beginning to read standard notation while playing their instrument. Adding own expression to their playing	Compose their own accompaniment to a particular song and choose appropriate instrumentation, both tuned and untuned and be able to lead their group with confidence.

MUSIC - STRINGS

TOPIC	AUTUMN	SPRING
<b>Year 3 MUSIC</b>	<u>Introduction</u> to the chosen stringed instrument. The children choose a stringed instrument and make a start at learning the correct technique. They learn the string names and begin to perform simple tunes by plucking the strings and moving on to using the bow. Children devise simple patterns and perform these on their instrument	<u>Continuation:</u> The children learn to use the bow with confidence and accuracy. They learn to play simple tunes with the bow and learn to accurately cross the strings. Introduction to changing the pitch of the string. Links to the curriculum – choosing different ways of playing their instruments to convey a particular mood. Continuing development of aural discrimination and memory skills.
<b>Working towards</b>	Know the names of the 4 strings on their instrument and begin to hold the instrument correctly with help.	Have mastered the correct hold of their instrument, and make a start at holding the bow with help.
<b>Expected -</b>	Be able to copy a simple pattern on an open string by plucking the string and hold with a more correct technique.	Hold the bow with more accuracy and begin to cross strings whilst performing a simple tune.
<b>Expected</b>	Be able to confidently know the names of the strings and pluck a simple tune using at least 2 of the strings, reading letter names and with correct technique.	Understand that putting their fingers in the correct place on the fingerboard changes the pitch of the notes. Performing a simple tune, crossing the strings with increased accuracy.
<b>Expected +</b>	Make a good attempt to hold the instrument and bow correctly, with help and perform a simple tune with a good awareness of the other performers.	Use their first finger to change the pitch of the note and begin to recognise if the note is out of tune.
<b>Exceeding</b>	Hold the bow with increasing control and perform a simple tune either on open string or with fingers, and suggest ideas for a simple rhythmic composition of their own.	Use their first finger to change the pitch of the note with confidence and accuracy. Use varying string techniques to convey different moods.. Suggest ideas and lead the class in an original composition.

## 27 PHYSICAL EDUCATION & GAMES

TOPIC	AUTUMN and SPRING		
Years 3&4 PE	Swimming	Netball	Hockey
<b>Working towards</b>	<p>Swim 25m with basic technique in one stroke.</p> <p>Be aware of the safety risks within a pool.</p>	<p>Be able to demonstrate the chest and shoulder pass.</p> <p>Know the different dodges and be able to demonstrate them.</p> <p>Know the different positions and where each player is allowed to go.</p> <p>Know the basic rules of a match.</p>	<p>Be able to dribble a hockey ball on the open stick and be able to change direction both left and right.</p> <p>Be able to send and receive the ball with some control and accuracy.</p> <p>Know the different positions on a pitch.</p> <p>Know the basic rules of a match.</p>
<b>Expected -</b>	<p>Be able to swim 25m in two strokes.</p> <p>Swim and perform skills safely.</p>	<p>Use the different passes within a game like scenario with success.</p> <p>Show consistently good footwork.</p>	<p>To show a basic understanding of positional play.</p> <p>Show greater control when dribbling, accelerating after a change of direction.</p>

<p><b>Expected</b></p>	<p>Swim 25 with basic technique on front and back.</p> <p>Explain and demonstrate the correct swimming body position for FC.</p> <p>Control their breathing.</p> <p>Be confident in the water.</p> <p>Some basic water skills can be performed safely (jumps, floats).</p>	<p>Be able to play a range of positions, understanding basic tactics and roles of those positions.</p> <p>Explain what the benefits of each pass are.</p>	<p>Be able to dribble a hockey ball using balanced footwork to beat a defender in a 1 on 1 match situation.</p> <p>Consistently demonstrate control and accuracy when passing and receiving a ball.</p> <p>Recognise when to tackle, considering safety aspects.</p> <p>To show a sound appreciation of tactics and positional play, including but not limited to spreading out, using width, supporting attacking play.</p>
<p><b>Expected +</b></p>	<p>Swim 50m on front and back.</p> <p>Perform a basic turn.</p> <p>Confident under water.</p> <p>Able to demonstrate and explain streamlined position.</p>	<p>Recognise when the different passes are to be used in a game and consistently select the correct pass.</p> <p>Begin to select the most appropriate pass for a range of situations.</p>	<p>Begin to develop a range of passes and select the correct one to use within match situations.</p> <p>Show greater control when passing and receiving the ball, using their early touches to move into space.</p> <p>Be able to dribble the ball showing use of multiple dribbling techniques.</p>

