

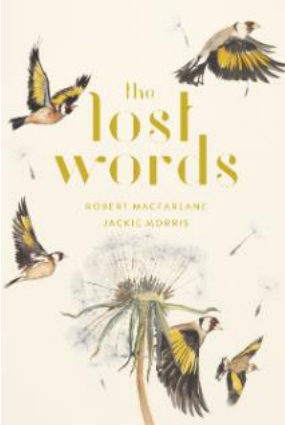
Learning Pathway – Hawks

Project Title: What makes me Marvelous?

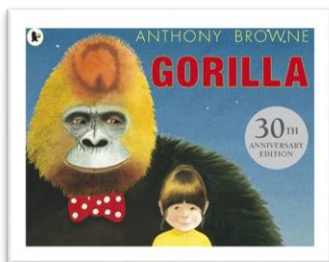
Year: 3/4

Term: 3/4

Term 1		Term 2	
WOW Start: Date to be announced First hand experiences: Trip to Tesco and Wrap Making		WOW End: Tesco Trip and Wrap Making	

English	<u>Transition Project – The Lost Words by R Macfarlane and J Morris</u> <i>This will be a joint Art and English project to start the year together</i>  • Read and perform poetry • Understand how vocabulary choices can change and enhance meaning • Write a poem • Perform own poem <u>The Place Value of Grammar - We will be building a strong foundation of Year 3/4 writing by exploring the identification and use of:</u> Nouns • Identify and use common and proper nouns • Understand and use collective and partitive nouns • Review and consolidate knowledge of different noun types Verbs • Use “being” verbs and the verb “to have” • Identify and use regular action verbs and verb phrases • Identify and use irregular action verbs and verb phrases • Review and consolidate knowledge of verbs Subject and Sentence Structure • Understand what a subject is • Build single-clause sentences (Stage 1) • Build single-clause sentences (Stage 2) • Build single-clause sentences (Stage 3)	Year 3 Objectives Gateway Keys • Use punctuation at Y2 standard correctly. • Use subordination (when, if, that, because) and coordination (or, and, but). • Use present and past tense consistently and correctly. • Use noun phrases and prepositions to add detail. • Group related ideas into paragraphs. Mastery Keys • Use conjunctions and adverbs to express time, place and cause. • Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or consonant. • In narratives, create settings, characters and plot. • Build a varied and rich vocabulary. • Indicate possession by using the possessive apostrophe with singular nouns. Feature Keys • Use small details to describe characters. • Establish the setting in the first line. • Include a setting to create atmosphere. • Use imagery for description. • Use 1st or 3rd person consistently. • Use tenses appropriately. • Sequence events and use paragraphs.
		Year 4 Objectives Gateway Keys • Develop character and setting. • Group related ideas into paragraphs. • Use conjunctions to express time, place and cause. • Build an increasing range of sentence structures. Mastery Keys • Use Standard English forms for verb inflections. • Extend the range of sentences with more than one clause using a wider range of conjunctions, including <i>when, if, because, and although</i>. • Build a varied and rich vocabulary. • Indicate possession by using the possessive apostrophe with plural nouns.

- Apply **subject–verb knowledge in writing**
- Pronouns within Sentence Work**
- Use **pronouns in single-clause sentences (Stage 1, 2, and 3)**
- Sentence Development**
- Use **co-ordinating conjunctions to join clauses**
 - Use **co-ordinating conjunctions to create compound subjects**



Writing Outcome – Write a Recount

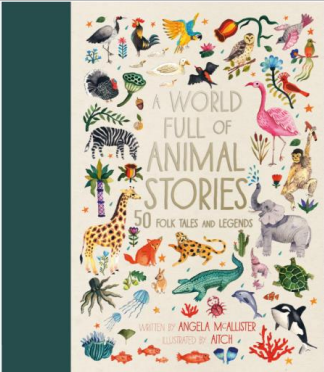
Year 3

- Write expanded noun phrases for description and specification (Y2)
- Use prepositions to express time, place and cause
- Group related ideas into paragraphs
- Use inverted commas to punctuate direct speech
- Use small details to describe characters
- Include a setting to create atmosphere
- Sequence of events to follow the structure of the model story
- Use 3rd person consistently
- Use tenses appropriately

