

	1 23 <sup>rd</sup> February – 27 <sup>th</sup> February	2 March 2 <sup>nd</sup> – 6 <sup>th</sup>	3 March 9 <sup>th</sup> – 13 <sup>th</sup>	4 March 16 <sup>th</sup> – 20 <sup>th</sup>	5 March 23 <sup>rd</sup> – 27 <sup>th</sup>	6 30 <sup>th</sup> March – 2 <sup>nd</sup> April
<b>Maths</b>	<b>Unit 8- Fractions (1)</b> Understanding the denominator Compare and order unit fractions Understand the numerator of non-unit fractions Understand the whole Compare and order non-unit fractions	Divisions on a number line Count in fractions on a number line Equivalent fractions as bar models Equivalent fractions on a number line Equivalent fractions	<b>End of unit assessment</b> <b>Unit 9 - Mass</b> Use scales Measure mass Measure mass in kilograms and grams Equivalent masses	Compare mass Add and subtract mass Problem solving - mass <b>End of unit assessment (mass)</b> <b>Unit 10 - Capacity</b> Measure capacity and volume in litres and millilitres	Measure in litres and millilitres Equivalent capacities and volumes in litres and millilitres Compare capacity and volume Add and subtract capacity and volume Problem solving	<b>End of unit assessment (capacity)</b> <b>Strengthening and deepening activities.</b>
<b>English</b>	<b>English</b> <b>Cinderella of the Nile</b> <b>Outcomes:</b> Short news report, diary entry, character description, advert <b>Main outcome:</b> Own version traditional tale <u>Word Reading</u> <ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words.</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <u>Writing Transcription (Spelling and Handwriting)</u> <ul style="list-style-type: none"> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far.</li> </ul>			<b>English</b> <b>Small in the city</b> <b>Outcomes:</b> Setting descriptions, poems, diary entries, dialogue, letters of advice, lost posters <b>Main Outcome:</b> Extended narrative from an alternative point of view <u>Word Reading</u> <ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <u>Writing Transcription (Spelling and Handwriting)</u> <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</li> </ul> <u>Grammar, vocabulary and punctuation</u> Beginning to use paragraphs as a way to group related material • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials (adverbials of time to sequence) • Using the present perfect tense • Learning the grammar for years 3 and 4 in English Appendix 2		
<b>Reading comprehension</b>	<b>Reading comprehension</b> <b>Old Possum's Book of Practical Cats by T.S Eliot</b> Children will make inferences about the characters in the poems and have the opportunity to create some small performances. Alongside this, there are several sessions for them to understand key poetry terminology. We will create a working glossary that will then be used by the children towards the end of this comprehension sequence but will also be useful in future.			<b>Reading comprehension</b> <b>The white fox – Jackie Morris</b> Children will explore the characters' motivations in order to understand their behaviours and study the language used by the author to portray the range of emotions felt at different points in the story. There will also be opportunities to summarise the key events and sequence them in order, as well as looking at the significance of recurring themes through the story. Towards the end of the leaf children will analyse the beautiful double-page illustrations to make inferences about the relationships between the main characters, their history and their environment.		

