



## Oxhey Wood Primary School Curriculum 2019/20

### Year3/4 (Year B)

#### Autumn 1



Y4 - Blue Abyss

#### Autumn 2



Y3 - Tremors

#### Spring 1



Y4 - Road Trip USA!

#### Spring 2



Y3 - Tribal Tales

#### Summer 1







Y3 - Heroes and Villains

#### Summer 2



<p><b>Writing:</b> Poetry – Riddles about animals (1 week)</p> <p>Persuasion – The Day I swapped my Dad for Two Goldfish (HFL planning, 3 weeks)</p> <p>Vocabulary Building – The Small Dragon (HFL planning, 2 weeks)</p> <p><b>Spelling/Phonics:</b> WK1: ay spelt –y (reply) WK2: I spelt y (pyramid) WK3: /ʌ/ sound spelt o (mother) WK4: /ʌ/ sound spelt ou (touch) WK5: /zhuh/ sound spelt sure WK6: /zhuh/ sound spelt ture WK7: statutory spelling list</p>	<p><b>Writing:</b> Historical Narrative – Roman Myths, Ancient Myth Collection (HFL planning, 3 weeks)</p> <p>Narrative - The True Story of the Three Little Pigs (HFL planning, 3 weeks)</p> <p>Poetry – Kennings (1 week)</p> <p><b>Spelling/Phonics:</b> WK1: k sound spelt ch WK2: /s/ sound spelt c before e, l and y WK3: suffix –ous (poisonous) WK4: sh sound spelt ch (chef) WK5: /g/ sound spelt –gue WK6: /k/ sound spelt –que WK7: statutory spelling list</p>	<p><b>Writing:</b> Non-fiction – Atlas of Adventures (HFL planning 2 weeks)</p> <p>Non-Chronological report – famous American (2 weeks)</p> <p>Themed Stories – The Indian in the Cupboard (2 weeks)</p> <p><b>Spelling/Phonics:</b> WK1: /s/ sound spelt sc WK2: prefix re, sub and inter WK3: prefix il, in, im, ir WK4: prefix super, anti, auto WK5: prefix dis and mis WK6: statutory spelling list</p>	<p><b>Writing:</b> World Book Day 1 week science week</p> <p>Fables – War and Peas (HFL Planning, 4 weeks)</p> <p><b>Spelling/Phonics:</b> WK1: /ei/ sound spelt ei, eigh or ey WK2: /shun/ ending spelt –tion WK3: /shun/ ending spelt-sion WK4: /shun/ ending spelt -ssion WK5: /shun/ ending spelt –cian WK6: statutory spelling list</p>	<p><b>Writing:</b> Explanations – Charlie Small Gorilla City (HFL planning, 2/3 weeks)</p> <p>Playscripts – The Adventures of the Dish and the Spoon (HFL planning, 2 weeks)</p> <p><b>Spelling/Phonics:</b> WK1: ending –ation WK2: suffix –ment, -ness, less and -ful WK3: suffix –ly (2 rules) WK4: suffix –ly (other 2 rules) WK5: statutory spelling list</p>	<p>1 week healthy eating/sports week</p> <p>Fact files/Biographies</p> <p>Stories from Around the World</p> <p>Transition to New Year Group</p> <p><b>Spelling/Phonics:</b> WK1: adding –ing, -er, -ed, -est and –y to words ending in 1 syllable in a single consonant letter after a single vowel (patting) WK2: Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it (hiking) WK3: Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (copied) WK4: Adding suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten, preferred, gardening, Gardener) WK5: revisit and consolidate WK6: revisit and consolidate WK7: statutory spelling list</p>
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<p><b>Grammar:</b>  WK1: What is a sentence?  WK2: What is a sentence?  WK3: full stops and capital letters  WK4: exclamation and question marks  WK5: Expanded noun phrases (black bear, crazy teacher with red glasses)  WK6: co-ordination (and, or, but)  WK7: sub-ordination (when, if, that, because)</p>	<p><b>Grammar:</b>  WK1: expanding sentences with a range of conjunctions  WK2: Commas in a list  WK3: Apostrophe's for contraction  WK4: Apostrophe's for singular possession (the girl's name)  WK5: Apostrophe's for possession with plural nouns  WK6: Apostrophe's to mark plural possession (the girls' names)  WK7: Determiners (a and an)</p>	<p><b>Grammar:</b>  WK1: Standard English were/was  WK2: Standard English did/done  WK3: present perfect form of verbs instead of simple past  WK4: present perfect form of verbs instead of simple past  WK5: present perfect form of verbs in contrast to the past present  WK6: present perfect form of verbs in contrast to the past present</p>	<p><b>Grammar:</b>  WK1: using adverbs to express time and cause  WK2: using adverbs to express time, place and cause  WK3: using fronted adverbials  WK4: fronted adverbials (later than day)  WK5: using commas after fronted adverbials  WK6: fronted adverbials consolidation</p>	<p><b>Grammar:</b>  WK1: using prepositions to express time and cause  WK2: using prepositions to express time, place and cause  WK3: choosing nouns or pronouns appropriately  WK4: choice of noun or pronoun to avoid repetition and cohesion  WK5: Standard English verb inflections I did/I done</p>	<p><b>Grammar:</b>  WK1: Inverted commas to punctuate direct speech  WK2: Inverted commas to punctuate direct speech  WK3: Punctuation when using inverted commas  WK4: Word families  WK5: Word families  WK6: Consolidation  WK7: Consolidation</p>
<p><b>Our Class Book</b>  Bill's New Frock by Anne Fine (KK)  Dragon's at Crumbling Castle by Terry P (AM)  Miraculous Journey of Edward Tulane by Kate DiCamillo (AK)</p>	<p><b>Our Class Book</b>  Bill's New Frock by Anne Fine (AK)  Dragon's at Crumbling Castle by Terry P (KK)  Edward Tulane by Kate DiCamillo (AM)</p>	<p><b>Our Class Book</b>  Bill's New Frock by Anne Fine (AM)  Dragon's at Crumbling Castle by Terry P (AK)  Edward Tulane by Kate DiCamillo (KK)</p>	<p><b>Our Class Book</b>  Firework Makers Daughter by Philip Pullman (AK)  Why the Whales Came by Michael Morpurgo (AM)  Varjak Paw by SF Said (KK)</p>	<p><b>Our Class Book</b>  Firework Makers Daughter by Philip Pullman (KK)  Why the Whales Came by Michael Morpurgo (AK)  Varjak Paw by SF Said (AM)</p>	<p><b>Our Class Book</b>  Firework Makers Daughter by Philip Pullman (AM)  Why the Whales Came by Michael Morpurgo (KK)  Varjak Paw by SF Said (AK)</p>
<p style="text-align: center;">  English-Progression-of-Skills.docx</p>			<p style="text-align: center;">  Grammar Non-Negotiables.doc</p>		

