



# Feckenham Church of England Primary School



Wisdom ■ Hope ■ Dignity ■ Community

## Long Term Overview:

Foundation subjects plus Maths/Science/IT/R.E/Maths.

## Lower KS2 (Yrs. 3 and 4) 2024-2025

Links between subjects as opportunities to develop schema are linked by **colour**.

Previous learning for retrieval opportunities are **highlighted**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art</b>	<p><b>Drawing</b></p> <p><u>Power prints</u> Using <b>mechanical engravings</b> as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing.</p>	<p><b>Painting and Mixed Media</b></p> <p><u>Light and Dark</u> Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect.</p>	<p><b>Drawing</b></p> <p><u>Power prints</u> Combine media for effect when developing a drawing into a print.</p>	<p><b>Painting and Mixed Media</b></p> <p><u>Light and Dark</u> Experimenting with composition and applying painting techniques to a personal still life piece.</p>	<p><b>Sculpture and 3D</b></p> <p><u>Interactive Installations</u> Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how <b>scale, location</b> and interactive elements affect the way visitors experience installation art.</p>	<p><b>Crafts and Design</b></p> <p><u>Photo opportunity</u> Developing <b>photography skills and techniques</b> to design a range of creative <b>photographic outcomes</b>.</p>
<b>Design Technology</b>	<p><b>Mechanical Systems</b></p> <p><u>Making a sling slot car</u></p> <p>Using a range of materials, design and make a car with a working <b>slingshot mechanism</b> and house the mechanism using a range of nets.</p>	<p><b>Textiles</b></p> <p><u>Cross stitch and applique</u></p> <p>Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion or <b>Egyptian collar</b>.</p>	<p><b>Structures</b></p> <p><u>Bridges</u></p> <p>Test and analyse various types of bridge to determine their <b>strength and stability</b>. Explore material properties and sources, before <b>marking, sawing</b> and assembling a wooden truss bridge.</p>	<p><b>Electrical Systems</b></p> <p><u>Doodlers</u></p> <p>Our Doodlers unit explores series circuits further and introduces <b>motors</b>. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</p>	<p><b>Cooking and Nutrition</b></p> <p><u>Adapting a Recipe</u></p> <p>Children learn a basic biscuits recipe and adapt it to suit a target audience.</p>	<p><b>Digital World</b></p> <p><u>Wearable technology</u></p> <p>A greater focus on evaluation of products, use of the <b>virtual micro:bit</b> and new video content.</p>
<p>Enrichment: Families/special visitors to come into school to taste their summer vegetable recipes.</p>						



# Feckenham Church of England Primary School



Wisdom ■ Hope ■ Dignity ■ Community

French	This is Me	School Days	Birthday Celebrations	Colourful Creatures	Fabulous French Food	Gourmet Tour of France
Geography	<p><b>Locational/Place Knowledge/ Human and Physical Geography/Fieldwork</b></p> <p><b><u>Who lives in Antarctica?</u></b> Learning about <b>latitude and longitude</b>, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shacklet</p>		<p><b>Locational/Place Knowledge/Human and Physical Geography/ Geographical Skills/ Fieldwork</b></p> <p><b><u>Why do oceans matter?</u></b> Exploring the <b>significance of our oceans</b>, children learn how humans use and impact them and how this has changed over time. Pupils study the <b>Great Barrier Reef</b> and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making <b>eco-friendly choices</b>. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment</p>		<p><b>Geographical Skills</b> <b>Locational/Place Knowledge/ Fieldwork /Human and Physical Geography</b></p> <p><b><u>Are all settlements the same?</u></b> Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.</p> <p>What is a settlement? How is land used in my local area? Can I explain the location of features in my local area?</p>	
	<p>Continuous Provision: Weather around the world/United Kingdom and world maps including compass points/grid references</p> <p>Enrichment- Fieldwork at forest school</p>					
History	<p><b>Chronological awareness/Change and Continuity/Sources of evidence/ Similarities and differences/ Historical significance/ Historical interpretations/ Cause and consequence</b></p> <p><b><u>What did the ancient Egyptians believe?</u></b> Finding out about <b>Egyptian</b> beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify</p>		<p><b>Chronological awareness/Change and Continuity/Sources of evidence/ Similarities and differences/ Historical significance/ Historical interpretations/ Cause and consequence</b></p> <p><b><u>What did the Greeks ever do for us?</u></b> Investigating the city-states of <b>Athens and Sparta</b> to identify similarities and differences between them, learning about <b>democracy</b> and assessing the legacy of the Ancient Greeks.</p>		<p><b>Chronological awareness/Change and Continuity/Sources of evidence/ Similarities and differences/ Historical significance/ Historical interpretations/ Cause and consequence</b></p> <p><b><u>What was the impact of World War 2 on the people of Britain?</u></b> Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the</p>	