<p><b>Science</b></p>	<p><b>Forces</b>  <b>Magnetic attraction - Identifying and classifying (G)</b>  <b>LI: I know which materials are magnetic.</b></p> <p>SC: I can compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials.</p> <p>Vocabulary: Compare, magnets, forces, push, pull, twist, Gravity, friction</p> <p>Job focus: formula one car designer and tyre specialist.  Books: The iron man, why doesn't the moon fall down? And Mrs Armitage: queen of the road.  Key scientists: Isaac Newton, William Gilbert and Guy Martin.  Science area: Physics</p> <p>F R O G S</p>	<p><b>Forces</b>  <b>Acting forces</b>  <b>Comparative and fair test (F)</b></p> <p>LI: I know that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>SC: I can identify the forces acting on objects.  I can explain if the mass of an object affects how much force is needed to make it move.</p> <p>Vocabulary: Forces, friction, air resistance, gravity, non-magnetic forces</p> <p>F R O G S</p>	<p><b>Forces</b></p> <p><b>Forces and Magnets</b>  <b>May the force be with you.</b>  <b>Pattern seeking (S)</b></p> <p>LI: I know if the size of the magnet affects how strong it is</p> <p>SC: I can investigate the strength of magnets.</p> <p>I can investigate force patterns.</p> <p>Vocabulary: forces, strength, size, width, length, bar chart, patterns</p> <p>F R O G S</p>	<p><b>Forces</b></p> <p><b>Faster and Slower</b>  <b>Comparative and fair test (F)</b></p> <p>LI: I can explain how things move on different surfaces.</p> <p>SC: I can explain the force of friction.  I can make a prediction about which surface creates the most friction for a toy car.  I can take measurements and record my results in a table.  I can explain my results.  I can investigate the effects of friction on different surfaces.</p> <p>Vocabulary: Bar chart, friction, material, surfaces, motion, speed, rough, smooth, motion</p> <p>F R O G S</p>	<p><b>Forces</b></p> <p><b>Poles apart (O)</b></p> <p>LI: I can explain why magnets attract or repel each other.</p> <p>SC: I can describe magnets as having two poles.  I can explain how a compass works.</p> <p>Vocabulary: repel, attract, poles, north, south, pivot, compass, direction, opposite</p> <p>F R O G S</p>	<p><b>Forces</b></p> <p><b>The big question - End of unit check.</b></p> <p>Magnetic fun time  LI: I can make connections about my learning so far.</p> <p>SC: I can explain how my opinions about forces have changed.  I can create a game that is depends on magnets.</p> <p>Vocabulary: opinions, forces, friction, material, size, weight, push, pull, air resistance, gravity, patterns, non-magnetic, motion, poles, attract, repel</p> <p>F R O G S</p>
<p><b>History and Geography</b></p>	<p><b>Artefacts and culture</b>  <b>LI: I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.</b></p> <p>SC: I know what the burial site at Sutton-Hoo tells us about Anglo-Saxon beliefs.  I can explore the significance of the Sutton Hoo discovery.  I can investigate artefacts from an Anglo-Saxon grave.  I can make deductions about historical sources.</p> <p>Vocabulary: Sutton Hoo, Burial, information, artefacts, photographic, discoveries, missionaries, silhouette</p>	<p><b>Europe: Mountains</b>  <b>LI: I can explore key information about mountains.</b></p> <p>SC: I know what a mountain range is and the two names for the top of a mountain?  I know what the word 'extends' means and how to measure the height of a mountain?  I know the formation of mountains</p> <p>Vocabulary: summit, peak, extends, elevation, topography, distance, angles, sea level, base</p>	<p><b>King Alfred</b>  <b>LI: I know who Alfred the Great was.</b></p> <p>SC: I can explore the story of Anglo-Saxon King Alfred.  I can consider why Alfred is remembered as 'the Great'.</p> <p>Vocabulary: monarch, great, commemorate, deeds, remembered, recorded</p>	<p><b>Europe: Mountains</b>  <b>LI: I can recognise and name key features of a mountain landscape and describe the conditions found on mount Everest</b></p> <p>SC: I can name the features of a mountain landscape  I can write in the role of a geologist</p> <p>Vocabulary: peak, arete, altitude, elevation, topography.</p>	<p><b>Conversion to Christianity</b>  <b>LI: I can explain how the Anglo-Saxons found out about Christianity</b></p> <p>SC: I can explore vocabulary associated with paganism &amp; Christianity.  I can find out which religious beliefs the Anglo-Saxons brought to Britain.  I know about the 3 key figures who helped the Anglo-Saxons find out about Christianity.</p> <p>Vocabulary: conversion, paganism, merged, key figures, traditions, missionaries, modern, originates</p>	<p><b>Europe: Mountains</b>  <b>LI: I know which mountain in Europe is the highest</b></p> <p>SC: I know the name of the highest mountain in Europe.  I know which mountain range is it a part of.  I know what the highest peak in the European Alps is.</p> <p>Vocabulary: Mount Elbrus, Caucasus Mountains, Mount Blanc, Alps.</p>

