**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**

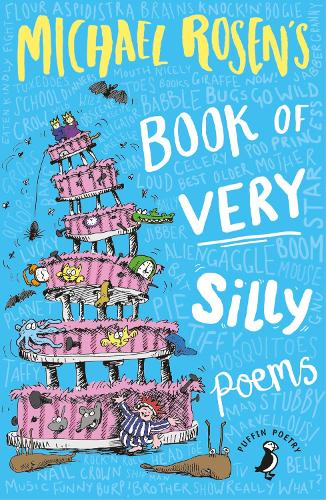
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| **Topic/Unit Titles**  **National Curriculum Objectives** | **Week 1 –**  ***R.E. Week*** | **Week 2 –**  ***LAUNCH*** | **Week 3 –** | | **Week 4 –**  ***RE- LAUNCH*** | | **Week 5 –** | | | | **Week 6 –** |  |
| **English** | RE Texts:  **Celebrations 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 LO  Social 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 | | | | | | | | | | |  |
| **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. | | | | | | | | | | |  |
| **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. | | | | | | | | | | | |

**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** |
| optician  pyramid  trouble  country  incomplete  mail  male  piece  vein  parachute | supermarket  superstar  superman  superhuman  supersonic  superfine  superficial  supercomputer  supertanker  superstructure | immature  impossible  impatient  imperfect  immortal  impolite  immovable  improbable  imbalance  impeccable | appear  material  library  perhaps  sentence  various  regular  bicycle  possess  caught | division  invasion  confusion  decision  collision  television  abrasion  expansion  erosion  excursion | Consolidation |

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Description automatically generated **Year 3 Book Club:**