




Cycle A Bitterley CE Primary School

FIRS Class- Year 3 and 4

Term	Autumn	Spring	Summer
Project			
Equality/Diversity/Inclusion/Responsibility Project starter question. This thread should run through your project			
English	<p>Core text: Stone Age Boy, Satoshi Kitumra.</p> <p>How To Wash A Woolly Mammoth, Michelle Robinson and Kate Hindley.</p> <p>Guided reading: Vocabulary, reading, question and summary focus for each chapter.</p> <p>Fiction: Setting description. Character description.</p> <p>Non-fiction: Instructions Report writing Non-chronological report writing.</p> <p>Poetry: Performance Poetry (Creating images, similes and repetition.)</p> <p>Spellings – Spelling Shed Spellings Rules - 1-12.</p> <p>Grammar – Spelling Shed</p>	<p>Fiction <i>TYPE – Journey</i> Focus – Character Model text – Kassim and the Greedy Dragon</p> <p>Non-Fiction <i>Text Type - Information</i> Model text – <i>Dragon reports</i></p> <p>Poetry Focus – List poem Model – The Dragons inside me</p> <p>Fiction <i>TYPE – Portal</i> Focus – Setting Model text – Elf Road</p> <p>Non-Fiction <i>Text Type - Instructions</i> Model text –</p> <p>Poetry</p>	<p>Fiction <i>TYPE – Journey tale</i> Focus – <i>Dialogue</i> Model text – <i>The Papaya that spoke</i></p> <p>Non-Fiction <i>Text Type - Persuasive</i> Model text – <i>Talking Papaya for sale</i></p> <p>Poetry Focus – <i>List poem</i></p> <p>Fiction <i>TYPE – Character flew</i> Focus – <i>Openings and endings</i> Model text – <i>The True Story of the Three Little Pigs</i></p> <p>Non-Fiction <i>Text Type – Explanation</i> Model text – <i>Why were the three little pig’s houses destroyed?</i></p> <p>Poetry Focus – <i>Spine poem</i></p>

	<table border="1"> <tr> <th>Year 3</th> <th>Year 4</th> </tr> <tr> <td>A/an, conjunctions, adverbs, headings/ subheadings, speech marks.</td> <td>Fronted adverbials with commas, expanded noun phrases, possessive S.</td> </tr> </table>	Year 3	Year 4	A/an, conjunctions, adverbs, headings/ subheadings, speech marks.	Fronted adverbials with commas, expanded noun phrases, possessive S.	<p>Focus – list poem Model – Go open the door...</p> <p>Spelling - Spelling Shed Spelling Rules - 13-24.</p> <p>Grammar – Spelling Shed</p> <table border="1"> <tr> <th>Year 3</th> <th>Year 4</th> </tr> <tr> <td>Paragraphs, present perfect tense.</td> <td>Difference between plural and possessive S, Standard English, paragraphs, pronouns.</td> </tr> </table>	Year 3	Year 4	Paragraphs, present perfect tense.	Difference between plural and possessive S, Standard English, paragraphs, pronouns.	<p>Spelling - Spelling Shed Spelling Rules 25-36.</p> <p>Grammar – Spelling Shed Revision and revisiting of rules.</p>
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Paragraphs, present perfect tense.	Difference between plural and possessive S, Standard English, paragraphs, pronouns.										
<p>Mathematics</p>	<p>Whiterose Year 3 Week 1-3 Place Value Week 4-8 Addition and subtraction Week 9-12 Multiplication and division</p> <p>Year 4 Week 1-3 Place Value Week 4-6 Addition and subtraction Week 7 Measurement and area Week 8 MTC – preparation Week 9-11 Multiplication and division Week 12 Consolidation</p>	<p>Whiterose Year 3 Week 1-3 Multiplication and division Week 4-6 Length and perimeter Week 7-9 Fractions Week 10-12 Mass and capacity</p> <p>Year 4 Week 1-3 Multiplication and division Week 4-5 Length and perimeter Week 6-9 Fractions Week 10-12 Decimals</p>	<p>Whiterose Year 3 Week 1-2 Fractions Week 3-4 Money Week 5-7 Time Week 8-9 Shape Week 10-11 Statistics Week 12 consolidation</p> <p>Year 4 Week 1-2 Decimals Week 3-4 Money Week 5-6 Time Week 7 MTC – preparation Week 8-9 Shape Week 10 Statistics Week 11-12 Position and direction</p>								
<p>Science</p>	<p>Rocks Scientists</p> <ul style="list-style-type: none"> Igneous rock is formed when magma (lava) cools down. Metamorphic rock is formed when rocks are heated up or put under a lot of pressure. Sedimentary rock is formed when soil or minerals, like mud, are squashed together. We identify rocks by looking at them, testing their hardness and seeing what they feel like. Rocks change when they are heated, squashed or eroded. Rocks are formed in different ways then eroded by the weather and water. A fossil is what is left of something that lived a long time ago. 	<p>Forces and Magnets</p> <p>Electricity</p> <ul style="list-style-type: none"> Different surfaces create different amounts of friction. Magnets do not need to touch each other to create a force. Magnets attract each other and some types of metal. Not all materials are magnetic. Magnets have a north and south pole. Magnets can attract and repel each other. Compasses use magnets to find north. Fridges, lights, ovens, freezers televisions, computers all run on electricity. 	<p>Animals including humans</p> <ul style="list-style-type: none"> The main parts of the digestive system are the mouth, the oesophagus, the stomach the small intestine and the large intestine. Food is chewed, enzymes break the food down, it is digested and waste is excreted. The intestines absorb digested food and excrete what the body cannot use or does not need. Food is chewed in the mouth, the stomach produces acid that kills microorganisms, enzymes break the food down, intestines remove nutrients, waste is excreted. Fibre helps the digestive system move waste through the 								