<p><b>Exceeding</b></p>	<p>Swim 50m with improved basic technique on front and back.</p> <p>Can perform basic push and glide, maintaining streamlined position throughout.</p>	<p>Be able to play a variety of positions, explain the different roles and tactics of each position and explain why those tactics are important.</p> <p>Demonstrate consistently good passes with power and accuracy in matches.</p> <p>Demonstrate tactics and set plays in match play.</p>	<p>Consistently demonstrate ways to beat a defender in a match and explain why those methods are successful.</p> <p>Be able to send and receive the ball with power and accuracy whilst on the move.</p> <p>To be able to time tackles from both sides.</p> <p>To show a clear understanding of positional play and a good awareness of tactical situations within game play, having a large influence in games.</p>
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TOPIC	AUTUMN and SPRING	SPRING	SUMMER
Year 3&4 PE	Rugby	Movement	Cricket
<b>Working towards</b>	<p>Demonstrate basic passing and receiving techniques.</p> <p>Use a small number of basic tactics for attacking.</p> <p>Know the basic rules of a match.</p>	<p>Able to move using different parts of their body into differing positions and to show control in their movements.</p> <p>Able to control their body in different balances, showing control.</p> <p>Demonstrate safe methods of gaining height on varying pieces of equipment.</p>	<p>Able to demonstrate basic throwing and catching skills over a short distance.</p> <p>Demonstrate striking skills using modified equipment.</p> <p>Know the basic rules of a match.</p>
<b>Expected -</b>	<p>Demonstrate basic game tactics, working with other members of the team.</p> <p>Able to perform passes with accuracy and control in match situations.</p> <p>Able to pass with some control and accuracy off both hands.</p>	<p>To be able to investigate different methods of moving and link them into a short sequence.</p> <p>Collaborate with a partner to create their own ways of balancing.</p>	<p>Able to perform a basic bowling action.</p> <p>Able to perform accurate throws, both over and underarm, over a long distance.</p>

<p><b>Expected</b></p>	<p>Apply knowledge of the game to consistently demonstrate appropriate attacking choices in a match situation.</p> <p>Demonstrate safe and effective tackling technique in modified match situations.</p>	<p>Be able to perform a forward roll and explain the success criteria of the skill.</p> <p>Create a basic sequence that includes balances and transitions between them.</p>	<p>Be able to strike the ball onto both sides of the wicket in a match.</p> <p>Perform fielding skills with accuracy during modified match situations.</p> <p>Consistently demonstrate accurate bowling technique.</p>
<p><b>Expected +</b></p>	<p>Explain the safety considerations of a tackle and perform the skill safely and effectively in games.</p> <p>Able to pass the ball with greater power, control and accuracy and over longer distances.</p>	<p>To be able to evaluate their work and the work of others.</p> <p>Demonstrate a basic cartwheel using modified equipment with reasonable success.</p> <p>Investigate and develop a variety of rolling actions, including, sideways and backwards.</p>	<p>Be able to select where to hit the ball during a match.</p> <p>Show accuracy in throwing skills, selecting the best option when fielding.</p> <p>Make correct decisions when batting and communicate these to their partner, including but not limited to 'yes, no'.</p> <p>Develop a smoother and more dynamic bowling action, maintaining consistently high accuracy during matches.</p>