Year 4

- Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use fronted adverbials
- Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures)
- Use commas after fronted adverbials
- Use small details to describe characters and evoke a response
- Use small details for time, place and mood

- Recognise the difference between plural and possessive s.
- Feature Keys**
- Use small details to describe characters and evoke a response.
 - Use small details for time, place and mood.
 - Use 1st person consistently.
 - Write in a consistent past tense.
 - Write in chronological order.
 - Write an opening paragraph to share thoughts and feelings and summarise the day.
 - Finish with a personal comment about hopes or concerns for the future.

	• Sequence stories in different stages: introduction, build up, climax, resolution • Use 1st or 3rd person consistently • Use tenses appropriately		
Reading	 Class Text – A World Full of Animal Stories Learning Objectives To use phonic knowledge to decode quickly and accurately. To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To identify main ideas drawn from more than one paragraph and summarise these. To participate in discussion, explain and discuss their understanding of books, poems and other works that are read to them and those which they read themselves, taking turns and listening to what others say. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. To work out and explain the meaning of words in context		Class Text: TBD Learning Objectives To use phonic knowledge to decode quickly and accurately. To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To identify main ideas drawn from more than one paragraph and summarise these. To participate in discussion, explain and discuss their understanding of books, poems and other works that are read to them and those which they read themselves, taking turns and listening to what others say. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. To work out and explain the meaning of words in context

Maths	Year 3 <u>Place Value</u> 1. Represent numbers to 100 2. Partition numbers to 100 3. Number line to 100 4. Hundreds 5. Represent numbers to 1,000 6. Partition numbers to 1,000 7. Flexible partitioning of numbers to 1,000 8. Hundreds, Tens and Ones 9. Find 1, 10, 100 more or less 10. Number line to 1,000 11. Estimate on a number line 12. Compare numbers to 1,000 13. Order numbers to 1,000 14. Count in 50s <u>Addition and Subtraction</u> 1. Apply number bonds within 10 2. Add and subtract 1s 3. Add and subtract 10s 4. Add and subtract 100s 5. Spot the pattern 6. Add 1s across a 10 7. Add 10s across a 100 8. Subtract 1s across a 10 9. Subtract 10s across a 100 10. Make connections 11. Add two numbers (no exchange) 12. Subtract two numbers (no exchange) 13. Add two numbers (across a 10) 14. Add two numbers (across a 100) 15. Subtract two numbers (across a 10) 16. Subtract two numbers (across a 100) 17. Add 2-digit and 3-digit numbers 18. Subtract a 2-digit number from a 3-digit number 19. Complements to 100 20. Estimate answers 21. Inverse operations 22. Make decisions	Year 3 <u>Addition and Subtraction</u> – Anything not covered from term 1 will roll into term 2 to ensure complete understanding. <u>Multiplication and Division A</u> 1. Multiplication – equal groups 2. Use arrays 3. Multiples of 2 4. Multiples of 5 and 10 5. Sharing and grouping 6. Multiply by 3 7. Divide by 3 8. The 3 times-table 9. Multiply by 4 10. Divide by 4 11. The 4 times-table 12. Multiply by 8 13. Divide by 8 14. The 8 times-table 15. The 2, 4 and 8 times-tables Year 4: Anything not covered in Term 1 will roll into term 2 <u>Area</u> LO: A 1 – What is area? LO: A 2 – Counting squares LO: A 3 – Making Shapes LO: A 4 – Comparing area <u>Multiplication and Division</u> LO: MD 1 – Multiples of 3 LO: MD 2 – Multiply and divide by 6 LO: MD 3 – 6 times-table and division facts LO: MD 4 – Multiply and divide by 9 LO: MD 5 – 9 times-table and division facts LO: MD 6 – The 3, 6 and 9 times-tables LO: MD 7 – Multiply and divide by 7 LO: MD 8 – 7 times-table and division facts LO: MD 9 – 11 times-table and division facts LO: MD 10 – 12 times-table and division facts LO: MD 11 – Multiply by 1 and 0 LO: MD 12 – Divide a number by 1 and itself LO: MD 13 - Multiply three numbers
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Year 4:

