



The Trinity Curriculum 2023 - 2024

Class: Neverland

	Autumn		Spring		Summer	
<u>Topic Title</u>	How did life change for Ancient Britons during the Stone Age? (History focus) DEVIZES MUSEUM	How and why is my local area changing? (Geography focus) LOCAL AREA WALK	What is the secret of the standing stones? (History focus) STONEHENGE	Why do some earthquakes cause more destruction than others? (Geography focus)	How do artefacts help us to understand the lives of people in Iron Age Britain? (History focus) ROUNDWAY - IRON AGE HILL FORT	What is the Sunshine State really like? (Geography focus)
English	<p><u>Transcription</u> I can spell words with additional prefixes and suffixes and understand how to add them to root words. I can recognise and spell homophones. I can use the first two or three letters of a word to check its spelling in a dictionary. I can spell words correctly which are in a family. I can identify the root in longer words.</p> <p><u>Handwriting</u> I use the diagonal and horizontal strokes that are needed to join letters. I understand which letters should be left un-joined.</p> <p><u>Composition</u> I can express time, place and cause by using conjunctions, adverbs and prepositions. I am starting to use paragraphs. I can use headings and sub-headings. I can use the present perfect form of the verbs instead of the simple past. I can discuss models of writing, noting its structure, grammatical features and use of vocabulary. I can compose sentences using a wider range of structures. I can write a narrative with a clear structure, setting, characters and plot. I can write non-narrative using simple organisational devices such as headings and sub-headings. I can suggest improvements to my own writing and that of others. I can make improvements to grammar, vocabulary and punctuation. I use a range of sentences with more than one clause by using a range of conjunctions. I use the perfect form of verbs to mark the relationship of time and cause.</p>					

	I can proof-read to check for errors in spelling and punctuation.					
	The Magic Paintbrush (Narrative - Trad Tale) Animal Skeletons (Non- Chronological Report)	Play Time (Narrative - Play script) The street beneath our feet (Explanation)	Grace Darling (Diary - Recount) Star in the Jar (Quest)	Earthquakes (Non-Chronological Report) The Secret of Black Rock (Narrative - adventure)	Skara Brae (Persuasive) The Wolves in the Walls (Narrative - adventure)	My Strong Mind (Instructions) Theseus and the Minotaur (Narrative - Myth)
Reading - whole class reading texts	The Sheep Pig by Dick King Smith	The Puffin Keeper by Michael Morpurgo	The Iron Man by Ted Hughes	The Legend of Podkin One Ear by Kieron Larwood	Charlotte's Web by E. B. White	The Day I Fell into a Fairytale by Ben Miller
Comprehension	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> Ask questions to improve their understanding of a text. Use dictionaries to check the meaning of words that they have read. Use a range of known strategies appropriately to establish meaning in books that can be read independently. <i>Show understanding of the main points drawn from one paragraph.</i> <i>Uses text features to locate information e.g. contents, indices, subheadings.</i> <i>Locate and retrieve information using skimming, scanning and text marking.</i> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks. 		<p><u>As previous and also including... Comprehension</u></p> <ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. <i>Show understanding of the main points drawn from more than one paragraph.</i> <i>Begin to recognise fact and opinion.</i> <i>Begin to use vocabulary from the text to support responses and explanations.</i> <p><u>Inference and Language for Effect</u></p> <ul style="list-style-type: none"> Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions. Justify inferences with evidence. <i>Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them.</i> <p><u>Themes and conventions</u></p> <ul style="list-style-type: none"> Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally. Can explore and discuss underlying themes and ideas. 		<p><u>As previous and also including... Comprehension</u></p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction. <i>Extract information and make notes.</i> <i>Use specific vocabulary and ideas expressed in the text to support own views.</i> <p><u>Inference and Language for Effect</u></p> <ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3/4 writing National Curriculum) 	

	<ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination. <p><u>Inference and Language for Effect</u></p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • <i>Draw plausible inferences, often supported through reference to the text.</i> • Identify how language, structure and presentation contribute to meaning. • <i>Discuss the effect of specific language on the reader.</i> <p><u>Themes and conventions</u></p> <ul style="list-style-type: none"> • Read books that are structured in different ways and show some awareness of the various purposes for reading. • Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales. • <i>Identify and name presentational devices in non-fiction.</i> 					
Spelling	See spelling progression overview.					
PAG						
Maths	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions A Mass and Capacity	Fractions B Money Time	Time Shape Statistics
Science	Animals including Humans	Light	Rocks	States of Matter	Space	Electricity
Geography		How and why is my local area changing?		Why do some earthquakes cause more destruction than others?		What is the Sunshine State really like?

History	How did life change for Ancient Britons during the Stone Age?		What is the secret of the standing stones?		How do artefacts help us to understand the lives of people in Iron Age Britain?	
RE (Agreed Wiltshire Syllabus)	Christianity (Mission) Why do Christians believe they are people on a mission?	Islam (Prophethood) Why do Muslims call Muhammad the 'seal of the prophets'?	Christianity - UC What is it like to follow God?	Christianity (sacrifice) Is the cross a symbol of love, sacrifice or commitment for Christians?	Christianity What do Christians mean when they talk about the Kingdom of God?	Islam (submission) How does a Muslim show their submission and obedience to Allah?
DT	Textiles: Cross stitch	Structures: Constructing a castle	Cooking: Eating seasonally		Digital World: Electronic charm	Mechanical System: Pneumatic toys
Art	Prehistoric Painting	Growing artists			Ancient Egyptian Scrolls	Abstract shape and space
Music Mr Garcia	Musical Instrument	Musical Instrument	Musical Instrument	Musical Instrument	Musical Instrument	Musical Instrument
PSHEE (SCARF)	Me and my relationships	Valuing Difference	Keeping myself safe	Rights and Responsibilities	Being my best	Growing and Changing
PE	Gymnastics I Netball	Dance I Tag Rugby	Gymnastics 2 Football	Dance 2 Cricket	Athletics OAA	Swimming Rounders
Computing	Connecting Computers	Stop-frame animation	Sequencing sounds	Databases	Desktop publishing	Events and actions in programs
French 30min	Phonetics 1&2 I am learning French	Animals	Musical Instruments	Fruits	Ancient Britain	I can...
	6.5 weeks	7 weeks	5.5 weeks	5.5 weeks	6 weeks	7.5 weeks