



Progression of Knowledge Year 3/4

Trinity CE Primary School Progression of Knowledge Year 3/4 2021-2022						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths Year 3	<ul style="list-style-type: none"> o Place Value o Addition and Subtraction o Multiplication and Division 		<ul style="list-style-type: none"> o Multiplication and Division o Money o Statistics 	<ul style="list-style-type: none"> o Length and Perimeter o Fractions 	<ul style="list-style-type: none"> o Fractions o Time 	<ul style="list-style-type: none"> o Properties of Shape o Mass and Capacity
Maths Year 4	<ul style="list-style-type: none"> o Place Value o Addition and Subtraction 	<ul style="list-style-type: none"> o Length and Perimeter o Multiplication and Division 	<ul style="list-style-type: none"> o Multiplication and Division o Area o Fractions 		<ul style="list-style-type: none"> o Decimals o Money o Time 	<ul style="list-style-type: none"> o Properties of Shape o Position and Direction
English						
Science	<u>Earth Rocks</u> <ul style="list-style-type: none"> o compare and group together different kinds of rocks on the basis of their appearance and simple physical properties o describe in simple terms how fossils are formed when things that have lived are trapped within rock 	<u>Power It Up (Electricity)</u> <ul style="list-style-type: none"> o identify common appliances that run on electricity o construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 	<u>Opposites Attract (Forces and Magnets)</u> <ul style="list-style-type: none"> o compare how things move on different surfaces o notice that some forces need contact between 2 objects, but magnetic forces can act at a distance o observe how magnets attract or repel 	<u>Living Things and their Habitats</u> <ul style="list-style-type: none"> o recognise that living things can be grouped in a variety of ways o explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	<u>Plants</u> <ul style="list-style-type: none"> o identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers o explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room 	<u>Consolidation/Additional Experiment</u> <u>oime</u>



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	<ul style="list-style-type: none"> o recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> o identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery o recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit o recognise some common conductors and insulators, and associate metals with being good conductors. 	<ul style="list-style-type: none"> each other and attract some materials and not others o compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials o describe magnets as having 2 poles o predict whether 2 magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> o recognise that environments can change and that this can sometimes pose dangers to living things. 	<ul style="list-style-type: none"> to grow) and how they vary from plant to plant o investigate the way in which water is transported within plants o explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
History	<p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> o locate Egypt in time and create timeline o understand difference between BC/AD o importance of River Nile 	<p><u>Christmas Around the World</u></p> <ul style="list-style-type: none"> o name different traditions from countries around the world o know some of the origins of these traditions 				<p><u>Mayans</u></p> <ul style="list-style-type: none"> o know of a non-European society that provides contrasts with British history o daily life in Mayan empire o Mayan inventions



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	<ul style="list-style-type: none"> o Egyptian pyramids - what they were used for - o afterlife and mummification o hieroglyphics o Egyptian clothing 					<ul style="list-style-type: none"> o Mayan religion/Gods
Geography			<u>Local Study (Henley)</u> NB this unit is largely skills-based including fieldwork (see Progression of Skills document)	<u>Radiant Rainforests</u> <ul style="list-style-type: none"> o Where are the world's rainforests? o rainforest climate o layers of the rainforest o animals and plants of the rainforest o Why are rainforests so important? o deforestation o What can be done to protect the rainforests? 		
Art	<u>Meet the Painters</u> <i>Taught as part of three-way rotation with DT and French</i> o know about great painters including L.S. Lowry, Joan Miro			<u>Meet the Sculptors</u> <i>Taught as part of three-way rotation with DT and French</i> o know about great sculptors including Joan Miro and Barbara Hepworth		
DT	<u>Paper Mache Masks</u> (linked to Ancient Egypt/Rainforests) <i>Taught as part of three-way rotation with Art and French</i> o know how to strengthen, stiffen and reinforce more complex structures			<u>The Great Bread Bake Off</u> <i>Taught as part of three-way rotation with Art and French</i> NB this unit is largely skills-based (see Progression of Skills document)		
	NB: Some of the statutory technical knowledge for the DT curriculum will be taught as part of Science and Computing lessons					
Computing	<u>Accuracy Counts</u>		<u>Developing Communication</u>		<u>Keeping Informed</u>	