Place Value

LO: PV 1 - Represent numbers to 1,000

LO: PV 2 - Partition numbers to 1,000

LO: PV 3 - Number line to 1,000

LO: PV 4 - Thousands

LO: PV 5 - Represent numbers to 10,000

LO: PV 6 - Partition numbers to 10,000

LO: PV 7 - Flexible partitioning of numbers to 10,000

LO: PV 8- Find 1, 10, 100, 1,000 more or less

LO: PV 9 - Number line to 10,000

LO: PV 10 - Estimate on a number line to 10,000

LO: PV 11 - Compare numbers to 10,000

LO: PV 12 - Order numbers to 10,000

LO: PV 13 - Roman numerals

LO: PV 14 - Round to the nearest 10

LO: PV 15 Round to the nearest 100

LO: PV 16 Round to the nearest 1,000

LO: PV 17 Round to the nearest 10, 100 or 1,000

Addition and subtraction

LO: AS 1 – Add and subtract 1s, 10s, 100s and 1000s

LO: AS 2 – Add two 4-digit numbers –no exchange

LO: AS 3 – Add two 4-digit numbers –one exchange

LO: AS 4 – Add two 4-digit numbers –more than one exchange

LO: AS 5 – Subtract two 4-digit numbers –no exchange

LO: AS 6 – Subtract two 4-digit numbers –one exchange

LO: AS 7 – Subtract two 4-digit numbers –more than one exchange

LO: AS 8 – Efficient subtraction

LO: AS 9 – Estimate answers

LO: AS 10 – Checking strategies

Science	Animals including humans: Digestion and food Unit outcomes Pupils who are secure will be able to: • Label key organs found in the digestive system and describe each of their functions. • Describe the functions of the four different types of adult human teeth using key vocabulary. • Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush. • Produce a food chain that begins with a plant and has arrows that move up the food chain. • Define a producer, predator and prey and identify examples in food chains. • Describe digestion, teeth and diets when talking about the observed poo clues. • Write a letter that uses a range of scientific vocabulary from the unit. When working scientifically, pupils who are secure will be able to: • Evaluate a strength or weakness of the digestive system model. • Describe an example of evidence that can be used to study teeth. • Evaluate a method by considering its limitations. • Recall that scientific research needs repeated results before being used in society. • Identify trends in predators and prey. • Draw a results table that has space for observations about different poo samples.	Living things: Classification and changing habitats Unit outcomes Pupils who are secure will be able to: • Group animals in various ways, including vertebrates (mammals, birds, reptiles, amphibians, fish) and invertebrates. • Group plants in various ways, including flowering and non-flowering plants. • Recognise and describe different habitats and their inhabitants. • Recognise the impact humans can have on habitats. • Recognise the impact of natural disasters on habitats. When working scientifically, pupils who are secure will be able to: • Record data in different ways. • Apply and create classification keys. • Make careful observations. • Make and use classification keys. • Present information in different ways. • Research using an information sheet.
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Computing	Unit: The Internet • Connecting networks ○ Learning how networks link together to form the internet ○ Understanding routers and keeping networks safe • What is the internet made of? ○ Exploring how devices connect in a network ○ Understanding that the internet provides services like the World Wide Web • Sharing information ○ Learning what can be shared online ○ Understanding where websites are stored and how they are accessed • What is a website? ○ Identifying parts of a website ○ Creating and adding content online • Who owns the web? ○ Understanding ownership of online content ○ Learning about copyright and rules for using content • Can I believe what I read? ○ Evaluating whether online information is true or reliable ○ Understanding the risks of misinformation and sharing content responsibly	Unit: Audio Production • Recording sound ○ Learning how to record audio using microphones ○ Understanding how sound is played back and who owns recordings • Editing audio ○ Improving recordings by re-recording and trimming ○ Learning about podcasts and their features • Planning a podcast ○ Combining sounds and effects ○ Planning content for a podcast project • Creating a podcast ○ Recording and editing voice tracks ○ Reviewing and improving recordings • Behind the scenes ○ Adding sound effects and background audio ○ Exporting finished audio files • Evaluating podcasts ○ Listening to and reviewing podcasts ○ Giving feedback and improving final work
Art	Unit Outcome – Half Face Portraits • Name and select different grades of pencil for a purpose. (HB, 2B, 4B) • Use line and tone to represent things seen, remembered, or observed. • Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil • Explore shading with different media to achieve a range of light and dark tones, black to white. • Experiment with different shading techniques of hatching and cross hatching • Draw objects from different viewpoints: above, below, front, back. • Begin to show in their drawings that objects have a third dimension	

