**I am an explorer**

**Environment/Global Learning/Local Community**

Week 1: RE Week – Diwali Celebrations

11th November: Remembrance Day and Poppy Walk

18th November: Children in Need

15th-19th November: Anti-Bullying Week

10th December: Christmas Fair

12th December: Christmas Party

14th December: Pantomime

**Passion for Learning:**

**Launch:** Visit to Jacob Smith Park.

**Re-launch:** Ancient Egypt Day

**Landing:** Class Campfire Session

**Our Values**

**Relationships and Respect**

**Our Curriculum Drivers**

**Resilience, Resourcefulness, Reflectiveness**

**This Term’s Focus – Resilience and Respect**

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| **Topic/Unit Titles****National Curriculum Objectives** | **Week 1 –** ***R.E. Week*** | **Week 2 –** ***LAUNCH*** | **Week 3 –**  | **Week 4 –** ***RE- LAUNCH*** | **Week 5 –**  | **Week 6 –**  | **Week 7 –** ***LANDING*** |
| **English**  | RE Texts:**My Beliefs Series:**I’m an AnglicanI’m a Roman CatholicI’m a Pentecostal | High Quality Text: Cinderella of the Nile by Beverley Naidoo | High Quality Text: The Search for Tutankhamen by Jane Shuter |
| **Collect Week*** To make inferences about a text.
* To identify similes, metaphors and abstract nouns in a text.
* To identify and use literary language.
* To infer a character’s feelings.
* To identify themes and conventions.

**Connect Week*** To write using the present perfect tense.
* To express time, place and cause using conjunctions
* To use imperative verbs to create commands.
* To use the four sentence types (command, statement, exclamation, question).

**Create Week**Text Type: Innovated Traditional Tale**Plan** writing by sequencing the events of a story.**Draft and Write** using a traditional tale.**Evaluate and Edit** by proof-reading for spelling and punctuation errors, and proposing changes to grammar and vocabulary to improve consistency. | **Collect Week*** To retrieve key information from a text.
* To collect and define key vocabulary.
* To discuss our opinions of a text.

**Connect Week*** To identify organisational devices in a non-fiction text.
* To organise my work into paragraphs.
* To use sub-headings, captions and bullet points.

