

Burps, Bottoms and Bile Year 3/4

In **Art and Design** we will:

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand and apply the principles of a healthy and varied diet.
- Select from and use a wide range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Understand and use mechanical systems in their products.
- Apply understanding of how to strengthen, stiffen and reinforce more complex structures.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Evaluate their idea and products against their own design criteria and consider the views of others to improve their work.

In **Computing** we will:

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. Including collecting, analysing, evaluating and presenting data and information.
- Use sequence, selection, and repetition in program; work with variables and various forms of input and output.

In **R.E** we will:

- Learn about Jesus' miracles.
- How people are influenced and inspired by others.

In **French** we will:

- Tell the time.
- Learn numbers up to 60.
- Sing simple songs.

In **Science** we will:

- Set up simple practical enquiries, comparative and fair tests.
- Identify the different types of teeth in humans and their simple functions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support findings.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Gather, record, classify and present data in a variety of ways to help answering questions.

In **Music** we will:

- Improvise and compose music for a range of purposes using the interrelated dimensions of music.

In **P.E** we will:

- Take part in outdoor adventure activities.
- To link and repeat movements in a simple dance phrase.
- To perform a dance routine with a clear beginning, middle and end.
- Keep, adapt and make rules for striking and fielding games.

In **P.H.S.E** we will:

- Talk and write about issues that affect themselves and society.
- Reflect on spiritual, social and cultural issues with empathy.

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In **Maths** we will learn how to:

Year 3: Partition and represent 3-digit numbers using PV cards and Dienes. Order and compare 3-digit numbers, place on an ENL. Place 3-digit numbers on landmarked lines and round to the nearest 10 or 100. Use place value to add and subtract money. Year 4: Place value addition and subtraction with 4-digit numbers. Place 4-digit numbers on landmarked lines and round to the nearest 10, 100 and 1000. Count on and back in steps of 25 and 1000. History of zero and place value. Roman numerals to 100. Year 3: Expanded and compact written addition to add any pair of 3-digit numbers, estimate totals, look for patterns and make generalisations. Mentally subtract 2-digit numbers from 3-digit numbers & to subtract 3-digit numbers within same century. Year 4: Use expanded then compact decomposition for written subtraction of pairs of 3 or 4-digit numbers (1 or 2 moves). Subtract pairs of numbers which are close to multiples of 1000, or when the larger number has zeroes.

Year 3: Double and halve numbers to 50 (100) using partitioning. Know times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x). Begin to use the grid method for written multiplication of 2-digit numbers (< 30) by 1-digit numbers. Find and test rules. Year 4: Use decomposition for written subtraction of any pair of 4-digit numbers, including those needing 3 moves. Add any pair of 4-digit numbers using written compact addition. Add and subtract near multiples of 10, 100 and 1000 to or from 3- and 4-digit numbers. Choose methods to solve word problems.

Year 3: Measure in litres and millilitres and convert between whole and half litres and millilitres. Understand am and pm. Measure in m, cm and mm. Draw a bar chart where one square represents 2 units. Measure perimeters of 2D shapes. Tell the time to nearest minute and compare time durations. Year 4: Find area of rectilinear shapes by counting squares. Find perimeter of rectilinear shapes in cm by counting. Calculate perimeter in cm and m of rectangles. Use co-ordinates in the first quadrant and join to draw posited polygons.

Year 3: Add three or four 2-digit numbers using expanded then compact written addition. Find change from £5, £10 and £20 and count up to find a difference between amounts of money (using Frog). Year 4: Mark numbers with 1 decimal place on an empty number line and round to the nearest whole. Know what each digit stands for in numbers with 2 decimal places. Mental multiplication and division by 10 and 100 to give tenths and hundredths. Know equivalent 0.1s and 1/10s, and 0.01s and 1/100s. Write place value related additions and subtractions for numbers with 2 decimal places.

In **English** we will learn how to:

Ask relevant questions to extend knowledge and understanding.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Use relevant strategies to build vocabulary.

Speak audibly and fluently with an increasing command of Standard English.

Discuss and record ideas.

In non-narrative material, use simple organisation device (e.g. headings and sub-headings).

Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Assess the effectiveness of own and others writing and suggest improvements.

Organise paragraphs around a theme.

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Use dictionaries to check the meaning of words.

Retrieve and record information from non-fiction.

Check that the text makes sense, discussing meanings of words in context.

Identify how language, structure and presentation contribute to meaning.

Identify the main ideas drawn from more than one paragraph and summarise these.