	<ul style="list-style-type: none"> You can find fossils in sedimentary rocks. We can find lots of different sorts of creatures and plant fossils. We can find fossils in sedimentary rock in places like Wenlock Edge and Ludlow. Fossils give us clues about life in the past. Mary Anning was a Victorian Geologist. 	<ul style="list-style-type: none"> A circuit needs a cell and a component such as a bulb, motor or a buzzer. An electrical circuit needs to be for a loop. A switch works by making or breaking a circuit. A conductor lets electricity pass through it, an insulator will not let electricity pass through it. A conductor lets electricity pass through it, an insulator will not let electricity pass through it. 	<p>intestine. Carbohydrates store and release energy slowly. Protein helps the body to grow and repair itself. Fats can release energy when broken down.</p> <ul style="list-style-type: none"> Too much of a food group The major bones in the human body are the skull, the mandible, the spine, the ribs, the pelvis and the femur. The skeleton has ball and socket, hinge and gliding joints. Babies teeth start to grow when they are about six or seven months old. They have about 20 teeth when they are approximately three and new, permanent teeth push those milk teeth out when they are about six years old. Adults have about 32 teeth. Canines are for tearing and ripping, incisors are for cutting, molars and wisdom teeth are for grinding. Producers are plants. Consumers are animals that eat plants. Predators are animals that hunt for and eat other animals. Food chains show how energy is transferred from producers to prey and predators.
RE	<p>Understanding Christianity Gospel unit 2a.4: What kind of World did Jesus want?</p> <p>Unit L2.10 Judaism: How do festivals and family life show what matters to Jewish people</p>	<p>Understanding Christianity Salvation unit 2a.5: Why do Christians call the day Jesus died Good Friday?</p> <p>L2.11 How and why do people mark significant points in their life?</p>	<p>Understanding Christianity People of God unit 2a.2: What is it like to follow God?</p> <p>Understanding Christianity Kingdom Of Go unit 2a.6d: When Jesus left, what was the impact of Pentecost?</p>
History	<p>Stone age to iron age</p> <ul style="list-style-type: none"> The Palaeolithic era is the early Stone age, the Mesolithic era is the middle Stone Age and the Neolithic era is the new Stone Age. Humans developed a lot during the different periods of the Stone age. Artefacts give us clues about how people lived in the past. Humans changed the way they lived and behaved when they made permanent homes. 	<p>Changes in an aspect of social history- leisure and entertainment with a focus on the seaside</p> <ul style="list-style-type: none"> Victorians built seaside resorts such as Blackpool, Brighton and Llandudno. In the mid-18th Century, Dr Richard Russell said that sea-waters have the minerals rich enough to cure any human diseases. 	<p>Egypt</p> <ul style="list-style-type: none"> People in Ancient Egypt had different roles in society. The Nile provided Ancient Egyptians with many things they needed to live. The Ancient Egyptians used the Nile to travel up and down and transport goods to trade. Pharos built the pyramids in Ancient Egypt as a symbol of power. They were tombs filled with valuable items to take in to the afterlife.

