	1 19.2.24 – 23.2.24	2 26.2.24 – 1.3.24	3 4.3.24 – 8.3.24	4 11.3.24 – 15.3.24	5 18.3.24 – 22.3.24	6 25.3.24 - 8.3.24
Maths	Unit 8- Fractions (1) 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	End of unit assessment Unit 9 – Mass Use scales Measure mass Measure mass in kilograms and grams Equivalent masses	Compare mass Add and subtract mass Problem solving - mass End of unit assessment (mass) Unit 10 – Capacity 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	End of unit assessment (capacity) Strengthening and deepening activities.
English / Reading	English Small in the City by Sydney Smith This is a three-week Writing Root. The sequence begins with children getting into role as country and city cats. They will debate which is better for cats to live in, the countryside or the city. They will go on to develop their descriptive writing, using the gorgeous urban illustrations by Sydney Smith which will culminate in them writing and performing a poem. Children will continue to make inferences and predictions about the story, writing a letter of advice to the main character and a diary entry in role before discussing the final twist in the story. Children will finish by retelling the events in the narrative but from an alternative point of view. This will be their extended outcome which they will edit and publish. Vocabulary, Grammar & Punctuation • 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 • Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by: • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Using and punctuating direct speech Reading comprehension Old Possum's Book of Practical Cats by T.S Eliot	Writing (Composition) Plan writing by: • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas Draft and write by: • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Organising paragraphs around a theme • In narratives, creating settings, characters and plot Evaluate and edit by: • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate annotations and pronunciation.		English Cinderella of the Nile by Beverley Naidoo and illustrated by Marjan Vafaeian This three-week Writing Root begins with the discovery of a bottle that contains a map and a message. After interrogating the scenario presented and writing a short news report using the present perfect tense, the children then share the first part of Cinderella of the Nile. They develop skills of inference before exploring the author's use of literary language and the effect that this has on the reader. Suffix fixers are used to investigate abstract nouns which are then used to create an emotions graph before being woven in to a diary entry in role that also draws upon literary language from a previous session. Once the story has been read, the children sort statements about traditional Cinderella tales and statements about this version onto a Venn diagram and then go on to devise their own version of a Cinderella story complete with fable! Vocabulary, Grammar & Punctuation • Beginning to use paragraphs as a way to group related material • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Reading Comprehension The White Fox by Jackie Morris	Plan writing by: • Discussing and recording ideas Draft and write by: • Organising paragraphs around a theme Evaluate and edit by: • Proposing changes to grammar and vocabulary	
Science	Magnetic attraction - Identifying and classifying (G) LI: I know which materials are magnetic. 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. Vocabulary: Compare, magnets, forces, push, pull, twist, Gravity, friction 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 F R O G S	Acting forces Comparative and fair test (F) LI: I know that some forces need contact between two objects, but magnetic forces can act at a distance. 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. Vocabulary: Forces, friction, air resistance, gravity, non-magnetic forces F R O G S	Forces and Magnets May the force be with you. Pattern seeking (S) Li: I know if the size of the magnet affects how strong it is SC: I can investigate the strength of magnets. I can investigate force patterns. Vocabulary: forces, strength, size, width, length, bar chart, patterns F R O G S	Faster and Slower Comparative and fair test (F) LI: I can explain how things move on different surfaces. 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. Vocabulary: Bar chart, friction, material, surfaces, motion, speed, rough, smooth, motion F R O G S	Poles apart (O) LI: I can explain why magnets attract or repel each other. SC: I can describe magnets as having two poles. I can explain how a compass works. Vocabulary: repel, attract, poles, north, south, pivot, compass, direction, opposite F R O G S	All the fun of the fair: The big question - End of unit check. Magnetic fun time LI: I can create a research paper about how my ideas about forces changed over time. SC: I can explain how my opinions about forces have changed. I can create a game that is depends on magnets. Vocabulary: opinions, forces, friction, material, size, weight, push, pull, air resistance, gravity, patterns, non-magnetic, motion, poles, attract, repel F R O G S

Topic	Artefacts and culture LI: I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. 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. Vocabulary: Sutton Hoo, Burial, information, artefacts, photographic, discoveries, missionaries, silhouette	Europe: Mountains LI: I can explore key information about mountains. 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? Vocabulary: summit, peak, extends, elevation, topography, distance, angles, sea level, base	King Alfred LI: I know who Alfred the Great was. SC: I can explore the story of Anglo-Saxon King Alfred. I can consider why Alfred is remembered as 'the Great'. Vocabulary: monarch, great, commemorate, deeds, remembered, recorded	Europe: Mountains LI: I know which mountain in Europe is the highest 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. Vocabulary: Mount Elbrus, Caucasus Mountains, Mount Blanc, Alps	Conversion to Christianity LI: I can explain how the Anglo-Saxons found out about Christianity SC: I can explore vocabulary associated with paganism & 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. Vocabulary: conversion, paganism, merged, key figures, traditions, missionaries, modern, originates	Europe: Mountains LI: I know the 10 main Mountain ranges in Europe SC: I can label and locate the: • Ural Mountains. • Caucasus Mountains • Carpathian Mountains • Alps • Apennines • Pyrenees • Cantabrian Mountains • Scandinavian Mountains • Dinaric Alps • Scottish Highlands.