**Create Week**Text Type: Information Text**Plan** writing by discussing and recording ideas.**Draft and Write** by organising paragraphs and using organisational devices.**Evaluate and Edit** by proof-reading for spelling and punctuation, and suggesting improvements to their own and their peers’ writing. |
| **Whole Class Reading****READING DOMAINS: VOCABULARY, INFERENCE, PREDICTION, EXPLANATION, RETRIEVAL, SEQUENCING AND SUMMARISING (VIPERS)****Vocabulary covered in each theme.** | Based on RE Text | **Theme: Information Text**Life in the Indus Valley**Key Domain:** Retrieval and Explanation | **Theme: Roald Dahl****Key Domain:** Inference and Prediction | **Theme: Myths**The Myth of Osiris**Key Domain:** Summarising and Inference | **Theme: Information Text**The Search for Tutankhamen**Key Domains:** Retrieval and Summarising | **Theme: Poetry**‘Twas the Night Before Christmas**Key Domains:**Prediction and Inference | **Theme: Website**Christmas around the Worldwhychristmas.com**Key Domains:**Summarising and Explanation |
| **Spelling Rule****PURPLE MASH SPELLING SCHEME** |  | ‘shun’ sound spelt -cian, e.g. musician | ‘i’ sound spelt ‘y’, e.g. myth | ‘u’ sound spelt ‘ou’, e.g. young | Year 3 and 4 Common Exception Words | Prefix in-e.g. incorrect | Consolidation/ Assessment |
| **Maths** | **Addition and Subtraction:**-Estimating Calculations.-Finding the Inverse | **Multiplication and Division Topic 1**-Multiplication using the symbol.-Making equal groups- sharingMaking equal groups – grouping.-Multiply by 3-Divide by 3-The 3 Times Table-Multiply by 4-Divide by 4-The 4 Times Table-Multiply by 8-Divide by 8-The 8 Times Table | **Multiplication and Division Topic 2**-Comparing Statements- Related Calculations- Multiply 2-digits by 1-digit.- Divide 2-digits by 1-digit- Scaling- How many ways |
| **P.S.H.E.****JIGSAW: CELEBRATING DIFFERENCE**PSHE LOSocial and Emotional Development LO | **Families****-**I understand that everybody’s family is different and important to them.-I appreciate the people who care for me.**CELEBRATE:** Accept that everyone is different. | **Family Conflict**-I understand that differences and conflicts sometimes happen among family members.-I know how to calm myself down and can use the Solve It technique**CELEBRATE:**Include others when working and playing. | **Witness and feelings.**-I know what it means to be a witness to bullying.-I now some of the ways to make a person being bullied feel better.**CELEBRATE:**Know how to help if someone is being bullied. | **Witness and solutions**-I know that witnesses can make the situation better or worse by what they do.-I can problem-solve a bullying situation with others.**CELEBRATE:**Try to solve problems. | **Words that harm.**-I recognise that some words are used in hurtful ways.-I try hard not to use hurtful words.**CELEBRATE:**Try to use kind words. | **Know how to give and receive compliments.****-**I can tell you about a time when my words affected someone’s feelings.-I can give and receive compliments**CELEBRATE:**Know how to give and receive compliments |  |
| **R.E.****LIFE AS A CHRISTIAN:** **KEY QUESTION: WHAT DOES IT MEAN TO BE A CHRISTIAN IN BRITAIN TODAY?** | -I can describe things that Christians do to show their faith, making connections to a Christian belief or teaching for each.-Describe how hymns and songs show Christian beliefs or teachings.-Describe things that might be hard or a challenge about being a Christian.-Give reasons why Christians and others help other people.-Note similarities and difference between the reasons that religious and non-religious people give for helping people.Describe an example of a Christian we have studied who helped others by his or her actions. |  |
| **Science:** **LIGHT****National Curriculum Objectives**-Recognise that they need light to see things and that dark is the absence of light.-Notice that light is reflected from surfaces.-Recognise that light from the sun can be dangerous and there are ways to protect their eyes.-Recognise that shadows are formed when the light from a light source is blocked by a solid object.-Find patterns in the way that the size of shadows change. |  | **Light and Dark**-I can recognise that I need light to see things, and that dark is the absence of light. | **Reflective Surfaces****Investigation**-I can investigate which surfaces reflect light. | **Sun Safety**-I know that light from the sun can be dangerous.-I know how our eyes help us see, and can suggest ways to protect our eyes from the sun. | **Making Shadows****Investigation**-I can investigate which materials block light to form shadows. | **Changing Shadows****Investigation****-**I can find patterns when investigating how shadows change size. |  |
| **History****ANCIENT EGYPT****-**The achievements of the early civilisations (Ancient Sumer, Indus Valley, Shang Dynasty, Ancient Egypt)- A depth study of an early civilisation (Ancient Egypt)**Progression of Disciplinary Knowledge/Skills** |  | **Chronology and Comparison**-I can show on a timeline where Ancient Sumer, the Indus Valley, Shang Dynasty and Ancient Egypt fall on a timeline.-I can compare to the Stone and Bronze Age in Britain.**-I can begin to use a timeline within the Ancient Egyptian period.** | **Who were the Ancient Egyptians?****Retrieval Quiz**-I can use artefacts to find out about Ancient Egypt.**-I can begin to recognise the part that archaeologists have had in understanding the past.** | **What was life like in Ancient Egypt?****Retrieval Quiz**-I can explain what daily life was like in Ancient Egypt.**-I can begin to describe the social, cultural, and religious beliefs of past societies.****- I can begin to describe the characteristic features of the past.** | **Tutankhamun****Retrieval Quiz**-I can understand how evidence can give us different answers about the past.**-I can describe different accounts of a historical event, explaining some of the reasons why accounts might differ.** | **Tutankhamun Enquiry****Retrieval Quiz**-To use sources to research about Tutankhamun-**I can begin to suggest suitable sources for enquiry.****-I can use more than source to paint a more accurate picture of the past.** |  |