Maths	HFL planning Number and Place Value Mental addition and subtraction	HFL planning Multiplicative Reasoning, building face recall Scaling, comparison and fractions Angles and Lines	HFL planning Adding and subtracting fractions Properties of 2-D Shape Formal written addition and subtraction	HFL planning Perimeter Scaling Multiplication Laws and Area Formal written Multiplication and Division Roman numerals	HFL planning Decimals Measures Time, Timetables and Time graphs Understanding and applying the four operations	HFL planning Finding fractions of continuous quantities Symmetry Geometry – coordinates, translation, plotting points of a shape
	 years 3 - 4 Mathematics-Progres <a href="..\..\Maths\Milestones\Maths Milestones by term.docx">..\..\Maths\Milestones\Maths Milestones by term.docx</a>			maths vocabulary year 3/4   Maths vocabulary year 3-4.docx		
Science	<b>Animals including humans</b>  <u>Possible cross curricular links</u> Maths: Pictograms English: persuasion to save the oceans <b>Scientist:</b> Steve Irwin	<b>Rocks</b>  <u>Possible cross curricular links</u> Geography – soil and rocks in the local area English: Pompeii writing - volcanoes <b>Scientist:</b> Charles Darwin	<b>Light</b>  <u>Possible cross curricular links</u> Maths: reflections, symmetry English: non-fiction <b>Scientist:</b> Thomas Edison	<b>Plants</b>  <u>Possible cross curricular links</u> Maths: Graphs English: non-fiction <b>Scientist:</b> David Attenborough	<b>Awe and Wonder – investigations</b>  <u>Possible cross curricular links</u> Maths: line graphs for time English: Non-fiction story writing <b>Scientist:</b> children’s choice	<b>Forces and Magnets</b>  <u>Possible cross curricular links</u> Maths: recording data English: Non-fiction/diagrams <b>Scientist:</b> Isaac Newton
	 science non negotiables years 3-4			 Science-vocabulary.docx		
Computing	Bringing Images to Life		Accuracy Counts		Developing Communication	