<p><b>ART</b></p>	<p><b>The Renaissance</b> Leonardo Da Vinci <b>Objective: To identify the work of Leonardo Da Vinci and know key facts about his work.</b></p> <p>Listen carefully to the facts shared with you and fill in the missing words.</p> <p>Cut out all the boxes and pictures and arrange them nicely in your sketchbook like this</p> <p>In small groups investigate his theory of <b>proportion</b> using your measuring skills.</p>	<p><b>The Renaissance</b> Leonardo Da Vinci <b>Objective: To observe and record the shape of human bones</b></p> <p>Create a collaged background across 2 pages in your sketchbook using brown, black and grey sugar paper</p> <p>Use charcoal &amp; chalk, sketching pencil and white pencil to draw what you see</p>	<p><b>The Renaissance</b> Leonardo Da Vinci <b>Objective: To make a string print of a skeleton</b></p> <p>Draw the skeleton as lines in pencil first</p> <p>Cut and stick string pieces on top of your pencil lines using scissors and PVA glue</p> <p>Take your time and use string that in the correct length.</p>	<p><b>The Renaissance</b> Leonardo Da Vinci <b>Objective: To print your skeleton effectively and then draw bone details over the top in pen.</b></p> <p>To use printing techniques to effectively create a print</p>	<p><b>The Renaissance</b> Leonardo Da Vinci <b>Objective: To identify the figurative sculptures of Alberto Giacometti and create one using tinfoil.</b></p> <p>Create tin foil sculptures following simple instructions</p>	<p><b>The Renaissance</b> Leonardo Da Vinci</p> <p>Extra time to ensure all projects are completed.</p>
<p><b>Worldviews</b></p>	<p><b>LI: Saints are important figures of authority for some Christians</b></p> <p>SC: I can explain the lives of saints help inspire some Christians to live a good life; I can ask questions about this can help us understand how Christians answer the question, 'what is a good life'?</p>	<p><b>LI: We can find out more about people's worldviews by looking at and asking questions about different kinds of information that show us how people live, e.g. case studies</b></p> <p>SC: I can explain how St Francis of Assisi inspires Christians to live a good life</p>	<p><b>LI: We can find out more about people's worldviews by reading and asking questions about important texts and sources of authority</b></p> <p>SC: I can read a range of biblical texts that Christians read to help me understand how they live a good life; explaining that different Christians might read/interpret these texts differently</p>	<p><b>LI: We can find out more about people's worldviews by reading and asking questions about important texts and sources of authority</b></p> <p>SC: I can read a range of theological texts that Christians read to help me understand how they live a good life, explaining that different Christians might read/interpret these texts differently</p>	<p><b>LI: We can find out more about people's worldviews by looking at and asking questions about different kinds of information that show us how people live, e.g. case studies</b></p> <p>SC: I understand that the Franciscan Order is an example of a Christian community that tries to live a good life by following the example of St Francis of Assis</p>	<p><b>LI: It is important to ask questions about why people think what they think and to find out more about the reasons they give for their thinking.</b></p> <p>SC: I understand that is important to think about our own worldviews and to ask questions about what we think and why we think it</p>
<p><b>Computing</b></p>	<p><b>Branching Databases</b> <b>LI: I can identify Yes and No answers.</b></p> <p>Learners will start to explore questions with yes/no answers, and how these can be used to identify and compare objects. They will create their own yes/no questions, before using these to split a collection of objects into groups.</p> <p>SC: To create questions with yes/no answers I can investigate questions with yes/no answers. I can make up a yes/no question about a collection of objects. I can create two groups of objects separated by one attribute.</p>	<p><b>Making Groups</b> <b>LI: To identify the attributes needed to collect data about an object.</b></p> <p>Learners will develop their understanding of using questions with yes/no answers to group objects more than once. They will learn how to arrange objects into a tree structure and will continue to think about which attributes the questions are related to.