**I am an Artist**

**Environment/Global Learning/Local Community**

Week 1: RE Week –

5th Jan – Young Voices

5th Jan – Skip 2 B Fit Day

9th Jan – Curling Competition (Some children)

Wb 30th Jan – Storytelling Week

3rd Feb – NSPCC Number Day

**Passion for Learning:**

**Launch:** **Young Voices/Skip 2 B Fit Day**

**Re-launch:** **Storytelling Week**

**Landing: Poetry Picnic (with parents)**

**Our Values**

**Relationships and Respect**

**Our Curriculum Drivers**

**Resilience, Resourcefulness, Reflectiveness**

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

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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 –**  |  |
| **English**  | RE Texts:**Celebrations in My World: Diwali** by Kate Torpie**Bracelets for Bina’s Brothers** by Rajani LaRocca.**Celebrations in My World: Holi** by Lynn Peppas | High Quality Text: Leon and the Place Between by Angela McAllister | High Quality Text: Poems to Perform, chosen by Julia Donaldson |  |
| **Collect Week**-I can use my senses to describe a scene.-I can collect nouns and verbs-I can make plausible inferences about a character’s emotions throughout a text.**Connect Week**-I can select words and phrases for clarity and impact.-I can use adverbs and adverbial phrases to describe when, where and how.-I can create figurative expanded noun phrases.- I can punctuate direct speech.**Create Week**Text Type: Narrative**Plan** writing by innovating a known structure.**Draft and Write** creating settings, characters and plots. **Evaluate and Edit** by proof-reading for spelling and punctuation errors, and proposing changes to grammar and vocabulary to improve consistency. | **Collect** -I can read and enjoy a range of poems by different authors.-I can read poetry aloud, thinking about tone, volume, and intonation.- I can discuss different structures of poetry.**Connect** -I can select and use a range of interesting vocabulary-I can use rhyme.**Create**Text Type: Poem**Plan** writing by innovating a known structure.**Draft and Write** a poem.**Evaluate and Edit** by proof-reading for spelling and punctuation, and suggesting improvements to their own and their peers’ writing.**Perform** my poem to my classmates, considering tone, volume and intonation. |  |
| **Whole Class Reading****READING DOMAINS: VOCABULARY, INFERENCE, PREDICTION, EXPLANATION, RETRIEVAL, SEQUENCING AND SUMMARISING (VIPERS)****Vocabulary covered in each theme.** | Based on RE Texts | **Theme: Classic Literature***The Three Musketeers,* adapted from Alexandre Dumas**Key Domain:**Inference | **Theme: Information Text***The Geography of Europe* by Miriam Coleman**Key Domain:** Summarising and Explanation | **Theme: Poetry***Poems to Perform by Julia Donaldson***Key Domains:**Structure and Vocabulary |  |
| **Spelling Rule****PURPLE MASH SPELLING SCHEME** | Recap Autumn Term | Prefix: super- | Prefix: im- | Year 3 and 4 Common Exception Words | Ending ‘sion’ | Consolidation/ Assessment |  |
| **Maths** | **Multiplication and Division:**-Scaling-How many ways. | **Money**-Pounds and Pence-Convert Pounds and Pence-Add Money-Subtract Money - Subtract Money (crossing the pound boundary)- Give Change | **Statistics**-Collect data in a tally chart.-Collate data in a frequency table.-Create simple bar charts.-Create simple Pictograms. | **Length and Perimeter**-Measure Length-Equivalent Lengths m and cm-Equivalent Lengths mm and cm- Add lengths- Subtract lengths- Measure Perimeter- Calculate Perimeter |  |
| **P.S.H.E.****JIGSAW: DREAMS AND GOALS**PSHE LOSocial and Emotional Development LO | **Dreams and Goals****-**I can tell you about a person who has faced difficult challenges and achieved success.-I respect and admire people who overcame obstacles to achieve their dreams and goals.**CELEBRATE:** Stay motivated when doing something challenging. | **My Dreams and Ambitions**-I can identify a dream/ambition that is important to me.-I can imagine how I will feel when I achieve my dream/ambition**CELEBRATE:**Keep trying even when it is difficult. | **A New Challenge**-I enjoy facing new learning challenges and working out the best ways for me to achieve them.-I can break down a goal into a number of steps and know how others could help me to achieve it.**CELEBRATE:**Work well with a partner or in a group. | **Our New Challenge**-I can be motivated and enthusiastic about achieving our new challenge.-I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.**CELEBRATE:**Have a positive attitude | **Our New Challenge – Overcoming Obstacles**-I can recognise obstacles which might hinder my achievement and take steps to overcome them.-I try hard not to use hurtful words.**CELEBRATE:**Help others to achieve their goals. | **Celebrating My Learning****-**I can evaluate my own learning process and identify how it can be better next time.-I can be confident in sharing my success with others.**CELEBRATE:**Are working hard to achieve their own dreams and goals. |  |