# Feckenham Church of England Primary School



Wisdom ■ Hope ■ Dignity ■ Community

	<p>Egyptian beliefs before creating a <a href="#">video clip</a> to summarise their findings.</p>				<p>effectiveness of primary sources.</p> <p><a href="#">Local Study</a></p> <p>Why did Britain go to war in 1939? Who won the Battle of Britain?</p>	
	<p><b>Chronological Awareness:</b> Use the playground timeline to pinpoint times in history during topics</p> <p>Enrichment:</p>					
IT	<p><b>Computing Systems /Online Safety</b></p> <p><a href="#">Networks and the Internet</a></p> <p>Learning what a network and how devices communicate and share information.</p>	<p><b>Data Handling / Online Safety</b></p> <p><a href="#">Comparison Cards</a></p> <p>Learning about records, fields and data and sorting and filtering data.</p>	<p><b>Computing Systems/ Programming/ /Online Safety</b></p> <p><a href="#">Bletchley Park</a></p> <p><a href="#">Discovering the history of Bletchley</a> and learning about code breaking and password hacking. Demonstrating digital literacy skills by creating presentations.</p>	<p><b>Computer systems Online Safety</b></p> <p><a href="#">Collaborative Learning</a></p> <p><a href="#">Learning how to work collaboratively and exploring a range of collaborative tools.</a></p>	<p><b>Computer Systems and Networks/Online Safety</b></p> <p><a href="#">AI</a></p> <p>Exploring what AI is and how it generates text, images and code. Learning about creating and refining prompts to improve AI responses while also considering the ethical implications of AI and its potential to replace human roles</p>	<p><b>Computing System/Creating Media /Online Safety</b></p> <p><a href="#">Skills Showcase HTML</a></p> <p>Learning about the markup language behind a webpage; becoming familiar with HTML tags, changing HTML and CSS code to alter images and 'remix' a live website</p>
	<p><b>Online Safety-</b> specific lessons plus continuous provision at the start of every lesson.</p>					
Music	<p><b>Performing, Listening, Composing, Inter-related dimensions of music</b></p>	<p><b>Performing, Listening, Composing, Inter-related dimensions of music</b></p>	<p><b>Developing singing technique</b></p> <p><a href="#">Ballads</a></p> <p>Learning what ballads are, how to identify their features and how to convey</p>	<p><b>Theme and variations</b></p> <p><a href="#">Pop Art</a></p> <p>Exploring the musical concept of theme and variations and discovering</p>	<p><b>Performing, Listening, Composing, Inter-related dimensions of music</b></p> <p><a href="#">Rock and Roll</a></p>	<p><b>Composing and performing.</b></p> <p><a href="#">Composing and performing a Leavers' song</a></p>