</p> <p>SC: I can select an attribute to separate objects into groups. I can create a group of objects within an existing group. I can arrange objects into a tree structure.</p>	<p><b>Creating a branching database.</b> <b>LI: To create a branching database.</b></p> <p>Learners will continue to develop their understanding of ordering objects/images in a branching database structure. They will learn how to use an online database tool to arrange objects into a branching database and will create their own questions with yes/no answers. Learners will show that their branching database works through testing.</p> <p>SC: I can select objects to arrange in a branching database. I can group objects using my own yes/no questions. I can test my branching database to see if it works.</p> <p><b>Vocabulary: identify, compare, collection, attributes, separated, objects,</b></p>	<p><b>Structuring a branching database.</b> <b>LI: To explain why it is helpful for a database to be well structured.</b></p> <p>Learners will continue to develop their understanding of how to create a well-structured database. They will use attributes to create questions with yes/no answers and will apply these two given objects. Learners will compare the efficiency of different branching databases and will be able to explain why questions need to be in a specific order.</p> <p>SC: I can create yes/no questions using given attributes. I can compare two branching database structures. I can explain that questions need to be ordered carefully to split objects into similarly sized groups.</p>	<p><b>Using a branching database</b> <b>LI: To plan the structure of a branching database.</b></p> <p>Learners will independently plan a branching database by creating a physical representation of one that will identify different types of dinosaurs. They will continue to think about the attributes of objects to write questions with yes/no answers, which will enable them to separate a group of objects effectively. Learners will then arrange the questions and objects into a tree structure, before testing the structure.</p> <p>SC: I can independently create questions to use in a branching database.</p>	<p><b>Two ways of presenting information</b> <b>LI: To independently create an identification tool.</b></p> <p>Learners will independently create a branching database to identify different types of dinosaurs, based on the paper-based version that they created in Lesson 5. They will then work with a partner to test that their database works, before considering real-world applications for branching databases.</p> <p>SC: I can create a branching database that reflects my plan. I can work with a partner to test my identification tool. I can suggest real-world uses for branching databases.</p> <p><b>Vocabulary: identify, compare, collection, attributes, separated,</b></p>

	Vocabulary: identify, compare, collection, attributes, separated, objects, investigate, grouping	Vocabulary: identify, compare, collection, attributes, separated, objects, investigate, grouping, arrange, structure	investigate, grouping, arrange, structure, testing	Vocabulary: identify, compare, collection, attributes, separated, objects, investigate, grouping, arrange, structure, ordered, similar	I can create questions that will enable objects to be uniquely identified. I can create a physical version of a branching database.  Vocabulary: identify, compare, collection, attributes, separated, objects, investigate, grouping, arrange, structure, unique, ordered, similar	objects, investigate, grouping, arrange, structure, unique, ordered, similar
<b>RSHE</b>	<p><b>Being Fit and Healthy.</b></p> <p>Weekly celebration: I have made a healthy choice</p> <p>SC: I understand how exercise affects my body and know why my heart and lungs are such important organs. I can set myself a fitness challenge.</p> <p>Vocabulary: Oxygen, Energy, Calories/ Kilojoules, Heartbeat, Lungs, Heart, Fitness</p>	<p><b>Being Fit and Healthy</b></p> <p>Weekly celebration: I have eaten a healthy, balanced diet.</p> <p>SC: I know that the amount of calories, fat and sugar I put into my body will affect my health. I know what it feels like to make a healthy choice.</p> <p>Vocabulary: Energy, Calories, Kilojoules, Labels, Sugar, Fat, Saturated Fat</p>	<p><b>What Do I Know About Drugs?</b></p> <p>Weekly celebration: I have been physically active.</p> <p>SC: I can tell you my knowledge and attitude towards drugs. I can identify how I feel towards drugs.</p> <p>Vocabulary: Healthy, Drugs, Attitude</p>	<p><b>Being Safe</b></p> <p>Weekly celebration: I have tried to keep myself and others safe.