





## Y3/4: Assessment & Review Calendar

Even Years (starting 2020, 2022, 2024 etc.)

| Key   |
|---|
|  Review Activity                 |
|  Learning Observation            |
|  Learning Conversation           |
|  End Product (inc. test results) |

|   | <i>Autumn 1</i>   | <i>Autumn 2</i>   | <i>Spring 1</i>   | <i>Spring 2</i>   | <i>Summer 1</i>  | <i>Summer 2</i>  |
|---|---|---|---|---|--|--|
| <b>English- Writing</b>                                 | <b>Ongoing assessment:</b><br>Independent writing assessed against statements from the writing tracker. |   |   |   |  |  |
| <b>English- Reading</b>                                 |   | NFER Reading Assessment   | Planning edited on the basis of assessment data                               | NFER Reading Assessment   | Planning edited on the basis of assessment data  | NFER Reading Assessment  |
| <b>Maths</b><br><i>(Reviewed during Maths Meetings)</i> |   | Autumn assessment   | <b>Various topics</b><br>Prove it / Explain it MM<br>Always, sometimes, never | <b>Place value</b><br>Problem solving (Learning observation)                        |  | <b>Various topics</b><br>Learning conversation for transition                                  |
| <b>RE</b>   | To be confirmed by the Diocese- formative assessment tracked using PITA levels                          |   |   |   |  |  |
| <b>Science</b>  |   | <b>Living things and their habitats</b><br>Explain it (What lives in a specific habitat and why)      | Label it RP p.16<br>Matching activity   | <b>States of matter</b><br>True or false statement (with reasoning)                 | <b>Animals Including Humans</b><br>Children make question cards  | Cops and robbers RP p. 11<br>Find the pattern MM<br>Label it RP p.16                           |
| <b>History</b>  |   |   |   | <b>Veni, Vidi, Vici</b><br>What have the Romans done for us?                        | Brain dump RP p. 57<br>Defend an opinion AL p 58-9<br>True or false AL p 59                            |  |
| <b>Geography</b>  |   | <b>Go with the flow</b><br>Scenario involving different water courses                                 | Label it RP p.16<br>Spot the mistake MM<br>Vocab grid RP p. 44                |   |  | <b>We Built this City</b><br>Presentation: Why does Sheffield matter?                          |
| <b>Art and Design</b>                                   | <b>Portraits</b><br>Discussion about symbolism in portraiture   | Picture Prompt RP p. 20<br>5 minute portrait of book character, inc. symbols about their personality. | <b>Anthony Gormley</b><br>Creating a sculpture inspired by the works of AG    | Retrieval Rockets RP p. 29  | <b>Landscapes - Seurat and pointillism</b><br>Observation – how well can children replicate the skill? | True or False AL p. 59<br>Review of sketchbooks  |
| <b>Computing</b>  |   | <b>Networks and Communication A:</b><br>Conversation about online dangers and online safety           | Revision Clock RP p. 71<br>Retrieval Placement RP p. 24                       | <b>Multimedia: Photo Editing</b><br>Children edit a photo to create a final product | ‘Do it!’ Edit a photo  | <b>Computer Science: Drawing shapes</b><br>Children draw their own digital shape using Scratch |
| <b>Design and Technology</b>                            |   | <b>Textiles</b><br>Designing and making a coin purse  | ‘Do it!’ Sewing techniques and how to thread a needle                         | <b>Shell structures</b><br>Designing and making a memory box                        | Cut out and make a box from a net  | <b>Electrical systems and programming</b>  |
| <b>Music</b>  | <b>Mamma Mia</b><br>Remembering, rehearsing and performing a song                                       | Keyword Grids RP p. 37<br>Focus on musical theory/ notation   | <b>Lean On Me</b><br>Discussion about music preferences and reasons           | Review of Gospel songs and review of appraisal comments                             | <b>Blackbird</b><br>Discussion about music preferences and reasons                                     | Defend an opinion AL p58-59 – My favourite Beatles song  |

|                       |  |   |  |   |  |
|-----------------------|--|---|--|---|--|
| <b><i>PE</i></b>      | Assessed every topic through the Get Set 4 P.E. system                         |   |  |   |  |
| <b><i>Spanish</i></b> | All Spanish topics are reviewed half-termly at the end of the lesson sequence. |   |  |   |  |
| <b><i>P4C</i></b>     |  | <b>Caring</b><br>Assessing against the “I can” statements from the Concepts Organiser | The 4 C’s are continually reviewed as part of the P4C teaching sequence. | <b>Creative</b><br>Assessing against the “I can” statements from the Concepts Organiser | <b>Collaborative</b><br>Assessing against the “I can” statements from the Concepts Organiser |

#### Source of Activities Key

**AL:** Clarke S 2008 Active Learning through Formative Assessment Hodder Education London

**MM:** Ark Curriculum 2021 Mathematics Mastery <https://www.arkcurriculumplus.org.uk/> Accessed 01.11.2021

**RP:** Jones K 2021 Retrieval Practice: Resource Guide John Catt Woodbridge UK

## Y3/4: Assessment & Review Calendar

Odd Years (starting 2021, 2023, 2025 etc.)