# Feckenham Church of England Primary School



Wisdom ■ Hope ■ Dignity ■ Community

	<p><b>South Africa</b> (Instrumental lessons) Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.</p>	<p><b>Composition notation</b> <b>Ancient Egypt</b> Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.</p>	<p>different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.</p>	<p>how rhythms can 'translate' onto different instruments</p>	<p><b>Learning about the origin and features of rock and roll</b> music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class</p>	<p>Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics, exploring the concept of the four-chord backing track and composing melodies.</p>
	<p><b>Musical Vocabulary</b> – introduce and retrieve subject specific vocabulary to eventually be able to describe music and express what they enjoy. <b>The History of Music</b></p> <p>Enrichment: Take part in a Christmas production performed in the local Church for families/Handbells and MAT Talent show</p>					
P.E.	<p><b>Motor Competence/ Healthy Participation</b></p> <p><u>Hockey</u></p>	<p><b>Motor Competence/ Healthy Participation</b></p> <p><u>Yoga</u></p>	<p><b>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</b></p> <p><u>Dance</u></p>	<p><b>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</b></p> <p><u>Gymnastics</u></p>	<p><b>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</b></p> <p><u>Swimming</u></p>	<p><b>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</b></p> <p><u>Athletics</u></p>
	<p><b>Enrichment- take part in county games opportunities/Sports Evening/School Games/Sport After School Clubs offered/Feckenham Wake Country Dancing</b></p>					
P.S.H.E	<p><b>Families and Relationships</b></p> <p>Learning that families are varied and differences must</p>	<p><b>Health and Wellbeing</b></p> <p>Developing emotional maturity; learning that we experience a range of emotions and are responsible</p>	<p><b>Safety and the Changing Body</b></p> <p>Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an</p>	<p><b>Citizenship</b></p> <p>Learning about Human rights and caring for the environment; exploring the role of groups within the local community and</p>	<p><b>Economic Wellbeing</b></p> <p>Introduction to creating a budget and learning about: the different ways of paying, the emotional</p>	



# Feckenham Church of England Primary School



Wisdom ■ Hope ■ Dignity ■ Community

	<p>be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement <b>Cycle B</b></p>	<p>for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene <b>Cycle B</b></p>	<p>awareness of road safety <b>Cycle B</b> Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty Learning about road safety and how to call the emergency services (Y3); thinking about how our bodies change as we go through puberty (Y4) <b>Cycle B</b></p>	<p>appreciating community diversity; looking at the role of local government <b>Cycle B</b></p>	<p>impact of money, the ethics of spending and thinking about potential jobs and careers. <b>Cycle B</b>  <b>Transition</b></p>	
	<p><b>Citizenship – Throughout the year through our Values programme and events in school</b> <b>Economical Wellbeing- Utilise the class ‘cash’ from FOFS to use wisely/generate more income</b></p> <p><b>Enrichment- Visitors into class/ Cash raising events</b></p>					
R.E.	<p><b>Christianity</b> <i>Making sense of beliefs/Making connections /Understanding impact</i>  <u>What is it like for someone to follow God?</u></p>	<p><b>Judaism</b> <i>Making sense of beliefs/Making connections /Understanding impact</i>  <u>How and why do people mark the significant events in their life?</u></p>	<p><b>Hinduism</b> <i>Making sense of beliefs/Making connections /Understanding impact</i>  <u>What does it mean to be a Hindu in Britain today?</u></p>	<p><b>Christianity</b> <i>Making sense of beliefs/Making connections /Understanding impact</i>  <u>For Christians what is the impact of Pentecost?</u></p>	<p><b>Hinduism</b> <i>Making sense of beliefs/Making connections /Understanding impact</i>  <u>What does it mean to be a Hindu in Britain today?</u></p>	<p><b>Non-faith linked</b> <i>Making sense of beliefs/Making connections /Understanding impact</i>  <u>Creation and Science: Conflicting or Complementary?</u></p>
	<p><b>Celebration Calendar for multi-faiths. Focus on Christian calendar to explore Christmas and Easter</b></p> <p>Enrichment: Visit our local Church to explore the layout and artefacts/take part in a Christmas and Easter Service at Feckenham Church</p>					
Science	<p><b>Animals, including humans</b>  <b>Digestion and Food</b> Using models, children</p>	<p><b>Materials</b>  States of Matter By investigating the</p>	<p><b>Energy</b>  Circuits, Batteries and Switches</p>	<p><b>Living Things and their Habitats</b>  <b>Classifying and Changing Habitats</b></p>	<p><b>Living Things and their Habitats</b>  Evolution and Inheritance</p>	<p><b>Forces and Space: Making Connections</b>  Does the size of an</p>