	<ul style="list-style-type: none"> • Farming gave humans a healthier, more balanced diet with a greater, more reliable range of things to eat. • The Beaker Culture spread ideas, skills, knowledge and religion across Europe and Britain. 	<ul style="list-style-type: none"> • Victorians developed the train network, horses and carriages were used, bikes and some very rich people had cars. • Victorian seaside entertainment included Punch and Judy, Promenades, eating fish and chips, donkey rides, building sandcastles, rock pooling and visiting piers. • Men and women were separated when swimming and bathing machines were used. These are huts on wheels that horses pulled into the sea. • Victorians had a range of clothes they would wear at the seaside that look very different from the clothes we would wear today. 	<ul style="list-style-type: none"> • Pyramids were built by thousands of workers over a number of years. • Pharos in Egypt were usually Mummified in preparation for the afterlife.
<p>Geography</p>	<p>The world</p> <ul style="list-style-type: none"> • Maps use symbols to show us what is there. Bitterley is in England which is part of the UK, which is part of Europe in the Northern hemisphere. Bitterley is in the Midlands. • A compass can be split into four sections: North, East, South and West. • You can use 4 figure grid references to locate different places. • Europe is in the northern hemisphere. Africa is to the south of Europe, Russia is to the East of Europe and the Atlantic, then North America is to the west of Europe. • Russia is the world's largest country. It occupies 1/10th of the all land on earth. • America is split into North and South America. The United States is only part of America. It has lots of natural wonders and is rich in resources. 	<p>Rivers and water cycle</p> <ul style="list-style-type: none"> • The water cycle shows water falling as precipitation, running towards a larger body of water, evaporating then falling as precipitation again. • A river is a natural flowing water course, usually freshwater, flowing towards another river, a lake or the ocean. • Rivers both erode the landscape and leave deposits on it. • Rivers form meanders, oxbow lakes, valleys and deltas. • Rivers provide a method of transport, drinking water, water for farming and agriculture and can contribute to tourism and leisure. • Flooding can do a lot of damage to property but it can also leave rich, valuable deposits for plants. 	<p>Similarities of UK (Shrops) Europe (Hungary) and South America (Brazil)</p> <ul style="list-style-type: none"> • England has urban settlements as well as natural features such as rivers, lakes, coastal environments. • England has lots of natural resources from coal to gold. England also has a lot of rich agricultural resources. • Hungary is mainly flat, it sits on a large plain. Its largest river is called the Danube. • Hungary has coal and lots of arable land. • Brazil is a tropical country with highlands and coastal lowlands. Brazil has tropical rainforests. The Amazon River runs through Brazil. • Brazil has tin, iron ore and phosphate mines. Brazil is also home to the Amazon rainforest.
<p>Art</p>	<p>Cave Paintings Stone Age Drawing Chalk and pastel</p>  <p>Chalk/Pastel</p>	<p>Hokusai Katsushika Hokusai various river and waterfall photos. Drawing Printing Ink</p>	<p>Egyptian Art. Stela of Aafenmut, c.924–889 BC</p> <p>Drawing Painting</p>

Project: Stone Age

Genre: Pastel, Chalk.

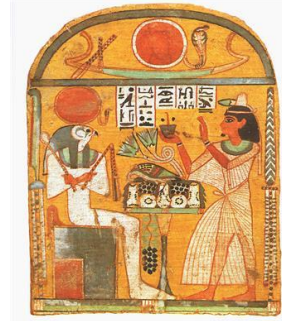
Suggested final art piece: Use chalk or pastel to create their own cave image. If appropriate, it may be drawn directly onto a wall (possibly covered in neutral/brown coloured paper) to create a similar effect. Think about different scales, some may be had sized, others could be a lot bigger.