Geography	Y3/4 (A): Where does our food come from? Unit outcomes Pupils who are secure will be able to: • Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. • Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. • Explain that food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • Locate countries on a blank world map using an atlas. • Use a scale bar correctly to measure approximate distances. • Collect data through an interview process. • Analyse interview responses to answer an enquiry question. • Discuss any trends in data collected.	Y3/4 (A): Where does our food come from? Unit outcomes Pupils who are secure will be able to: • Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. • Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. • Explain that food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • Locate countries on a blank world map using an atlas. • Use a scale bar correctly to measure approximate distances. • Collect data through an interview process. • Analyse interview responses to answer an enquiry question. • Discuss any trends in data collected.
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Music	Ballads Key skills • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Composing a piece of music in a given style with voices and instruments. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Explaining their preferences for a piece of music using musical vocabulary. • Offering constructive feedback on others' performances.	Composition • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Explaining their preferences for a piece of music using musical vocabulary. • Offering constructive feedback on others' performances.
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Indoor PE	<u>Indoor PE -</u> Fundamentals – Learning Objectives • Lesson 1: To develop balancing and understand the importance of this skill • Lesson 2: To develop technique when running at different speeds • Lesson 3: To develop agility using a change of speed and direction • Lesson 4: To develop technique and control when jumping, hopping and landing • Lesson 5: To develop skipping with a rope • Lesson 6: To apply fundamental skills to a variety of challenges	<u>Indoor PE -</u> Theme: The Spy • Lesson 1: To copy and create actions in response to an idea and adapt using space • Lesson 2: To choose actions which relate to the theme • Lesson 3: To develop a dance using matching and mirroring Theme: States of Matter • Lesson 4: To understand how dynamics, space and relationships represent a state of matter • Lesson 5: To use actions, dynamics, space and relationships to represent a state of matter • Lesson 6: To order and structure phrases to create a dance performance
Outdoor PE	<u>Outdoor PE –</u> Ball Skills – Learning Objectives • Lesson 1: To develop tracking and collecting skills • Lesson 2: To develop confidence and accuracy when tracking a ball • Lesson 3: To develop dribbling skills with hands and feet • Lesson 4: To develop catching skills using one and two hands • Lesson 5: To explore and develop a variety of throwing techniques • Lesson 6: To use tracking and sending skills with feet	<u>Outdoor PE –</u> Rugby – Learning Objectives • Lesson 1: To develop attacking skills to move towards goal • Lesson 2: To understand how to defend within the rules • Lesson 3: To begin to apply rules in attack and defence • Lesson 4: To develop movement skills to dodge a defender • Lesson 5: To track an opponent and defend as a team • Lesson 6: To use skills and rules in a tournament