</p> <p>SC: I can identify things, people and places that I need to keep safe from. I know some strategies for keeping myself safe, who to go to for help and how to call emergency services. I can express how being anxious or scared feels.</p> <p>Vocabulary: Safe, Anxious, Scared, Strategy, Advice, Dangerous, Emergency, Emergency Services, Ambulance, Fire engine, Police car, Coastguard helicopter</p>	<p><b>Safe or Unsafe</b></p> <p>Weekly celebration: I know how to be a good friend and enjoy healthy friendships.</p> <p>SC: I can identify when something feels safe or unsafe. I can take responsibility for keeping myself and others safe.</p> <p>Vocabulary: Safe, Harmful, Risk, Feelings</p>	<p><b>My Amazing Body</b></p> <p>Weekly celebration: I know how to keep calm and deal with difficult situations.</p> <p>LI: I understand how complex my body is and how important it is to take care of it. I respect my body and appreciate what it does for me.</p> <p>Vocabulary: Complex, Appreciate, Body, Healthy, Safe, Choice, Risk</p> <p>Assessment</p>
<b>PE</b>	<p><b>Athletics</b></p> <p>LI: To develop the sprinting technique and improve on your personal best.</p> <p>SC: Sprint on the balls of your feet moving your hands from pocket to mouth.</p> <p>Social: To support and congratulate others. Emotional: To show determination to achieve my best. Thinking: To understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Vocabulary: personal best, technique, speed</p>	<p>LI: To develop changeover technique in relay events.</p> <p>SC: Communicate with your team to let them know if they need to hold the baton higher. Hold the bottom of the relay baton for smooth changeovers. Run to the receiving side of your teammate when passing the baton on. Sprint on the balls of your feet moving your hands from pocket to mouth. Social: To support and congratulate others. Emotional: To be confident to lead others. Thinking: To provide feedback to my team to help us achieve a shared goal.</p>	<p>LI: To develop jumping technique in a range of approaches and take off positions.</p> <p>SC: Jump with balance and control by bending your knees at take off and landing. Keep looking straight ahead when you jump. Social: To collaborate with a partner to jump our furthest distance. Emotional: To show perseverance and determination to achieve my best whether I win or lose. Thinking: To understand that if I jump and land in quick succession, momentum will help me to jump further.</p> <p>Vocabulary: furthest, preference, swing, action hop, jump, leap</p>	<p>LI: To develop throwing for distance and accuracy.</p> <p>SC: Step forward as you throw to create power. Transfer your weight from your back to your front leg. Social: To show respect towards opponents and congratulate others. Emotional: To be able to control my emotions regardless of result. Thinking: To know that the speed of the movement helps to create power.</p> <p>Vocabulary: distance, power, accuracy, opponents, weight, technique</p>	<p>LI: To develop throwing for distance in a pull throw.</p> <p>SC: Release the beanbag as your hand moves past your head. Throw from a balanced stance. Transfer your weight from your back to your front leg. Social: To congratulate my partner for working hard and for using a good technique. Emotional: To show determination to improve on my previous throw. Thinking: To explore and identify good technique.</p> <p>Vocabulary: transfer, balance, determination, release, distance, stance</p>	<p>LI: To develop officiating and performing skills.</p> <p>SC: Hold the bottom of the relay baton for smooth changeovers. Jump with balance and control by bending your knees at take-off and landing. Sprint on the balls of your feet moving your hands from pocket to mouth. Social: To work with my group to ensure that we are ready for the activity. Emotional: To show determination to achieve my best at each station. Thinking: To identify personal areas of strength.</p>

		Vocabulary: relay baton, sprinting technique, distance, familiarisation				Vocabulary: Changeovers, officiating, balance, determination, abide, confidence, technique
<b>Music</b>	<p><i>March from the nutcracker</i></p> <p><b>Lesson 1:</b> Listening to 'March' from The Nutcracker by Tchaikovsky and interpreting the music through movement and art.</p>	<p><b>Lesson 2:</b> Exploring pattern and structure in response to 'March' from <i>The Nutcracker</i>.</p>	<p><b>Lesson 3:</b> Demonstrating the structure of rondo form using movement and performance.</p>	<p><i>From a railway carriage</i></p> <p><b>Lesson 1:</b> Create a piece of music using Benjamin Britten's Night mail as a starting point.</p>	<p><b>Lesson 2:</b> Compose a piece using a poem and a painting as inspiration.</p>	<p><b>Lesson 3:</b> Use word patterns to create a geographical rhythm rap.</p>