# Feckenham Church of England Primary School



Wisdom ■ Hope ■ Dignity ■ Community

<b>Science</b>	<p>describe the function of key organs in the digestive system. Pupils identify the types of human teeth and investigate factors that impact our dental health. They compare human teeth to other animals' and take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition</p>	<p>properties of solids, liquids and gases, children learn about the different states of matter. They explore changes of state using relatable examples and use this to explain changes to <b>water through the water cycle</b>. Pupils investigate the relationship between temperature and rate of evaporation while broadening their experience of working scientifically.</p>	<p>Revisiting electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current, resistance and voltage. They compare different batteries and relate this to the effects on bulb brightness. Pupils apply their knowledge of switches and electrical circuits to design and produce their own practical devices.</p>	<p>Children explore different ways living things can be grouped and make classification keys. <b>They study ways that habitats may change over time</b> and understand that humans can have both positive and negative effects on their surroundings.</p>	<p>Studying patterns in humans and other species, children learn about characteristics that are <b>inherited</b> and those that are environmental. Through the eyes of <b>Darwin and Wallace</b>, pupils understand how observations lead to theories. By modelling finches' variation and natural selection, they begin to explain how species evolve and the role of fossil evidence that supports this theory.</p>	<p><b>asteroid affect the diameter of its impact crater?</b> Children explore the relationship between the size of model asteroids and <b>the diameter</b> of the impact crater they create through experiments, data analysis, and drawing conclusions. They apply their understanding of gravity, air resistance and the Earth and space to make predictions and plan and carry out an enquiry.</p>
	<p><b>Forces, Earth and Space</b></p> <p><b>Working Scientifically - Research using secondary resources/Observing over time/Comparative and fair testing/Identifying, classifying and grouping/pattern seeking</b> To go through all topics in the science curriculum</p> <p>Enrichment:</p>					
<b>Maths</b>	<p><u>Place Value</u> <b>Base Line Assessment</b></p> <ul style="list-style-type: none"> <li>Hundreds, tens and ones.</li> <li>Represent numbers to 1,000.</li> <li>Partition</li> </ul>	<p><u>Addition and Subtraction</u> <b>Base Line Assessment A</b></p> <ul style="list-style-type: none"> <li>Add and subtract 1s, 10s, 100s, 1,000s.</li> <li>Add 1s, 10s, 100s, 1,000s across a</li> </ul>	<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>Subtract up to two 4-digit numbers – no exchange.</li> <li>Subtract up to two 4-digit numbers (across</li> </ul>	<p><u>Area</u> <b>Base Line Assessment</b></p> <ul style="list-style-type: none"> <li>What is area?</li> <li>Count squares.</li> <li>Make shapes.</li> <li>Compare areas</li> </ul> <p><b>End of Block Assessment</b></p>	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>Multiply up to a 3-digit number by a 1-digit number – no exchange</li> <li>Multiply up to a 3-digit number by a 1-digit number – with</li> </ul>	<p><u>Time</u></p> <ul style="list-style-type: none"> <li>Hours, minutes and seconds.</li> <li>Find and use durations</li> <li>Years, months, weeks and days</li> </ul> <p>End of Block Assessment.</p>