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	<ul style="list-style-type: none"> o understand the internet is a global system of linked computer networks hosting many services. o know identifying key words is central to research. o understand that spreadsheets have a specific structure which enables us to locate and enter data and create tables and graphs. 	<ul style="list-style-type: none"> o understand that we need to use electronic communication technologies appropriately to keep ourselves and others safe. o use an online environment safely and appropriately to collaborate. 	<ul style="list-style-type: none"> o know the difference between data and information o understand that using electronic databases can improve efficiency in organising and searching for information. 			
PE	NB PE curriculum is skills based - see Long Term Plans and Progression of Skills Document					
RE	<u>Diwali</u> <ul style="list-style-type: none"> o know the story of Rama and Sita o recall several ways Hindus celebrate Diwali o suggest reasons why Hindus celebrate Diwali 	<u>The Meaning of Christmas</u> <ul style="list-style-type: none"> o know the story of Jesus' birth 	<u>Jesus' Miracles</u> <ul style="list-style-type: none"> o know at least two Bible stories including miracles ie: Blind Man (John 9), and Paralysed Man (Mark 2) 	<u>Easter (Good Friday)</u> <ul style="list-style-type: none"> o recount events from the Last Supper o sequence the days of Holy Week 	<u>Brahman</u> <ul style="list-style-type: none"> o recall the main roles of Brahman, Vishnu and Shiva o recognise the link between Trinity and "tri-murti" 	<u>Hindu Pilgrimage</u> <ul style="list-style-type: none"> o know the importance of the River Ganges
Music	<u>Singing</u> <ul style="list-style-type: none"> o How to sing with good posture - feet, posture, shoulders. o To know what a round is o To understand the importance of listening when singing o Understand the parts of a choir - Soprano, Alto, Tenor, Bass and their roles within a choir. 	<u>Production</u>		<u>Storms</u> <ul style="list-style-type: none"> o name/recognise instruments from their sound o Know the symbols for crotchet (ta), quaver (te-te) minim (ta-a) and rests (shh) o know what the stave is and its use within music o to know what a graphic score is. o Learn about Vivaldi's Storm and his 		



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						importance within classical music.
French	<u>Core Unit 1</u> <i>Taught as part of three-way rotation with Art and DT</i> <ul style="list-style-type: none"> o Greeting each other o Introducing themselves/ Introducing the immediate family o Counting up to 10 o Saying their age o Christmas in France 			<u>Core Unit 2</u> <i>Taught as part of three-way rotation with Art and DT</i> <ul style="list-style-type: none"> o Saying the days of the week o Naming the colours o Counting between up to 31. o Expressing likes and dislikes. o Identifying body parts. 		
PSHE Year 3	<u>Being Me in My World</u> <ul style="list-style-type: none"> o understand why rules are needed and how they relate to rights and responsibilities o value myself and know how to make someone else feel valued and welcome 	<u>Celebrating Differences</u> <ul style="list-style-type: none"> o tell you about a time when my words affected someone's feelings and what the consequences were. o give and receive compliments and know how this feels. 	<u>Dreams and Goals</u> <ul style="list-style-type: none"> o evaluate my own learning process and identify how it can be better next time. o confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest. 	<u>Healthy Me</u> <ul style="list-style-type: none"> o identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. o express how being anxious or scared feels. 	<u>Relationships</u> <ul style="list-style-type: none"> o explain how some of the actions and work of people around the world help and influence my life. o show an awareness of how this could affect my choices. 	<u>Changing Me</u> <ul style="list-style-type: none"> o identify boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. o recognise how I feel about these changes happening to me and know how to cope with these feelings.
PSHE Year 4	<u>Being Me In My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>