Art and DT	The Renaissance Leonardo Da Vinci Exploring the Renaissance through different paint, sketching and shading techniques	Guest teacher Anatomy	Guest teacher Anatomy	Guest teacher Anatomy	Guest teacher Anatomy	Guest teacher Anatomy
RE Christianity (God)	Holy Communion LI: I know what Holy Communion is SC: I can explain why Christians go to Holy Communion I can explain what Holy Communion is I can explain why Holy Communion is important to Christians Vocabulary: Christianity, Catholic, Holy communion, exchanging, spiritual, worship, acknowledge, consecration	Holy Communion LI: I know why certain artefacts are used during Holy Communion SC: I can name religious artefacts used during Holy communion I can explain why these artefacts are used during Holy Communion, I can consider the different colours of cloth that are placed on the altar table to show the different times during the Christian year. Vocabulary: candles, Bible, paten, chalice, alter, Communion Cups, Cruets, and Lavabo Dish.	Holy communion and trinity LI: I can identify words linked to the Holy trinity SC: I can explain the meaning of the Holy communion text I can identify words linked to the Holy Trinity Vocabulary: Son, Father, Holy Spirit, Behold, behold, lamb, soul, remission, priest, Eucharist, light	Last Supper LI: I can compare religious views about the last supper SC: I can discuss the story of the last supper I can compare two versions of the last supper story (Bible story & animated version) Vocabulary: Behold, behold, lamb, soul, remission, priest, Eucharist	Last Supper (Art link) LI: I can analyse the fresco 'The Last Supper' by Leonardo da Vinci SC: I can explain who the 12 people are in the last Supper painting I can explain who Judas was. I can explain the perspective of the painting. I can recreate a piece of artwork. Vocabulary: perspective, figures, fresco, Santa Maria Delle Grazie, Milan, 16th Century, Monastery, tempera, deteriorated, restored	END of unit assessment.
ICT	Branching Databases LI: I can identify Yes and No answers. 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. 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. Vocabulary: identify, compare, collection, attributes, separated, objects, investigate, grouping	Making Groups LI: To identify the attributes needed to collect data about an object. 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. 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. Vocabulary: identify, compare, collection, attributes, separated, objects, investigate, grouping, arrange, structure	Creating a branching database. LI: To create a branching database. 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. 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. Vocabulary: identify, compare, collection, attributes, separated, objects, investigate, grouping, arrange, structure, testing	Structuring a branching database. LI: To explain why it is helpful for a database to be well structured. 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. 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. Vocabulary: identify, compare, collection, attributes, separated, objects, investigate, grouping, arrange, structure, ordered, similar	Using a branching database LI: To plan the structure of a branching database. 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. SC: I can independently create questions to use in a branching database. 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	Two ways of presenting information LI: To independently create an identification tool. 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. 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. Vocabulary: identify, compare, collection, attributes, separated, objects, investigate, grouping, arrange, structure, unique, ordered, similar

RSHE	Being Fit and Healthy. Weekly celebration: I have made a healthy choice 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. Vocabulary: Oxygen, Energy, Calories/ Kilojoules, Heartbeat, Lungs, Heart, Fitness	Being Fit and Healthy Weekly celebration: I have eaten a healthy, balanced diet. 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. Vocabulary: Energy, Calories, Kilojoules, Labels, Sugar, Fat, Saturated Fat	What Do I Know About Drugs? Weekly celebration: I have been physically active. SC: I can tell you my knowledge and attitude towards drugs. I can identify how I feel towards drugs. Vocabulary: Healthy, Drugs, Attitude	Being Safe Weekly celebration: I have tried to keep myself and others safe. 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. Vocabulary: Safe, Anxious, Scared, Strategy, Advice, Dangerous, Emergency, Emergency Services, Ambulance, Fire engine, Police car, Coastguard helicopter	Safe or Unsafe Weekly celebration: I know how to be a good friend and enjoy healthy friendships. SC:I can identify when something feels safe or unsafe. I can take responsibility for keeping myself and others safe. Vocabulary: Safe, Harmful, Risk, Feelings	My Amazing Body Weekly celebration: I know how to keep calm and deal with difficult situations. 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. Vocabulary: Complex, Appreciate, Body, Healthy, Safe, Choice, Risk Assessment
PE	Athletics LI: To develop the sprinting technique and improve on your personal best. SC: Sprint on the balls of your feet moving your hands from pocket to mouth. 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. Vocabulary: personal best, technique, speed	LI: To develop changeover technique in relay events. 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. Vocabulary: relay baton, sprinting technique, distance, familiarisation	LI: To develop jumping technique in a range of approaches and take off positions. 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. Vocabulary: furthest, preference, swing, action hop, jump, leap	LI: To develop throwing for distance and accuracy. 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. Vocabulary: distance, power, accuracy, opponents, weight, technique	LI: To develop throwing for distance in a pull throw. 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. Vocabulary: transfer, balance, determination, release, distance, stance	LI: To develop officiating and performing skills. 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. Vocabulary: Changeovers, officiating, balance, determination, abide, confidence, technique
Music	In the past- link to Maths Lesson 1: Understanding pitch, learning to read simple pitch notation	Lesson 2: Understanding and using pitch notations	Lesson 3: Reading simple rhythm notation	Communication – link to computing Lesson 1: Representing sound with symbols	Lesson 2: Using voices creatively and expressively	Lesson 3: Creating and performing from a symbol score