# Feckenham Church of England Primary School



Wisdom ■ Hope ■ Dignity ■ Community

	<p>numbers to 1,000.</p> <ul style="list-style-type: none"> <li>Thousands.</li> <li>Represent numbers to 10,000.</li> <li>Partition numbers to 10,000.</li> <li>Flexible partitioning.</li> <li>Find 1, 10, 100 or 1,000 more or less.</li> <li>Number lines to 1,000.</li> <li>Number lines to 10,000.</li> <li>Estimate on a number line.</li> <li>Compare numbers.</li> <li>Order numbers</li> <li>Round to the nearest 10.</li> <li>Round to the nearest 100.</li> <li>Round to the nearest 1,000.</li> <li>Round to the nearest 10, 100 or 1,000.</li> <li>Roman</li> </ul>	<p>boundary.</p> <ul style="list-style-type: none"> <li>Subtract 1s, 10s, 100s, 1,000s across a boundary.</li> <li>Make connections.</li> <li>Add up to two 4-digit numbers – no exchange.</li> <li>Add up to two 4-digit numbers (across a 10)</li> <li>Add up to two 4-digit numbers (across a 100).</li> <li>Add up to two 4-digit numbers (across a 1,000).</li> <li>Add numbers with a different number of digits.</li> </ul> <p><b>Shape</b> <b>Base Line Assessment</b></p> <ul style="list-style-type: none"> <li>Turns and angles</li> <li>Identify angles.</li> <li>Compare and order angles.</li> <li>Types of lines.</li> <li>Triangles</li> </ul> <p><b>Statistics</b></p>	<p>a 10).</p> <ul style="list-style-type: none"> <li>Subtract up to two 4-digit numbers (across a 100).</li> <li>Subtract up to two 4-digit numbers (across a 1,000).</li> <li>Subtract numbers with a different numbers of digits.</li> <li>Complements to 100 and 1,000.</li> <li>Estimate answers.</li> <li>Inverse operations.</li> <li>Efficient methods.</li> </ul> <p><b>End of Block Assessment</b> <b>Shape</b></p> <ul style="list-style-type: none"> <li>Quadrilaterals</li> <li>Polygons</li> <li>Draw polygons</li> <li>Symmetry</li> <li>3-D shapes</li> </ul> <p><b>End of block Assessment</b></p>	<p><b>Multiplication and Division B</b> <b>Base Line Assessment</b></p> <ul style="list-style-type: none"> <li>Factor pairs.</li> <li>Multiply and divide by 10 and 100.</li> <li>Reasoning about multiplication</li> <li>Multiply three numbers.</li> <li>Efficient multiplication.</li> <li>Scaling.</li> <li>Correspondence problems</li> </ul> <p><b>Fractions A</b> <b>Base Line Assessment A</b></p> <ul style="list-style-type: none"> <li>Understand denominators.</li> <li>Compare &amp; order unit fractions.</li> <li>Understand numerators</li> <li>Understand the whole.</li> <li>Fractions on a</li> </ul>	<p>exchange.</p> <ul style="list-style-type: none"> <li>Related calculations – multiplication and division.</li> <li>Divide by a 1-digit number – flexible partitioning.</li> <li>Divide up to a 3-digit number by a 1-digit number – no exchange.</li> <li>Divide up to a 3-digit number by a 1-digit number – with exchange.</li> <li>Divide up to a 3-digit number by a 1-digit number – with remainders.</li> </ul> <p><b>End of block Assessment.</b></p> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Use a.m. and p.m.</li> <li>Convert between analogue and digital times.</li> <li>Convert between 12- and 24-hour clock times</li> </ul> <p><b>Fractions A.</b></p> <ul style="list-style-type: none"> <li>Equivalent fractions</li> </ul>	<p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>Tenths on a number line.</li> <li>Hundredths as fractions.</li> <li>Hundredths as decimals.</li> <li>Hundredths on a place value chart.</li> <li>Halves and quarters as decimals.</li> <li>Make a whole.</li> <li>Partition decimals</li> <li>Compare and order decimals.</li> <li>Round to the nearest whole number.</li> <li>Divide a number by 10.</li> <li>Divide a number by 100</li> </ul> <p><b>End of Block Assessment</b></p> <p><b>Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>Equivalent masses</li> <li>Compare mass.</li> </ul>
--	--	---	--	--	---	---