<b>Exceeding</b>	<p>Make fast, correct decisions in matches.</p> <p>Explain the importance of basic tactics in both attack and defence.</p> <p>Have a strong, positive influence in matches.</p> <p>Demonstrate safe, effective and appropriately varied attacking and defending skills.</p>	<p>Demonstrate a basic cartwheel with reasonable success.</p> <p>Perform simple vaults.</p> <p>Perform more complex floor agilities.</p>	<p>Play a range of shots with a high level of control and accuracy, modifying power when needed.</p> <p>Recognise key information when fielding and make quick decisions, such as which end to throw the ball for a run out.</p>
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<p><b>British Values</b></p> <p>These are referred to in lessons where appropriate:</p> <p><b>Tolerance and Respect</b> eg listening to other people's ideas, listening to a captain, respecting other people's differing abilities,</p> <p><b>Democracy</b> eg everyone has the right to express an opinion</p> <p><b>Rule of Law</b> eg playing within the rules of the activity</p> <p><b>Individual Liberty</b> eg everyone is an individual and can perform activities uniquely</p>	<p><b>SMSC</b></p> <p>These are referred to in lessons where appropriate:</p> <p><b>Spiritual</b></p> <p><b>Moral</b> eg personal values</p> <p><b>Social</b> - Importance of valuing everyone in your team. Working together towards a common goal regardless of our differences.</p> <p><b>Cultural</b> - The different sports played in the UK and where these sports have come from and developed.</p> <p>Where a pupil can access future career roles within sport/activities</p>	<p><b>ICT</b></p> <p>Technology is used where appropriate eg use of Interactive Whiteboard to support lesson content, using video cameras (Flip cameras) to record pupil performance and give individual feedback</p>
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## 28 PERSONAL SOCIAL HEALTH & ECONOMIC (PSHE)

### Our PSHE Philosophy at Felsted Prep School

Felsted's philosophy is that PSHE: Personal, Social, (Citizenship), Health and Economic Education, is central to the development and well-being of all young people. We believe in a Growth Mindset approach and the positive effects that this can have on a child's wellbeing in all areas of his/her development. PSHE provision is also essential for the continued safeguarding of our pupils.

The school takes a broad, holistic view of education and sees it as a core task to develop young people to prepare them for life beyond school, building up their resources and resilience, their self-belief, mentally, emotionally, socially and strategically, allowing them to relish challenge and cope with complexity and uncertainty. Through the PSHE Curriculum, pupils are expected to take responsibility for their own learning, to develop self-knowledge and understanding, capacity to reflect and show self-discipline, confidence, capability and compassion, and to gain real awareness of how they can make a difference in society.

Our Curriculum is planned around the three core themes set-out by [The PSHE Association](#). The themes are: **Health & Wellbeing** ↔ **Relationships** and **Living in the Wider World**. In doing so, we are able to ensure that our teaching of PSHE takes a developmental approach through each of the Phases, whilst ensuring that its delivery remains realistic and relevant.

The promotion of Fundamental British Values (FBV) is an integral part of PSHE and supports the whole school ethos. We continue to focus on these values through the School's continued emphasis on the growth of the Spiritual, Moral, Social and Cultural (SMSC) values for all of its pupils. This is also a prerequisite for meeting the requirements of the [Independent School's Teaching Standards](#).

We also continue to offer 'Relationships & Sex Education' (RSE) sessions as part of the PSHE curriculum. With '[Relationships and Health Education](#)' becoming a statutory requirement in all Primary Schools by 2020, Felsted Prep School continues to offer guidance to its pupils about the values of healthy, respectful relationships with friends and family, in differing contexts, (including online) within its PSHE sessions. Further information about what content is delivered within each age-group can be found in our planning and in the 'Policy' section on our School [website](#).

**Ffreme Court, Years 3 & 4  
PSHE Curriculum Map 2019-2020**

Following on from their time in Stewart House, Ffreme Court pupils are invited to revisit and build-upon the PSHE topics that have been covered in previous years. This ensures that the spiral curriculum is maintained.

PSHE is an opportunity for all pupils to develop an understanding of their self-worth and responsibilities to themselves, others and the wider community. In other words, pupils learn how to make appropriate choices, so that they are able to look after themselves and others, allowing them to fulfill happier, healthier and safer lifestyles. PSHE lessons also provide opportunities for pupils to listen to visiting speakers and join in with group discussions. Furthermore, time is dedicated to learning about E-Safety and how to manage the risks associated with an ever-growing 'interconnected world.' The sessions are also vital for helping pupils to appreciate our 'Fundamental British Values' (which is covered under the 'Living in The Wider World') part of the curriculum.

A Mindfulness assembly is offered once a term and there is also an additional, optional Mindfulness Club on Friday evenings, to help pupils with self-reflection and understanding of their emotional health.

