**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**

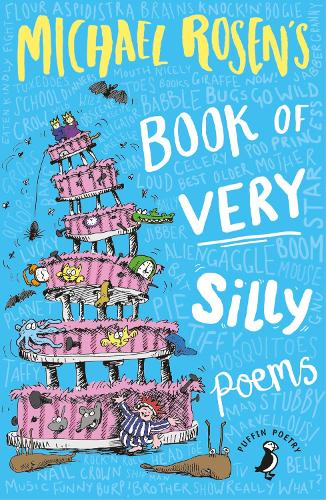
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| **Topic/Unit Titles**  **National Curriculum Objectives** | **Week 1 –**  ***R.E. Week*** | **Week 2 –**  ***LAUNCH*** | **Week 3 –** | | | **Week 4 –**  ***RE- LAUNCH*** | | **Week 5 –** | | **Week 6 –** | | **Week 7 –**  ***LANDING*** |
| **English** | RE Texts:  **My Beliefs Series:**  I’m an Anglican  I’m a Roman Catholic  I’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 World  whychristmas.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- sharing  Making 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 LO  Social 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. | | | | | | | | | | | |
| **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** |
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Description automatically generated **Year 3 Book Club:**