- Y3
Cave paintings were produced roughly around the time of the last ice age.
Cave Paintings are our earliest example of humans recording information.
Charcoal, chalk, rocks were used to create cave paintings.
Simple lines that are carefully placed can create recognisable images.
- Y4
Cave paintings were produced roughly around the time of the last ice age.
Cave Paintings are our earliest example of humans recording information, often about animals and how people hunted.
Charcoal, chalk, rocks were used to create cave paintings.
Simple lines that are carefully placed and blocks of colour can create recognisable images.
- We use sketch books to collect ideas and techniques. We then refine our ideas so that we can use them in our art work.
- You can achieve different qualities using cross hatching, shading, sidestrokes, smudging and you can use of rubber to draw/highlight.
- Complimentary colours are colours that when mixed make white or black.
- You can use limited colour palettes
- Cave paintings were completed during the stone age and no one is really sure what the purpose of the pictures was.



Genre: Ink

- Suggested final piece:
Ink and printing. Create a picture of a small section of water – a waterfall, ripples etc etc.
- Y3
Katsushika Hokusai was a Japanese artist and is usually known simply as Hokusai. Hokusai was a man who was born in 1760 and died in 1849.
He liked painting, sketching and printing.
- Y4
Katsushika Hokusai was a Japanese artist and is usually known simply as Hokusai. Hokusai was a man who was born in 1760 and died in 1849.
He liked painting, sketching and printing. Hokusai liked creating art about people, landscapes and water. He even liked dragons.
- We can use sketchbooks to experiment with a wider range of materials and present work in a variety of ways.
- We can draw with a variety of tools and surfaces.
- Explore complementary and opposing colours in creating patterns.
- Lines and blocks of colour can be used to represent water. You can use different tools such as pens and brushes to create effect.
- Look at your work and make connections between the way works are created and impact the work has on the viewer.



Egyptian Art.
Stela of Aafenmut, c.924–889 BC

- Y3
Egyptians produced art to teach people about religion and what an ideal life might look like. All Egyptian artists used the same style to make their pictures and statues.
- Y4
Egyptians produced art to teach people about religion and what an ideal life might look like. All Egyptian artists used the same style to make their pictures and statues. They often used hieroglyphics in their art work and liked to use the colours blue, black, red green and gold.
A lot of art was stolen from ancient tombs.
- You can develop artistic/visual vocabulary to discuss work such as hieroglyphics, representations, perspective, 2d and 3d for example.
- Tracing can help us to recreate parts of an image and can also enable us to move them around for example.
- You can lighten and darken tones using white and black?
- You can make a range of colours and tones by mixing paint. You can't make prime colours.
- You can work with others to create art work.

Music

Y3 unit 2

How does music tell us about the past?

Musicianship: Understanding Music

Tempo: 104bpm

Time Signature: 2/4 Key Signature: C major

Rhythmic patterns using:

Minims, crotchets and quavers Melodic patterns: C, D, E

Musicianship: Improve Together - Activity 1

Tempo: 104bpm Time Signature: 2/4

Key Signature: C major

Improvise section using: C, D, E, G, A

Songs: Love What We Do, Let's Groove, When The Saints Go Marchin' In, Jaws: Main Theme, My Bonnie Lies Over The Ocean

Y4 Unit 1

How does music bring us together?

Musicianship: Understanding Music

Tempo: 112bpm

Time Signature: 4/4 Key Signature: C major

Rhythmic patterns using:

Minims, dotted crotchets, crotchets and quavers Melodic patterns: C, D, E

Musicianship: Improve Together - Activity 1

Tempo: 112bpm Time Signature: 4/4

Key Signature: C major

Improvise section using: C, D, E, G, A

Songs: Hoedown, Go Tell It On The Mountain, I'm Always There, Trick Or Treat, Martin Luther King

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Y3 Unit 4

How does music help us to get to know our community?

Musicianship: Understanding Music

Tempo: 92bpm

Time Signature: 4/4 Key

Signature: A minor

Rhythmic patterns using:

Minims, crotchets and quavers Melodic patterns: A, B, C

Musicianship: Improve Together - Activity 2

Tempo: 100bpm Time Signature: 4/4

Key Signature: G major

Improvise section using: G, A, B, C, D

Songs: Friendship Song, A Night On The Bare Mountain, Family, Double Beat Song, Come On Over

Y4 Unit 5

How does music shape our way of life?