| **R.E.****CELEBRATIONS:** **KEY QUESTION: WHY ARE FESTIVALS IMPORTANT TO HINDUS?** | -I can discuss how I/my family celebrates significant events/people.-Consider the meanings of the stories behind Diwali, Holi and Raksha Bandhan.-Describe how believes express the meaning of religious festivals through symbols, sounds, actions, stories and rituals.-Study key elements of a festival.-Explore the benefits of celebrations to religious communities. |  |
| **Science:** **FORCES AND MAGNETS****National Curriculum Objectives**-Compare how things move on different surfaces.-Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.-Observe how magnets attract or repel each other, and attract some materials and not others.-Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.-Describe magnets as having two poles.-Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. |  | **Pushes and Pulls**-I can identify the forces acting on objects. | **Faster and Slower****Investigation**-I can investigate how a toy car moves over different surfaces. | **Scrapyard Challenge****Investigation**-I can sort magnetic and non-magnetic materials. | **Magnetic Poles**-I can explore magnetic poles | **Magnetic Games****Investigation****-**I can observe how magnets attract some materials, by making a game. |  |
| **Geography****LOCATIONAL GEOGRAPHY** |  | **Continents and Oceans** (Revision from Yr 2) – I can name and locate the 7 continents and 5 oceans.-I can locate Europe on a map. | **World Greatest…**-I can investigate the largest desert, highest mountain and longest river in the world. | **Europe**-I can locate some key countries on a map of Europe. | **European Cities**-I know some key facts about some cities in Europe.-I can compare similarities and differences between these cities. |  |  |
| **Art** | * Animated drawings linked to DT topic.
* Artist Study
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| **DT****MOVING MECHANISMS** | **Pneumatic Toys*** I can draw accurate diagrams with correct labels, arrows, and explanations.
* Correctly identify definitions for key terms.
* Identify appropriate design criteria
* Use thumbnail sketches and exploded diagrams.
* Select appropriate equipment and materials to build a working pneumatic system.
* Create a finished pneumatic toy that fulfils the design brief.
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| **French** | -To learn some key classroom language. | -To learn some French animals | -To learn how to make plurals in French | -To learn the articles un, une, des, le, la, les | -To learn the adjectives of colour. | To listen to a French story. |  |
| **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 (Three Little Birds)**- Sing with a good sense of pulse and sing together in time with a group.-Follow a leader/conductor |
| **Computing** | **Touch Typing*** Introduce typing terminology
* Understand the correct way to sit at a keyboard.
* Learn how to use the home, top and bottom row keys.
* Practice typing with both left and right hands.
 | **Coding Crash Course**Use of the PRIMM Approach:**P**redict what your code will do.**R**un the code to check your prediction.**I**nvestigate trace through the code to see if you were correct.**M**odify the code to add detail, change actions/outcomes.**M**ake a new program that uses the same ideas in a different way. |
| **Physical Education****FOOTBALL** |  **Football*** Use running, jumping, throwing and catching in isolation and in combination.
* Play competitive games, modified where appropriate.
* Listen to feedback about their performance.
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**Spelling Words for Assessment:**

**Year 3 and 4 Common Exception Words**

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| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
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**** **Year 3 Book Club:**