

	Years 3 & 4 (Cycle A) - Term 1	
Mathematics	English	Khmer
<p><b>Place value within 1,000</b></p> <ul style="list-style-type: none"> <li>• Represent &amp; partition numbers to 100 and 1000</li> <li>• Number line to 100</li> <li>• 100s, 10s and 1s</li> <li>• Use a number line to 1,000</li> <li>• Estimate on a number line to 1,000</li> <li>• Find 1, 10 and 100 more or less</li> <li>• Compare and order numbers to 1,000</li> <li>• Count in 50s</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• Apply number bonds within 10</li> <li>• Add/subtract 1s, 10s and 100s</li> <li>• Spot the pattern</li> <li>• Add/subtract 1s across 10</li> <li>• Add/subtract 10s across 100</li> <li>• Add/subtract two numbers (across 10/100)</li> <li>• Add a 3-digit and 2-digit number</li> <li>• Subtract a 2-digit number from a 3-digit number</li> <li>• Complements to 100</li> <li>• Estimate answers</li> </ul>	<p><b>Dreams &amp; Curiosity:</b> <b>To create own version fantasy narratives</b> <b>Writing Tasks:</b> Recounts, character descriptions, wanted posters, new chapters, instructions <b>Reading</b> The BFG – Roald Dahl</p> <p><b>To create own version motivational leaflets</b> <b>Writing Tasks:</b> Poetry, future dreams and aspirations, setting descriptions, advice letters, messages, characters descriptions, speech <b>Reading:</b> The Seed of Doubt – Irena Brignull</p> <p><b>Magic &amp; Mystery:</b> <b>To create own version fantasy narratives</b> <b>Writing Tasks:</b> Persuasive posters, setting descriptions, thought bubbles, diaries, dialogue <b>Reading:</b> Leon and the Place Between – Angela McAllister The Lost Spells – Robert MacFarlane</p>	<p><b>Vowels and consonants</b></p> <ul style="list-style-type: none"> <li>• Review all vowels and consonants</li> <li>• Review Or sound and Au sound</li> </ul> <p><b>Special sign</b> ៉ ៉ ៉</p> <ul style="list-style-type: none"> <li>• Review all signs with the combination of consonants and vowels</li> </ul> <p><b>Stand-alone vowels</b></p> <ul style="list-style-type: none"> <li>• Reviewing all stand-alone vowels</li> <li>• Stand-alone vowels in words</li> </ul> <p><b>Story Champs</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Vocabulary</li> <li>• Speaking</li> </ul> <p><b>Songs for kids/ National anthem</b></p> <p><b>Vocabulary Games (Kaboom, Bingo)</b></p> <p><b>Cultural awareness</b> (Pchum Ben/ Water Festival)</p> <p><b>Digital learning</b> <a href="https://www.sangapac.com/">https://www.sangapac.com/</a></p>

<ul style="list-style-type: none"> <li>• Inverse operations</li> <li>• Problem solving</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>• Multiplication – equal groups</li> <li>• Use arrays</li> <li>• Multiples of 2 , 5 and 10</li> <li>• Sharing and grouping</li> <li>• Multiply/Divide by 3, 4, 8,</li> <li>• The 3, 4 and 8 times-table</li> <li>• Problem solving – multiplication and division</li> <li>• Understand divisibility</li> </ul>	<p>In addition, pupils will practise:</p> <ul style="list-style-type: none"> <li>• Spellings</li> <li>• Phonics</li> <li>• Grammar</li> <li>• Punctuation</li> <li>• Morphology</li> <li>• Sentence writing</li> </ul>	
<b>Mandarin</b>	<b>Art</b>	<b>Music</b>
<p><b>Self-introduction</b></p> <ul style="list-style-type: none"> <li>- Introducing full name</li> <li>- First name and surname</li> </ul> <p><b>Family members</b></p> <ul style="list-style-type: none"> <li>- Family vocabulary</li> <li>- Talking about family</li> </ul> <p>Chang E Ben Yue (The Legend of the Ten Suns)</p> <p>Key vocabulary □ □ □ □ □ □ □ □ □ □</p> <p>□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □</p> <p>□ □</p>	<p><b>Fossils</b></p> <p>Creating a range of artworks inspired by the topic of fossils.</p> <ol style="list-style-type: none"> <li>1. Observational drawing of plant, animal or dinosaur.</li> <li>2. Step by step process.</li> <li>3. Development of drawing into another material such as crayon, pastel or chalk</li> <li>4. Basic printing methods such as monoprint and dry print.</li> <li>5. Clay imprints of fossils or dinosaurs. Creating texture into and onto the clay.</li> <li>6. Foam prints on various papers and in different colours.</li> </ol>	<p><b>Unit 1: Elements: In the Hall of the Mountain King</b></p> <ul style="list-style-type: none"> <li>- Listening and analysing contrasting music, using the musical elements.</li> <li>- Create and plan music which combines and contrasts the elements of music.</li> </ul> <p><b>Unit 2: Livin’ on a Prayer</b></p> <ul style="list-style-type: none"> <li>- Sing and perform a pop song.</li> <li>- Learn historical context and song structures.</li> </ul> <p><b>Unit 3: Describing Music</b></p> <ul style="list-style-type: none"> <li>- Listening and creating music, using a variety of instruments and methods.</li> </ul> <p><b>Unit 4: . Percussion Songs</b></p>

	<p>7. Presenting this work into A3 sketchbook. Starting to use key vocabulary to describe and evaluate process.</p> <p><b>Animals and Skeletons</b></p> <ol style="list-style-type: none"> <li>1. Creating observational studies based on the skeletal system.</li> <li>2. X-ray pastel and chalk drawings</li> </ol>	<ul style="list-style-type: none"> <li>- Learn and perform famous melodies using tuned percussion instruments, including glockenspiel and boomwhackers.</li> </ul>
<b>Science</b>	<b>History</b>	<b>Geography</b>
<p style="text-align: center;"><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter</li> </ul> <p style="text-align: center;"><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p style="text-align: center;"><b>Ancient Egypt</b></p> <p><b>Substantive Concepts:</b> City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.</p> <p><b>Key Vocabulary:</b> Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.</p> <p style="text-align: center;"><b>Stone Age</b></p> <p><b>Substantive Concepts:</b> Building, economy (money), farming, migration, settlement, technology, tribe.</p> <p><b>Key Vocabulary:</b> Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.</p>	<p style="text-align: center;"><b>Extreme Earth</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> <p style="text-align: center;"><b>Rainforests</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography.</li> <li>• locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics.</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics</li> </ul>

		of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.
<b>PE</b>	<b>PSHE</b>	
<ul style="list-style-type: none"> <li>• Utilise running, jumping, throwing, and catching both individually and in combination.</li> <li>• Engage in competitive games, modifying them as needed (e.g., badminton, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply fundamental strategies for both attacking and defending.</li> <li>• Enhance flexibility, strength, technique, control, and balance through activities like athletics and gymnastics.</li> <li>• Execute dances and swimming incorporating a variety of movement patterns.</li> <li>• Participate in outdoor and adventurous activities, both individually and as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will learn about healthy food and drink choices, and the importance of physical activity — as part of a balanced lifestyle — as well as managing influences and pressure around these areas.</li> </ul>	