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	<ul style="list-style-type: none"> o understand how democracy and having a voice benefits the school community o take on a role in a group and contribute to the overall outcome 	<ul style="list-style-type: none"> o tell you a time when my first impression of someone changed as I got to know them o explain why it is good to accept people for who they are. 	<ul style="list-style-type: none"> o know how to make a new plan and set new goals even if I have been disappointed. o know what it means to be resilient and to have a positive attitude. 	<ul style="list-style-type: none"> o recognise when people are putting me under pressure and can explain to resist this when I want to o identify feelings of anxiety and fear associated with peer pressure. 	<ul style="list-style-type: none"> o explain different points of view on animal rights issues. o express my own opinions on this. 	<ul style="list-style-type: none"> o identify what I am looking forward to in Year 5 o reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.
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English						
Science	<u>Sound</u> o identify how	<u>Light</u> o recognise that	<u>Skeletons and Food Groups</u>	<u>Teeth, Eating and Food Chains</u>	<u>Looking at States</u> o compare and	<u>Consolidation/Additional Experiment</u>



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	<p>sounds are made, associating some of them with something vibrating</p> <ul style="list-style-type: none"> o recognise that vibrations from sounds travel through a medium to the ear o find patterns between the pitch of a sound and features of the object that produced it o find patterns between the volume of a sound and the strength of the vibrations that produced it. o recognise that sounds get fainter as the distance from the sound source increases 	<p>they need light in order to see things and that dark is the absence of light</p> <ul style="list-style-type: none"> o notice that light is reflected from surfaces o recognise that light from the sun can be dangerous and that there are ways to protect their eyes o recognise that shadows are formed when the light from a light source is blocked by a solid object o find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> o identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (DT) o identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> o describe the simple functions of the basic parts of the digestive system in humans o identify the different types of teeth in humans and their simple functions o construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>group materials together, according to whether they are solids, liquids or gases</p> <ul style="list-style-type: none"> o observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) o identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p><u>Time</u></p>
<p>History</p>		<p><u>Christmas Traditions</u></p> <ul style="list-style-type: none"> o name UK Christmas traditions from history 	<p><u>Ruthless Romans</u></p> <ul style="list-style-type: none"> o identify the impact of the Roman Empire o locate Roman Empire in time and create timeline. o Understand the difference between 			



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		<ul style="list-style-type: none"> o explain some of their origins (NB some of this builds on KS1 work on Victorian Christmas) 	BC/AD. <ul style="list-style-type: none"> o features of Britain which led to the Roman invasion o Roman ruling system o Roman army o Roman entertainment – gladiators, chariots o The legacy of Roman culture (art, government, law, language, architecture) 			
Geography	<u>Lights, Camera, Action!</u> <ul style="list-style-type: none"> o know the location the world's major countries with a focus on North America o name some of the American states o know the location of Hollywood o know about the key human and physical features of Hollywood and its surroundings 				<u>Volcanoes</u> <ul style="list-style-type: none"> o layers of the Earth o how volcanoes are formed o where some of the world's famous volcanoes are 	<u>United Kingdom</u> <ul style="list-style-type: none"> o name and know the location of counties and cities of the UK o name geographical regions and their human and physical characteristics, topographical features and land-use patterns
Art	<u>Meet the Designers</u> <i>Taught as part of three-way rotation with DT and French</i> o know about great designers including William Morris, Charles Rennie Mackintosh, Vivienne Westwood			<u>Meet the Architects</u> <i>Taught as part of three-way rotation with DT and French</i> o know about great architects including Norman Foster, Robert Venturi, Denise Scott Brown		