|  |                                 |
|--|---------------------------------|
|  | <b>Key</b>                      |
|  | Review Activity                 |
|  | Learning Observation            |
|  | Learning Conversation           |
|  | End Product (inc. test results) |

|   | <i>Autumn 1</i>   | <i>Autumn 2</i>   | <i>Spring 1</i>   | <i>Spring 2</i>   | <i>Summer 1</i>   | <i>Summer 2</i>   |
|---|---|---|---|---|---|---|
| <b>English- Writing</b>                                 | <b>Ongoing assessment:</b><br>Independent writing assessed against statements from the writing tracker.     |   |   |   |   |   |
| <b>English- Reading</b>                                 |   | <b>NFER Reading Assessment</b>  | Planning edited on the basis of assessment data                               | <b>NFER Reading Assessment</b>  | Planning edited on the basis of assessment data   | <b>NFER Reading Assessment</b>  |
| <b>Maths</b><br><i>(Reviewed during Maths Meetings)</i> |   | <b>Maths Mastery</b><br>Autumn Assessment                                     | <b>Various topics</b><br>Problem solving<br>Prove it: MM                      | <b>Various topics</b><br>Learning Observation   |   | <b>Various topics</b><br>Learning Conversation for transition                     |
| <b>RE</b>   | To be confirmed by the Diocese- formative assessment tracked using PITA levels                              |   |   |   |   |   |
| <b>Science</b>  |   | <b>Electricity</b><br>Odd one out (3 weeks)<br>True/False statement (End)     | <b>Rocks</b><br>Agree/ Disagree statement<br>(Learning observation)           | True or false AL p.59<br>Defend an opinion AL p 58-9  | <b>Forces and Magnets</b><br>Problem solving: I wonder /<br>Odd one out                   | Matching game<br>Missing words RP p. 58<br>Draw a concept MM                      |
| <b>History</b>  |   | <b>Raiders And Traders</b><br>Scenario –Experience of an invader              | Brain dump RP p.57<br>Label it RP p.16  |   | <b>Shang Dynasty</b><br>Learning Conversation   | Retrieval Pyramid RP p. 25  |
| <b>Geography</b>  |   |   |   | <b>Eruption</b><br>Learning observation of<br>Scenario board game   | Label it RP p.16<br>Defend an opinion AL p 58-9   | <b>Food Glorious Food</b><br>Learning Conversation                                |
| <b>Art and Design</b>                                   | <b>Darwin – Art and Science</b><br>Observing natural objects and using sketching techniques (stippling etc) | Review of different techniques – hatching, cross hatching, stippling, inkwash |   | <b>Raku Inoue – Art and Nature</b><br>Children create their own natural sculpture                         | <b>Pop Art</b><br>Using pop art techniques and colour with intent                         | Review of sketchbooks<br>'Do it!' Colour mixing                                   |
| <b>Computing</b>  |   | <b>Network and Communication</b><br>Conversation about online safety          | Brain dump – RP pg57 –<br>How to stay safe online                             | <b>Spreadsheets</b><br>Observation of how effectively children can use Excel programme/spreadsheets       | Review of techniques<br>Label it – Diagram of a spreadsheet, label cell, row, column etc. | <b>Computer Science: Tell a story</b><br>Children create their own animated story |
| <b>Design and Technology</b>                            |   | <b>Electrical systems</b><br>Making an electrical device with a switch        | <b>Mechanical systems</b><br>Creating an information poster with moving parts | Make a basic circuit using a bulb, battery, wires and switch<br>Label it - RP pg16 – diagram of a circuit | Make a mechanism using levers, linkages and pivots  | <b>Food Glorious Food</b><br>Design and make a dish                               |

|                |   |  |  |   |  |   |
|----------------|---|--|--|---|--|---|
| <b>Music</b>   | <b>Glockenspiels</b><br>Observation of playing a piece on the instrument              | Keyword Grids RP p. 37<br>Focus on musical theory/ notation              | <b>Reggae – Three Little Birds</b><br>Conversation about history of reggae and music preferences | Defend an opinion AL p58-59 – My favourite reggae song                                  |  | <b>Reflect, Rewind and Replay</b><br>To perform a section of their favourite song       |
| <b>PE</b>      | Assessed every topic through the Get Set 4 P.E. system                                |  |  |   |  |   |
| <b>Spanish</b> | All Spanish topics are reviewed half-termly at the end of the lesson sequence.        |  |  |   |  |   |
| <b>P4C</b>     | <b>Caring</b><br>Assessing against the “I can” statements from the Concepts Organiser | The 4 C’s are continually reviewed as part of the P4C teaching sequence. |  | <b>Creative</b><br>Assessing against the “I can” statements from the Concepts Organiser | The 4 C’s are continually reviewed as part of the P4C teaching sequence. | <b>Critical</b><br>Assessing against the “I can” statements from the Concepts Organiser |

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