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| Subject | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk6 | Wk7 | Wk8 | Wk9 | Wk10 | Wk11 | Wk12 | Wk13 | Wk14 |
| **English** | Mark making week. | Narrative:  Y3: Jack and the Beanstalk  Y4: Riley  Daily handwriting  Writing for accuracy 4x week.  Daily SpaG  Daily DIRT  Daily silent reading  Spelling shed 3x each week | | | Discussion:  Y3: Should Jack be jailed?  Instructions:  Y4: The ideal method for trapping a pesky elf. | | Poetry: Sounds | Narrative:  Y3: Kassim and the Hungry Dragon.  Y4: The Door | | | Instructions:  Y3: How to feed a pet dragon.  Explanation:  Y4: Why dragons are extinct. | | Poetry- Xmas lights. | |
| **Maths**  **(Yr3)** | Number- Place Value  Natty numbers 2x each week  Maths Blast 4x each week  Arithmetic test fortnightly | | | | Addition and subtraction  Natty numbers 2x each week  Maths Blast 4x each week  Arithmetic test fortnightly | | | | | | Multiplication and division  Natty numbers 2x each week  Maths Blast 4x each week  Arithmetic test fortnightly | | | |
| **Maths (Yr4)** | Number- Place Value  Natty numbers 2x each week  Maths Blast 4x each week  Arithmetic test fortnightly | | | | Addition and subtraction  Natty numbers 2x each week  Maths Blast 4x each week  Arithmetic test fortnightly | | | | Measurement- length and perimeter  Natty numbers 2x each week  Maths Blast 4x each week  Arithmetic test fortnightly | | Multiplication and division  Natty numbers 2x each week  Maths Blast 4x each week  Arithmetic test fortnightly | | | |
| **Science** | Year 3 and 4: Sound  Identify how sounds are made.  Understands how sound travels from a source.  Find patterns between the pitch of sound and features of the object that made it.  Find patterns between the volume of a sound and the strength of the vibrations that produced it.  Recognise that sounds get fainter as the distance from the sound source increases. | | | | | | | | Year 3 and 4: Electricity and light  Identify common electrical appliances.  Identify and name basic parts of a circuit.  Construct a basic circuit.  Using and recognising the purpose of a switch.  Recognise some conductors and insulators. | | | | | |
| **ICT** | Year 3 and 4: Programming using iPad apps, e.g. A.L.E.X., Fix the Factory.  Navigate public drive to save and retrieve files.  Use Save and Save As on laptops and PC’s. | | | | | | | | Year 3 and 4: Presentation of information using Microsoft programmes and eBooks.  Navigate public drive to save and retrieve files.  Use individual fingers to input text and use SHFT keys to type characters.  Add shapes and word art to documents and presentations. | | | | | |
| **Art** | Sketching  Portraits of inventors.  To record drawings from observation.  Experiment with different tones using graded pencils.  Draw using a variety of tools and surfaces. | | | | | | | | Charcoal pictures  Inventions  Experiment with different tones.  Develop shadows.  Use a variety of ways to record ideas, including digital cameras and iPads.  Begin to suggest improvements to own work. | | | | | |
| **DT** | Creating working torches  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.  Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.  Investigate and analyse a range of existing products.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. | | | | | | | | | | | | | |
| **Topic**  **(Writing links in green)** | **Lights! Sounds! Circuits!**  Non-chronological report about inventors.  Explanation about how an invention works. | | | | | | | | **Lights! Sounds! Circuits!**  Discussion about whether we would be better off without electricity. | | | | | |
| **Topic**  **(Maths links in pink)** | **Lights! Sounds! Circuits!**  STATISTICS: Collecting and representing data about sound levels in each classroom. | | | | | | | | **Lights! Sounds! Circuits!** | | | | | |
| **Music** | Composition: Body percussion and Rhythm (Morse code):  Listen to and recall patterns of sounds with increasing accuracy.  Choose instruments based on dynamics and timbre.  Perform simple rhythms.  Perform using changing dynamics. | | | | | | | | | | | | | |
| **PE** | Invasion games  Year 3:  Practise passing to a partner using a number of sending and receiving techniques.  Improve accuracy of passes and use space to keep possession better.  Remain in control of a ball while travelling.  Use communication skills to help others know where they are going.  Year 4:  Play 3 v 1 and 4 v 1 and explore how to use the space and help each other.  Score more regularly without making mistakes.  Choose and adapt their techniques to keep possessions and give their team a chance to shoot.  Plan ideas and tactics across invasion games. | | | | | | | | | | | | | |
| **RE** | Year 3: Creation  Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people.  Year 4: Hinduism  Describe some of the things that are the same and different for religious people.  Compare some of the things that influence me with those that influence other people.  Ask important questions about life and compare my ideas with those of other people.  Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups.  Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others. | | | | | | | | Year 3: Hinduism  Describe some of the things that are the same and different for religious people.  Compare some of the things that influence me with those that influence other people.  Ask important questions about life and compare my ideas with those of other people.  Year 4: Incarnation  Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. | | | | | |
| **Jigsaw** | Being in my world:  Year 3: Learn to value ourselves and know how to make someone else feel welcome and valued.  Recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions.  Understand that behaviour brings rewards/consequences.  Year 4:  Know how attitudes and actions make a difference to the class team  Understand who is in the school community, the roles they play and how  to fit in.  Understand how democracy works through the school council. | | | | | | | | Celebrating difference:  Year 3: Talk about a time when words affected someone’s feelings and what the consequences were.  Give and receive compliments and know how this feels.  Year 4: Tell you a time when a first impression of someone changed over time.  Explain why it is good to accept people for who they are. | | | | | |