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DT	<u>Shadow Puppet Theatres</u> <i>Taught as part of three-way rotation with Art and French</i> o know how to strengthen, stiffen and reinforce more complex structures		<u>Healthy Eating/Making Fruit Kebabs</u> <i>Taught as part of three-way rotation with Art and French</i> o understand the principles of a healthy and varied diet			
	NB: Some of the statutory technical knowledge for the DT curriculum will be taught as part of Science and Computing lessons					
Computing	<u>Bringing Images to Life/Lights, Camera, Action!</u> o know how to transform and manipulate digital images o know what stop animation is and how to produce a film using this method o know how to respect copyright of images	<u>Authoring</u> o understand that computer systems store data as bytes and we use this unit to specify size. o understand that multimedia texts are effective in communicating ideas to specific audiences. o understand word processing software often includes digital tools to improve clarity, accuracy and efficiency.		<u>Programming and Games</u> o understand a simulation is a digital system with specific rules, providing an environment often mimicking real world situations o understand we can use algorithms to design the steps of a process before writing computer programs. o understand a program is a sequence written in a programming language and designed to perform a specific task. o apply their understanding of computing to program, monitor and control their products (DT)		
PE	NB PE curriculum is skills based - see Long Term Plans and Progression of Skills Document					
RE	<u>God & The Jews</u> o know the story of Abraham and Isaac o know how this shows a promise from God o name several ways Jews	<u>Christmas Symbols</u> o retell the Nativity story in my own words o recognise the symbolic parts of the story	<u>Jewish Rules & Traditions</u> o list the foods that are Kosher and Trefah o know the events of the story of Passover	<u>Easter (Forgiveness)</u> o know the story of Easter including: Palm Sunday, Easter Day and the Resurrection.	<u>Jewish Commitment to God</u> o know what Bar/Batmitzvah is and why it takes place	<u>The Church</u> o name some different places of worship from different faiths o describe the process of the Eucharist and begin



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	remember God's promise	o understand that Christians believe that Jesus' birth symbolises God's gift of love to the world.	o know most of what a Sedar meal represents	o Focus is on crucifixion	o name different ways that Jews show a commitment to God.	to understand its theology o know some ways that Christians show their faith outside of Church buildings
Music	<u>Xylophones</u> o to know what a pentatonic scale is o to follow musical notation o to know how pitch changes up and down a xylophone - long notes = low. Short notes = high		<u>Production</u>		<u>Music through the ages/ The orchestra</u> o awareness of: Mozart, Beethoven Haydn, Holst, Glenn Miller, John Williams, Vivaldi.. o Instruments of the orchestra - strings, woodwind, brass and percussion. o musical styles/periods: Baroque, Classical, Jazz and 'Modern'	
French	<u>Core Unit 3</u> <i>Taught as part of three-way rotation with Art and DT</i> o Identifying items of clothing o Naming the months of the year o Talking about birthdays			<u>At School</u> <i>Taught as part of three-way rotation with Art and DT</i> o Saying how they travel to school o Naming places in school/school subjects o Listing the contents of their pencil case o Telling the time		
PSHE Year 3	<u>Being Me in My World</u> o understand why rules are needed and how they relate to rights and responsibilities	<u>Celebrating Differences</u> o tell you about a time when my words affected someone's feelings and what the	<u>Dreams and Goals</u> o evaluate my own learning process and identify how it can be better next time. o confident in sharing my success	<u>Healthy Me</u> o identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe	<u>Relationships</u> o explain how some of the actions and work of people around the world help and influence my life.	<u>Changing Me</u> o identify boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are



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	<ul style="list-style-type: none"> o value myself and know how to make someone else feel valued and welcome 	<ul style="list-style-type: none"> consequences were. o give and receive compliments and know how this feels. 	<ul style="list-style-type: none"> with others and know how to store my feelings of success in my internal treasure chest. 	<ul style="list-style-type: none"> including who to go to for help. o express how being anxious or scared feels. 	<ul style="list-style-type: none"> o show an awareness of how this could affect my choices. 	<ul style="list-style-type: none"> necessary so that their bodies can make babies when they grow up. o recognise how I feel about these changes happening to me and know how to cope with these feelings.
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