# Feckenham Church of England Primary School



Wisdom ■ Hope ■ Dignity ■ Community

	<p>numerals.</p> <p><b>End of block Assessment.</b></p> <p><u>Length, Perimeter, and area.</u></p> <p><u>Measure in centimetres and millimetres</u></p> <p><b>Base Line Assessment</b></p> <ul style="list-style-type: none"> <li>• Measure in centimetres and millimetres.</li> <li>• Measure in kilometres and metres.</li> <li>• Kilometres, metres, centimetres and millimetres.</li> <li>• Equivalent lengths</li> <li>• Add and subtract lengths.</li> <li>• What is perimeter?</li> <li>• Calculate perimeter.</li> <li>• Perimeter of rectilinear shapes.</li> <li>• Calculate</li> </ul>	<p><b>Base Line Assessment</b></p> <p><b>A</b></p> <ul style="list-style-type: none"> <li>• Pictograms.</li> <li>• Interpret bar charts</li> <li>• Draw bar charts</li> <li>• Interpret line graphs</li> </ul> <p><u>Multiplication and Division</u></p> <p><b>Base Line Assessment</b></p> <ul style="list-style-type: none"> <li>• Arrays</li> <li>• Sharing and grouping.</li> <li>• The 2, 5 and 10 times-tables.</li> <li>• The 4 times-table</li> <li>• The 8 times-table.</li> <li>• The 2, 4 and 8 times-tables.</li> <li>• The 3 times-table.</li> <li>• The 6 times-table.</li> <li>• The 9 times-table.</li> <li>• The 3, 6 and 9 times-tables.</li> <li>• The 7 times-table</li> </ul> <p><u>Positioning and Direction.</u></p> <ul style="list-style-type: none"> <li>• Translate on a grid.</li> </ul>	<p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>• Draw line graphs.</li> <li>• Comparison, sum and difference</li> <li>• Two-way tables.</li> <li>• Collect and represent data</li> </ul> <p><b>End of Block Assessment</b></p> <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>• The 11 times-table.</li> <li>• The 12 times-table.</li> <li>• Multiply by 1 and 0.</li> <li>• Divide a number by 1 and itself.</li> </ul> <p><b>End of Block Assessment</b></p> <p><u>Mass and Capacity</u></p> <p><b>Base Line Assessment.</b></p> <ul style="list-style-type: none"> <li>• Measure mass in grams.</li> <li>• Measure mass in kilograms and grams</li> </ul>	<p>number line.</p> <ul style="list-style-type: none"> <li>• Compare &amp; order non-unit fractions</li> </ul> <p><u>Time</u></p> <p><b>Base Line Assessment</b></p> <ul style="list-style-type: none"> <li>• Tell the time to 5 minutes.</li> <li>• Tell the time to the minute.</li> <li>• Read time of a digital clock</li> </ul> <p><u>Decimals</u></p> <p><b>Base Line Assessment</b></p> <ul style="list-style-type: none"> <li>• Tenths as fractions</li> <li>• Tenths as decimals</li> <li>• Tenths on a place value chart</li> </ul> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>• Convert pounds and pence</li> </ul> <p><b>Compare amounts of money</b></p>	<ul style="list-style-type: none"> <li>• Count beyond 1</li> <li>• Partition a mixed number</li> <li>• Compare &amp; order mixed numbers</li> <li>• Understand improper fractions</li> <li>• Convert mixed numbers to improper fractions</li> <li>• Convert improper fractions to mixed numbers.</li> <li>• Equivalent fraction families</li> </ul> <p><b>End of Block Assessment</b></p> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>• Estimate with money</li> </ul> <p><b>Add money</b></p>	<ul style="list-style-type: none"> <li>• Add and subtract mass.</li> <li>• Measure capacity and volume in millilitres.</li> <li>• Measure capacity and volume in millilitres and litres.</li> <li>• Equivalent capacities and volumes.</li> <li>• Compare capacity and volume.</li> <li>• Add and subtract capacity and volume.</li> </ul> <p><b>End of Block Assessment.</b></p> <p><u>Fractions B</u></p> <p><b>Base Line Assessments</b></p> <ul style="list-style-type: none"> <li>• Add fractions</li> <li>• Add fractions and mixed numbers</li> <li>• Subtract fractions</li> </ul>
--	---	--	--	---	---	--