Musicianship: Understanding Music

Tempo: 68bpm

Time Signature: 4/4 Key

Signature: A minor

Rhythmic patterns using:

Minims, crotchets, dotted quavers, quavers and semiquavers Melodic patterns: A, B, C, D, E, F, G

Musicianship: Improve Together - Activity 3

Tempo: 68bpm Time Signature: 4/4

Key Signature: A minor

Y3 Unit 6

How does music connect us with our planet?

Musicianship: Understanding Music

Tempo: 92bpm

Time Signature: 2/4 Key Signature:

F major

Rhythmic patterns using:

Minims, crotchets and quavers Melodic patterns: F, G, A

Musicianship: Improve Together - Activity 3

Tempo: 92bpm Time Signature: 2/4

Key Signature: F major

Improvise section using: F, G, A, C, D

Songs: Michael Row The Boat Ashore, The Nutcracker Suite, Op. 71A - Dance Of The Reed Flutes, The Dragon Song, The Firebird Suite, Follow Me

Y4 Unit 2

How does music connect us with our past?

Musicianship: Understanding Music

Tempo: 97bpm

Time Signature: 2/4 Key Signature:

F major

Rhythmic patterns using:

Minims, dotted crotchets, crotchets, quavers and semiquavers Melodic patterns: F, G, A

Musicianship: Improve Together - Activity 1

Tempo: 112bpm Time Signature: 4/4

Key Signature: C major

Improvise section using: C, D, E, G, A

	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<p>Improvise section using: A, B, C, D, E, F, G</p> <p>Songs: You Can See It Through, A Ceremony Of Carols, Oh Happy Day, Romeo and Juliet, Overture-Fantasy, A World Full Of Sound</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<p>Songs: Looking In The Mirror, It's All About Love, Take Time In Life, Perdido, Scarborough Fair summer concert</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
Computing	Computing systems and networks – The Internet 4:1	Programming A Repetition in shapes 4.3	Programming B Repetition in games 4.6
Design Technology	<p>Moving Heavy blocks</p> <ul style="list-style-type: none"> A shell structure protects an object. A net is a 2d shape that has lines marked on it that when folded, form a 3d shape. Make different 3d shapes using nets. The same shapes can be stronger if made from different materials. Mark out shapes accurately. Use tools to score materials. Use tabs in different ways to join different materials. 	<p>Make a burglar alarm for the classroom</p> <ul style="list-style-type: none"> Many common appliances run on electricity. A circuit needs to form a loop. Know how to make series circuits. Know how to create a switch. A switch opens and closes a circuit. Know how to create a switch. Some metals are conductors. 	<p>Create a healthy snack for an Egyptian pharaoh.</p> <ul style="list-style-type: none"> Farming takes place across the UK, Europe and the World. The eat well plate is divided into five groups: fruit and vegetables; carbohydrates and starches; dairy; protein; sugars and fats. Different foods and drinks contain different substances – nutrients, water and fibre – that are needed for health.

	<ul style="list-style-type: none"> • Choose the best type of adhesive to use. • A slider moves sideways. • A lever is a solid bar that rotates on a point on itself. • Join materials to enable movement. • Join materials to create a pivot to enable movement using split pins, for example. • Linkages allow parts of a mechanism to move in different directions. • Levers can be used when lifting or moving heavy objects. • Be able to join different parts of mechanisms to enable movement. • Know how to strengthen joints and linkages. • A slider moves sideways. • A lever is a solid bar that rotates on a point on itself. • Linkages allow parts of a mechanism to move in different directions. • Levers can be used when lifting or moving heavy objects. • A slider moves sideways. • A lever is a solid bar that rotates on a point on itself. • Linkages allow parts of a mechanism to move in different directions. • Levers can be used when lifting or moving heavy objects. 	<ul style="list-style-type: none"> • Know how to find out whether a material is a conductor or not. • A burglar alarm will need switches, buzzers and lights. • A burglar alarm will go off if someone triggers a switch and the circuit is complete. 	<ul style="list-style-type: none"> • Not all groups on the eat well plate are of an equal size. • Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. • A healthy Egyptian snack would be balanced and prepared and presented hygienically.
<p>PSHE/ RSE</p>	<p>Y3 Being me in my world.</p> <ul style="list-style-type: none"> • I can explain how my behaviour can affect how others feel and behave. • I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. <p>Celebrating Difference.</p> <ul style="list-style-type: none"> • I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. • I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help. 	<p>Y3 Dreams and goals.</p> <ul style="list-style-type: none"> • I can explain the different ways that help me learn and what I need to do to improve. • I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. <p>Healthy Me.</p> <ul style="list-style-type: none"> • I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. 	<p>Y3 Relationships</p> <ul style="list-style-type: none"> • I can explain how my life is influenced positively by people I know and also by people from other countries. • I can explain why my choices might affect my family, friendships and people around the world who I don't know. <p>Y3/4</p> <p>Changing Me. RSHE.</p> <p>Year 3</p> <ul style="list-style-type: none"> • I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are

