

Subject	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
English	Y3: Journey Tale: Amisi and the Fig Y4: Meeting tale: King of the Fishes			Y3: Explanation: Why would you steal a camel Y4: Report: Scarlett and the Snapper		Y3 and 4: Poetry: Haikus	Y3: Wishing tale: The Three Wishes Y4: Defeat the monster tale: The Cobbler and the Dragon			Y3: Report: The Storm Unicorn Y4: Recount (newspaper): Local Hero Wins Princess		Poetry: Easter themed. (Link to Christianity teaching)
Maths (Yr3)	Multiplication and Division Throughout the term: Natty numbers 2x each week Maths Blast 4x each week Arithmetic test fortnightly			Measurement (Money)	Statistics		Measurement: Length and Perimeter			Fractions (Including assessment week)		
Maths (Yr4)	Multiplication and Division Throughout the term: Natty numbers 2x each week Maths Blast 4x each week Arithmetic test fortnightly			Measurement (Area)	Fractions				Decimals (including assessment week)			
Science Y3 and Y4	States of Matter/Materials: compare and group materials together, according to whether they are solids, liquids or gases 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.						Working scientifically: asking relevant questions and using different types of scientific enquiries to answer them. setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.					

Computing	Understanding how to use the Internet effectively and safely Year 3 – Scan my code Year 4 – Where is my information	Using software to collect and present data Year 3 – Lego WeDo Year 4 – Programming with Hopscotch
Art and Design	Make masks from a range of cultures and traditions: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	
Topic (Writing links in green)	How did they do that? Ancient Egypt: Instructions for the process of mummification. Instructions for how to make a canopic jar with explanation of use. Explanation of how Egyptians built the pyramids. Recount of a day in the life for an Ancient Egyptian.	
Topic (Maths links in pink)	How did they do that? Ancient Egypt: Timeline of key events. Problem solving of number of bricks/stones needed to build pyramid if bottom row has 5, then 4 etc or started with larger base. 3D shape: Different styles of pyramids and materials used.	
Music	Y3: Sing in tune with increasing confidence Sing with an awareness of pulse and rhythm Begin to recognise phrase lengths and learn when to breathe. Sing expressively with awareness and control. Begin to understand how mouth shapes can affect voice sounds. Sing in two-part rounds. Y4:	

	<p>Sing in tune with confidence using a wider vocal range. Sing with an awareness of pulse and rhythm. Recognise phrase lengths and learn when to breathe. Sing expressively with awareness and control. Begin to understand how mouth shapes can affect voice sounds. Sing in two, three or four-part rounds.</p>	
PE	<p>Year 3: Skill – Dynamic Balance: On a Line, Cool Down – Coordination: Ball Skills, Skill – Coordination: Sending and Receiving, Cool Down – Counter Balance: With a Partner</p> <p>Year 4: Skill – Dynamic Balance: On a Line, Cool Down – Coordination: Ball Skills, Skill – Coordination: Sending and Receiving, Cool Down – Counter Balance: With a Partner</p>	
RE	<p>Year 3: The Fall (What do Christians learn from the Creation Story)</p> <p>Place the concepts of God, Creation and the Fall on a timeline of the Bible’s ‘Big Story’. Offer suggestions about what the story of Adam and Eve might show about human nature and how to act. Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. Make links between what stories in the Bible say about human beings, and pupils’ own ideas about how people should behave.</p> <p>Year 4: Gospel: What kind of world did Jesus want? Identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’.</p>	<p>Year 3: Islam (How do I live a dedicated life?) How do Muslims prepare for prayer? Where can they pray? Are there any special instructions/positions to be adopted for prayer? Why do they pray? Know that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has willingly submitted themselves to Allah. Identify the two main beliefs of Islam as: the belief in only one God, and the belief that Muhammad is the Messenger of God. Understand that Islam teaches that Muhammad told many others what the revelations were.</p> <p>Year 4: Gospel (DD) What kind of world did Jesus want?</p> <p>List two distinguishing features of a parable. Make clear links between the story of the Good Samaritan and the idea of the Gospel as ‘good news’.</p>

	<p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>Offer some ideas about the meaning of the Good Samaritan story to Christians.</p> <p>Make simple links between the Good Samaritan story and the importance of charity in Christian life.</p> <p>Give some examples of how Christians act to show that they are following Jesus.</p> <p>Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.</p>
MFL	<p>Year 3: Food Glorious Food</p> <p>Year 4: On the Move</p>	<p>Year 3: Family and Friends</p> <p>Year 4: Gone shopping</p>
Jigsaw	<p>Dreams and Goals:</p> <p>Year 3:</p> <p>To talk about a person who has faced difficult challenges and achieved Success.</p> <p>To identify a dream/ambition.</p> <p>To enjoy facing new learning challenges and working out the best ways to achieve them.</p> <p>To recognise obstacles which might hinder achievement and can take steps to overcome them.</p> <p>To evaluate learning process and identify how it can be better next time.</p> <p>Year 4:</p> <p>To talk about some of my hopes and dreams.</p> <p>To understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>To know that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p>To know how to make a new plan and set new goals even if I have been disappointed.</p> <p>To know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.</p>	<p>Healthy Me:</p> <p>Year 3:</p> <p>To understand how exercise affects the body and know why the heart and lungs are such important organs.</p> <p>To talk about knowledge and attitude towards drugs.</p> <p>To identify things, people and places that are needed to keep safe from, and some strategies for keeping safe, including who to go to for help.</p> <p>To understand that, like medicines, some household substances can be harmful if not used correctly.</p> <p>To understand how complex the body is and how important it is to take care of it.</p> <p>Year 4:</p> <p>To recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p> <p>To recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations.</p> <p>To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p>

	<p>To identify the contributions made by myself and others to the group's achievement.</p>	<p>To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>To recognise when people are putting me under pressure and can explain ways to resist this when I want.</p> <p>To know myself well enough to have a clear picture of what I believe is right and wrong.</p>
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