Computing-Progression-of-Skills.docx

**Progression in computing**

RE	<b>Symbols and Actions including Christmas</b>	<b>Symbols and Actions including Christmas</b>	<b>Identify and Belonging</b>	<b>Identify and Belonging</b>	<b>Sources of Wisdom; Human Responsibility and Values; Justice and Fairness</b>	<b>Sources of Wisdom; Human Responsibility and Values; Justice and Fairness</b>
	Marking festivals, traditions and key events in life	Symbolic expression in prayer and worship	Belonging to a family, a community, challenges and religious leadership	Communicating through sacred spaces and prayer Different ideas about God and gods, creation and ultimate questions	Sacred texts and stories, their guidance and impact	Taking responsibility for living together, values and respect

PE	Dance Football	Dance Hockey	Gymnastics	Gymnastics Netball	Dance	Orienteering Athletics
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Physical-Education-Progression-of-Skills LK

**Skills progression in P.E**

Art	<b><u>Painting - working with colour (see skills progression)</u></b>	<b><u>3D Sculpture</u></b>	<b><u>Textiles and collage</u></b>	<b><u>Drawing</u></b>	<b><u>Drawing</u></b>	<b><u>Printing works of significant artists</u></b>
	Blue Abyss and under water paintings	Making a 3D volcano	Native American Dream Catchers, weaving /journey sticks	Neolithic art	101 Dalmations – learning to draw different animals	KITAGAWA UTAMARO – Japanese Artist famous for woodblock printing



Art-and-Design-Progression-of-Skills LKS2 Design-and-Technology-Progression-of-S

**NC non-negotiables**

Overall objective throughout the year - Create sketch books to record their observations and use them to review and revisit ideas



Sketchbooks - non negotiable.doc

DT		<p><b><u>Design, make and evaluate</u></b></p> <p>Make a volcano</p>		<p><b><u>Cooking and nutrition</u></b></p> <p>Stone Age cooking – stewed fruit recipe</p>	
Geography --	<p>Identifying position and significance of different lines on a map, the different hemispheres, the tropics and time zones</p> <p>Using maps and atlases to locate countries</p> <p>To describe and understand key aspects of human geography including economic activity and the distribution of natural resources including energy, food, minerals and water</p>	<p>Describe and understand key aspects of physical geography including volcanoes and earthquakes</p> <p>Use maps, atlases, globes to local countries</p> <p>Locate the world countries using maps to focus on Europe</p>	<p>Describe and understand key aspects of physical geography including climate zones, rivers, mountains and the water cycle</p> <p>Describe human geography including types of settlements, land use and trade links</p>	<p>Use fieldwork to observe, measure and record and present the human and physical features in the local area</p>	<p>Use maps, atlases, globes to local countries</p> <p>Locate the world countries using maps</p>



Geography-Progression-of-Skills LKS2.doc

History	Study an aspect or theme in British history that extends chronological knowledge beyond 1066	Learn about the Roman Empire and its impact on Britain	Learn about a non-European society that provides contrasts with British history	Learn about changes in Britain from the Stone Age to the Iron Age	Develop increasingly secure chronological knowledge and understanding of history, local, British and world	Ancient Greece – a study of Greek life and achievements – Ancient Greeks and the Olympics
	James Cook's voyage and the voyage of HMS Challenger, 1872				Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual	



History-Progression-of-Skills LKS2.docx

PSHE	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
	Recorder and Singing by Music School	Recorder and Singing by Music School	Recorder and Singing by Music School	Recorder and Singing by Music School	Recorder and Singing by Music School	Recorder and Singing by Music School



Music-Progression-of-Skills.docx

<b>MFL</b>	<b>Animals Using Salut Yr3 &amp; 4</b>	<b>My home Using Salut Yr3 &amp; 4</b>	<b>My Town</b>  Lanugages-Progres sion-of-Skills.docx	<b>Describing people</b>	<b>Sport</b>	<b>Learning Japenese phrases and numbers</b>
<b>Trip (ideas)</b>	London Aquarium	St Albans Verulamium	Native American Theme Day in School	Theme Day in School	Theatre visit	Whole School Trip