Design and Technology Taught as a blocked unit			<u>Unit: Designing a Healthy Lunchbox (DT)</u> <u>Designing a healthy lunchbox</u> ○ Learning about balanced diets and healthy food choices ○ Planning a lunchbox that is nutritious, appealing, and suitable for school <u>Research and planning</u> ○ Exploring different foods and reading labels ○ Considering cost, preference, and practicality when choosing ingredients <u>Real-life application (Tesco visit)</u> ○ Visiting a supermarket to select ingredients ○ Making choices based on budget, nutrition, and suitability <u>Making the lunchbox</u> ○ Preparing and assembling healthy food items safely ○ Using basic food preparation skills <u>Evaluating the product</u> ○ Reflecting on the taste, appearance, and nutritional value of the lunchbox ○ Considering what worked well and what could be improved <u>DT process (embedded throughout)</u> ○ Plan – design and choose healthy foods ○ Do/Make – create the lunchbox ○ Review/Evaluate – assess the final product and process
RE			

	Unit – Being Me in My World What Your Child Will Learn 1. Becoming a Class Team - Understanding how to make others feel welcome, included, and valued - Learning how their behaviour affects others - Exploring feelings of inclusion vs exclusion - Beginning to use their Jigsaw Journal	Unit – Celebrating Difference What Your Child Will Learn 1. Judging by Appearances - Children learn that we sometimes make assumptions based on how people look - They will explore why first impressions can be misleading - Focus on accepting others for who they are
	2. Being a School Citizen - Learning about the school community and different roles within it - Understanding responsibility and how they can contribute - Practising working as part of a group	2. Understanding Influences - Children explore what influences their thoughts (e.g. media, peers) - They learn to question their own assumptions - Encouraged to think more carefully about others
	3. Rights, Responsibilities and Democracy - Introduction to democracy (e.g., School Council) - Learning about children’s rights (UN Convention on the Rights of the Child) - Understanding that everyone has a right to learn	3. Understanding Bullying - Learning what bullying is and how it can be hard to spot - Understanding roles like bystanders and witnesses - Knowing what to do if they are worried about bullying
Jigsaw	4. Rewards and Consequences - Understanding that actions have effects on others - Developing empathy and care for others’ feelings - Learning how rewards and consequences influence behaviour	4. Problem-Solving - Exploring why people sometimes join in or don’t speak up - Learning safe ways to respond to bullying situations - Developing problem-solving skills with others
	5. Creating Our Learning Charter - Working together to create class rules (Learning Charter) - Practising decision-making and voting - Learning how to take on roles and contribute ideas	5. Special Me - Children identify what makes them special and unique - Learning to value their own and others’ differences - Focus on self-esteem and positive body image
	6. Owning Our Learning Charter - Understanding why shared rules are important - Learning how to follow and promote the charter - Recognising the importance of having a voice in school	6. Celebrating Difference - Reflecting on times when first impressions changed - Understanding why it’s important to accept everyone - Learning to give and receive compliments
	Social & Emotional Development Focus Children will: - Learn to work well with others - Build confidence in sharing ideas - Develop empathy and respect - Feel a sense of belonging in their class and school	Social & Emotional Development Focus Children will: - Include others in play and learning - Use kind words and respectful behaviour - Build confidence and empathy - Learn how to respond to unkind behaviour safely
	How Parents Can Support at Home	How Parents Can Support at Home Talk about how everyone is different and special

	• Talk about kindness and inclusion • Encourage your child to share how they help others feel welcome • Discuss rules and fairness at home • Reinforce the idea of making good choices		• Encourage your child to challenge stereotypes • Discuss how to be kind and include others • Reinforce what to do if they see or experience bullying
MFL	Unit Core 1: The Basics 1 <u>Lesson Plan</u> <u>Lesson 1 — Hello! (Song)</u> <u>Lesson 2 — How Are You?</u> <u>Lesson 3 — What is Your Name?</u> <u>Lesson 4 — How Old Are You?</u> <u>Lesson 5 — My Family</u> <u>Lesson 6 — My Fantastic Family (Story)</u>		
Performance of learning/opportunity			KS2 Christmas Concert