# Feckenham Church of England Primary School



Wisdom ■ Hope ■ Dignity ■ Community

	<p>perimeter of rectilinear shapes.</p> <ul style="list-style-type: none"> <li>Perimeter of polygons</li> </ul> <p><b>End of Block Assessment.</b></p> <p><b>Positioning and Direction.</b></p> <p><b>Base Line Assessment.</b></p> <ul style="list-style-type: none"> <li>Describe position using coordinates.</li> <li>Plot coordinates.</li> </ul> <p>Draw 2-D shapes on a grid</p>	<ul style="list-style-type: none"> <li>Describe translation on a grid.</li> </ul> <p><b>End of block Assessment.</b></p>	<p><b>Money</b></p> <p><b>Base Line Assessment</b></p> <ul style="list-style-type: none"> <li>Pound and pence</li> <li>Write money using decimals</li> </ul>			<ul style="list-style-type: none"> <li>Subtract from whole amounts</li> <li>Subtract from mixed numbers</li> <li>Unit fractions of an amount</li> <li>Non-unit fractions of an amount</li> <li>Reasoning with fractions of an amount.</li> </ul> <p><b>End of Block Assessment</b></p> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Subtract money</li> <li>Find change</li> <li>Solve problems with money</li> </ul> <p><b>End of Block Assessment</b></p>
	<p><b>Continuous Provision.</b></p> <p><b>Multiplications:</b> Recalling multiplication and division facts.</p> <p><b>Time:</b> Reading, writing and converting time using analogue and digital clocks. Months and years. Hours in a day</p> <p><b>Money:</b> Through snack – adding and subtracting different amounts with change.</p> <p><b>Statistics:</b> Using daily temperature, interpret and represent data using appropriate graphical methods, including bar charts, pictograms and time graphs.</p>					



# Feckenham Church of England Primary School



Wisdom ■ Hope ■ Dignity ■ Community

Sparrows Y3 and 4	Autumn 1 7wks 4 days	Autumn 2 6wks 4 days	Spring 1 5wks 4 days	Spring 2 6wks 4 days	Summer 1 3wks 4 days	Summer 2 7wks
Reading	Continuous Word Reading and Comprehension to include VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Summarise) Non-Fiction texts to link with curriculum subjects, explicitly teaching features.					
Core Text	FaRther Coming to England	Stone girl, Bone girl or... The mysterious traveller	Coming to England Why the Wales Came	Coming to England	Varjak Paw	The Midnight Fox
Poetry (including know by heart & Performance)	The Pobble Who had no Toes (Nonsense poem to compare) Harvest Performance	You are Old Father William (Nonsense poem to compare) Christmas performance	Being you!	Sky in the Pie Easter Performance?	If Being you!	Something Told the Wild Geese
Books for Spirituality/ school values	Black and British Worry Doll & Polita Puffin	I am not a label/ The name Jar	The Island	The Island	When Charley Met Emma	Being You!
Books for enjoyment & enrichment	Quality texts chosen throughout the year to include (but not limited to) non-fiction texts, poetry, and the reading spine for exposure to a range of authors, genres, and vocabulary. Modelled reading for pleasure in time taken at the end of each school day in every classroom.					
Writing Transcription	Continuous Handwriting, SPAG & Vocabulary Dictated sentences to regularly practise and apply.					



# Feckenham Church of England Primary School



Wisdom ■ Hope ■ Dignity ■ Community

<p>Writing Composition</p>	<p>Poetry</p> <p>Creative/ descriptive writing</p> <p>Newspaper report (and/or dramatize as live news report)</p> <p>Instructional Writing (DT)</p>	<p>Imaginative Writing</p> <p>Settings and Character in a narrative</p> <p>Recount</p> <p>Book review/ film review (comparison?)</p> <p>Explanation writing</p>	<p>Poetry</p> <p>Balanced argument/ discussion/ persuasion piece</p> <p>Interview writing</p> <p>Diary entry (as Homework?)</p>	<p>Diary Entry</p> <p>Descriptive/ creative writing</p> <p>Formal letter writing /Persuasive Letter writing</p>	<p>Narrative of experiences (own or others) /Diary Entry</p> <p>Newspaper report</p>	<p>Poetry</p> <p>Create plot, setting and character to develop own story.</p> <p>Play script</p>
----------------------------	---	---	---	---	--	--