**PSHE is a subject whose curriculum remains flexible, adapting to both global and local contexts. As such, the order of the topics studied may shift from time to time, in order to reflect this.**

Term	Year 3	Year 4
<b>Autumn Term</b>  <b>2019</b>	<p><b>Health &amp; Wellbeing ↔ Relationships</b></p> <ul style="list-style-type: none"> <li>- PSHE Pledge &amp; intro. to British Values / SMSC</li> <li>- Beginning &amp; Belonging;</li> <li>- A New Start</li> <li>- Managing feelings &amp; emotions</li> <li>- rules; responsibility;</li> <li>- Anti-bullying; E-Safety</li> <li>- Balanced diet; healthy choices; dental hygiene.</li> </ul> <p><b>Living in the Wider World (Citizenship)</b></p> <ul style="list-style-type: none"> <li>- Working Together</li> <li>- Friendship</li> <li>- Together Everyone Achieves more</li> <li>- Working Together; views &amp; opinions, respect</li> <li>- Being Considerate, disputes, differences</li> <li>- When Things go wrong...</li> </ul>	<p><b>Health &amp; Wellbeing ↔ Relationships</b></p> <ul style="list-style-type: none"> <li>- PSHE Pledge &amp; intro. to British Values / SMSC</li> <li>- Happy Minds, happy people, self-care</li> <li>- Thoughts &amp; feelings, emotions, physical and mental health</li> <li>- Conflicting emotions and looking after our own personal health</li> <li>- Personal health &amp; hygiene;</li> <li>- Friendship, Falling Out, Bullying, Antbullying</li> <li>- Caring for another's feelings; negotiating with disagreement</li> <li>- Bullying &amp; Anti-Bullying E-Safety; privacy, boundaries, reporting concerns</li> </ul>

<p><b>Spring Term 2020</b></p>	<p><b>Health &amp; Wellbeing ↔ Relationships</b></p> <ul style="list-style-type: none"> <li>- Pride - celebrating my skills and overcoming learning obstacles</li> <li>- Responsibilities and shared goals</li> <li>- Safety Contexts;</li> <li>- Managing Risks;</li> <li>- Knowing what to do in an emergency</li> <li>- Risks of fire &amp; water and reducing the risks; taking action.</li> <li>- Making assertive decisions and reacting to them.</li> <li>- know your mind</li> </ul>	<p><b>Living in the Wider World (Citizenship)</b></p> <ul style="list-style-type: none"> <li>- Liberty</li> <li>- Tolerance &amp; Respect</li> <li>- What does it mean to be British?</li> <li>- Rules, laws, responsibilities</li> </ul> <p>Economic Well-being</p> <ul style="list-style-type: none"> <li>- Money Priorities</li> <li>- Advertising &amp; spending</li> <li>- Keeping Track</li> <li>- Further E-Safety Focus.</li> </ul>
<p><b>Summer Term 2020</b></p>	<p><b>Living in the Wider World (Citizenship)</b></p> <p><b>Economic Well-being</b></p> <ul style="list-style-type: none"> <li>- Where does money come from?</li> <li>- Ways to pay, critical consumers.</li> <li>- Lending &amp; borrowing (interest, loan, debt, tax)</li> <li>- Living in Britain</li> <li>- Democracy</li> <li>- Care for the Environment</li> </ul> <p><b>Health &amp; Wellbeing ↔ Relationships</b></p> <ul style="list-style-type: none"> <li>- Responsibilities now and later;</li> <li>- What does it mean to grow up? (body, emotional changes)</li> <li>- Acceptable, unacceptable physical contact</li> <li>- Parental care of children.</li> </ul>	<p><b>Health &amp; Wellbeing ↔ Relationships</b></p> <ul style="list-style-type: none"> <li>- Personal Safety</li> <li>- New Responsibilities</li> <li>- Risks, Hazards, Dangers,</li> <li>- Under pressure</li> <li>- Road Safety</li> <li>- Dangerous Substances - Drugs, Medicines, Energy drinks</li> </ul> <p><b>Relationships &amp; Growing UP (RSE)</b></p> <p><i>Two Informal sessions provided to Year 4 Boys and Girls (separately) on Growing up: introduction to puberty, hormones &amp; personal hygiene.</i></p> <p><i>Relationships &amp; the different types of family</i></p>