| **Geography****LOCATIONAL GEOGRAPHY** |  | **Locational Geography Objectives:**-I know that France, Spain, Italy, Greece and Germany are found in Europe. -I know that the largest desert in the world is the Sahara desert in Africa. -I know that the highest mountain in the world is Mount Everest. -I know that the longest river is the River Nile. I know that the largest river (by amount of water) is the Amazon.  |  |
| **Art****LIGHT AND COLOUR****Disciplines: Installation Art, Sketchbooks** | **Key Artists: Yinka Ilori and Morag Myerscough*** I have explored the work of installation artists who use colour, art and form (shapes) to create immersive environments.
* I can imagine what it might be like to be in those environments, and to share my thoughts with others.
* I can create a 3D model or 2D artwork which shares my creative ideas with others.
* I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.
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| **French** | LO: To ask how old someone is, and give my own age. | LO: To learn classroom instructions. | LO: To learn new key phonics sounds. | LO: To learn the nouns for items in a pencil case. | LO: To ask As tu un/une-? and respond  | LO: To learn about French Christmas | LO: To learn a Christmas song |
| **Music** | **Glockenspiel (Charanga)**Listen and Appraise – Begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.Games – continue to internalise, understand, feel, know how the dimensions of music work together. Learn about pulse, rhythm, pitch, temp, dynamics.Playing – Continue to play a classroom instrument in a group. Explore the link between sound and symbol.Improvisation and Composition – Continue to explore and create responses, melodies and rhythms. Record in different ways.Perform/Share – Continue to work together in a group and perform to each other and audiences. Discuss/Respect/Improve our work together. |
| **Singing (Young Voices Preparation)**-Understand how to work together as a part of a group.-Understand the importance of warming up their voices, and establishing a good singing position.- Consider the meaning of words, and project the meaning of the song.- Sing with a good sense of pulse and sing together in time with a group.-Follow a leader/conductor |
| **Computing** | **Coding**-To understand what a flowchart is and how flowcharts are used in computer programming.-To understand that there are different types of timers and select the right type for purpose.-To understand how to use the repeat command.-To understand the importance of nesting.-To design and create an interactive scene. | **Spreadsheets**-To use the symbols more than,, less than and equal to to compare values.-To use 2Calculate to collect data and produce a variety of graphs.-To use advanced mode of 2Calculate to learn about cell references. |
| **Physical Education****ZUMBA AND GYMNASTICS** |  **Zumba****-** Move across a room in different ways and with an awareness of space - Make increasingly clear and fluent movements - Show contrast in shape and movement - Understand different uses of tense, relax, stretch, curl in movement Improvise with ideas and movements - Copy, remember, repeat, explore simple actions and movements with control and coordination - Begin to choose movement to show ideas. - Perform short sequence with: low and medium level shapes; with matching and mirroring; contrasting shapes with some linking - Organising sections of dances to create one piece, working in sync with other group members. Assess others’ work -Respond to a beat, using music as a stimulus to influence dance. **Gymnastics**-Take weight confidently on hands (developing core strength) and roll safely, exploring different rolling methods (Front and backward Rolls). - Perform a wide range of shapes and balances on apparatus. - Perform shapes in flight, on and off a piece of apparatus, including turn, twist and spin. -Perform a range of jumps and leaps from varying heights and on a vault. - Select and explore a variety of movements, responding imaginatively to a range of stimuli. -Perform movement actions individually, with partners, a group and whole class. -Explore, repeat and link a range of actions with coordination and memorise  |

**Spelling Words for Assessment:**

**Year 3 and 4 Common Exception Words**

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| **Week 2**  | **Week 3**  | **Week 4** | **Week 5**  | **Week 6**  | **Week 7** |
| musicianelectricianmagicianopticianpoliticianmathematicianphysiciantechniciandieticianbeautician | mythgymEgyptpyramidmysterycrystalsymbolsyrupcygnetlyric | youngtouchdoubletroublecountryroughenoughtoughcousincouple | difficultfamousextremeguidehearthistorypopularminutenaturalbelieve | inactiveincorrectincredibleindependentincompleteincapableincompatibleinconsiderateindefinitelyinability | Consolidation |

**** **Year 3 Book Club:**