		<ul style="list-style-type: none"> I can express how being anxious/ scared and unwell feels. 	<p>necessary so that their bodies can make babies when they grow up.</p> <ul style="list-style-type: none"> I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. <p>Year 4</p> <ul style="list-style-type: none"> I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
<p>PE</p>	<p>Hockey Y3/Y4 Year 3</p> <ul style="list-style-type: none"> Play in competitive games developing agility Able to recognise where improvements could be made in their work Select and combine more complex skills in game situations <p>Year 4</p> <ul style="list-style-type: none"> Play in competitive games developing stamina and endurance Practise and use running, sprinting and dynamic balance in games Work collaboratively to use basic tactics for defending and attacking <p>Tag Rugby Y3/4 year 3</p> <ul style="list-style-type: none"> Play in a competitive game developing basic tactics Master basic movements including change of speed, throwing and catching Work collaboratively to use basic tactics for attack <p>year 4</p>	<p>Swimming (12 weeks)</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 	<p>Athletics Y3/Y4 Year 3</p> <ul style="list-style-type: none"> Complete against self and others developing simple technique Master basic movements including running, throwing and jumping Work collaboratively and individually to help improve self and others <p>Year 4</p> <ul style="list-style-type: none"> Complete against self and others developing simple technique Master basic movements including running, throwing and jumping Work collaboratively and individually to help improve self and others <p>Rounder's Year 3</p> <ul style="list-style-type: none"> Play in competitive games developing simple tactics

	<ul style="list-style-type: none"> • Develop stamina and speed in competitive games • Practice and use running and dynamic balance in games • Work as a team to use basic defending and attacking tactics in games <p>Cross country practice.</p>		<ul style="list-style-type: none"> • Master basic movements including running throwing, catching and striking- • Work collaboratively to use basic tactics for batting and fielding <p>Year 4-</p> <ul style="list-style-type: none"> • Play in competitive games developing stamina and endurance- • Practice and use running, sprinting and dynamic balance in games- • Work collaboratively to use basic tactics for batting and fielding
FRENCH	<p>Y3 Getting to know you.</p> <ul style="list-style-type: none"> • Say hello and goodbye. • Introduce themselves. • Say if they are feeling good/bad/so-so. • Count to 10. • Say how old they are. <p>Y3 All about me.</p> <p>Give and respond to simple classroom instructions appropriately</p> <ul style="list-style-type: none"> • Name parts of the body from a song • Identify colours • Name items of clothing 	<p>Y3 Food glorious food.</p> <ul style="list-style-type: none"> • follow a story and join in the repeated parts; • say what foods from a set they like/dislike; • describe the colour or size of an object; • ask politely for something <p>Y3 Friends and family.</p> <ul style="list-style-type: none"> • identify and introduce some of their relations; • name some common pets; • recognise some rooms in their home. 	<p>Y3 Our school.</p> <ul style="list-style-type: none"> • listen and respond to topic vocabulary; • demonstrate understanding with actions; • write sentences converting le/la to un/une; • answer questions using the topic vocabulary <p>Y3 Time.</p> <ul style="list-style-type: none"> • Say and order the days of the week; • say and order the months of the year; • count on from 11-31; • say their own birthday.