**I am part of a diverse world**

**Environment/Global Learning/Local Community**

Week 1: RE Week –

**Passion for Learning:**

**Launch:**

**Re-launch:**

**Landing:**

**Our Values**

**Relationships and Respect**

**Our Curriculum Drivers**

**Resilience, Resourcefulness, Reflectiveness**

**This Term’s Focus – Reflection and Resourcefulness**

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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**  Little Leaders: Visionary Women Around the World | RE Texts:  **Bar and Bat Mitzvahs** by Robert Walker  **Bubbe’s Belated Bat Mitzvah** by Isabel Pinson | High Quality Text: *Little Leaders Series* by Vashti Harrison | | | | | | High Quality Text: Grace Nichols Poetry | | |  |
| **Collect Week**   * I can explore visual literacy * I can retrieve and record information from a non-fiction text. * I can analyse the structure of a text.   **Connect Week**   * I can use sub-headings. * I can organise paragraphs. * I can use interesting sentence openers   **Create Week**  Text Type: Biography  **Plan** a biography of Mary Seacole, using paragraphs.  **Draft and Write** a biography inspired by *Little Leaders*  **Evaluate and Edit** my writing for sense.  **Publish** my writing | | | | | | **Collect**   * I can read a range of poems by Grace Nichols. * I can explain and justify my opinion about poems. * I can use poetry as a stimulus for drama.   **Connect**   * I can analyse the structure of a poem. * I can create expanded noun phrases. * I can use interesting adjectives to describe.   **Create**  Text Type: Poem  **Plan** a poem using verbal rehearsal.  **Draft and Write** a poem inspired by Grace Nichols’ *Alligator Mama*.  **Evaluate and Edit** my poem.  **Perform** my poem to an audience of peers | | |  |
| **Whole Class Reading**  **READING DOMAINS: VOCABULARY, INFERENCE, PREDICTION, EXPLANATION, RETRIEVAL, SEQUENCING AND SUMMARISING (VIPERS)**  **Vocabulary covered in each theme.** | Based on RE Texts | **Theme:** Little Leaders Series (Non-Fiction Biography)  **Key Domains:** Explanation and Summarising. | | | | | **Theme:** Poetry (John Agard)  **Key Domains:** Inference and Structure | **Theme:** Poland (Information Texts)  **Key Domains:** Retrieval and Explanation | **Key Domains**: Poetry (Jackie Kay)  **Key Domains:** Inference and Prediction | |  |
| **Spelling Rule**  **PURPLE MASH SPELLING SCHEME**  **(All children will be exposed to these words and their meanings. Words for spelling tests for each group can be found below)** | -tion endings | -sion endings | | Prefix re- | | | Year 3 and 4 Common Exception Words | -ture and -sure | Consolidation and Assessment | |  |
| **Maths** | **Length and Perimeter**  -Compare Lengths  - Add Lengths  -Subtract Lengths  -Measure Perimeter  -Calculate Perimeter | | | | **Fractions Unit 1**  -Make Equal Parts  -Recognise and find a half.  -Recognise and find a quarter  - Recognise and find a third  - Unit Fractions  - Non-Unit fractions  - Equivalence of half and 2-quarters  - Count in fractions | | | -**Fractions Unit 2**  -Making the whole  - Tenths  -Count in tenths  -Tenths as decimals  - Fractions of a set of objects | | |  |
| **P.S.H.E.**  **JIGSAW: Healthy Me**  PSHE LO  Social and Emotional Development LO | **Being Fit and Healthy**  **-**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.  **CELEBRATE:**  Make a healthy choice. | **Being Fit and Healthy**  -I know that the number 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.  **CELEBRATE:**  Eat a healthy, balanced diet. | | **What do I know about drugs?**  -I can tell you my knowledge and attitude towards drugs.  -I can identify how I feel towards drugs.  **CELEBRATE:**  Been physically active. | | | **Being Safe**  -I can identify things, people and places that I need to keep safe from.  -I know who to ask for help, and how to call 999.  -I can express how being anxious or scared feels.  **CELEBRATE:**  Tried to keep themselves and others safe. | **Safe or Unsafe**  -I can identify when something feels safe or unsafe.  -I can take responsibility for keeping myself and others safe.  **CELEBRATE:**  Know how to be a good friend and enjoy healthy friendships. | | **My Amazing Body**  -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.  **CELEBRATE:**  Help others to achieve their goals. |  |
| **R.E.**  **QUESTIONS THAT PUZZLE US**  **KEY QUESTION: WHY DO SOME PEOPLE THINK THAT LIFE IS A JOURNEY? WHAT SIGNFICANT EXERIENCES MARK THIS?**  **(Focus on Christianity and Judaism)** | .  -I can suggest why people see life as a journey and identify some of the key milestones of this journey.  -I can describe what happens in Christian and Jewish ceremonies of commitment and say what these rituals mean.  -I can suggest reasons why marking the milestones of life are important to Christian and Jewish people.  -I can link up some questions and answers about how believers show commitment with my own ideas about community, belonging and belief. |  | | | | | | | | | |
| **Science:**  **SCIENTISTS AND INVENTORS**  (With one-off investigations to practise working scientifically) |  | Science Investigation | | Marie Curie - Chemist | | | Science Investigation | George Washington-Carver - Agriculturalist | |  |  |
| **History**  **BRITISH BLACK HISTORY: MARY SEACOLE** |  | When and where did Mary Seacole live? | | What was life like for Mary Seacole? | | | What do sources tell us about Mary Seacole’s achievements? |  | | Why do people see Mary Seacole as significant? |  |
| **Geography**  **PLACE GEOGRAPHY: CULTURE WEEK** |  |  | |  | | |  | Culture Week – Comparing Warsaw, Poland to Leeds. | |  |  |
| **Art**  **Printmaking** |  | | | | | | | | | |  |
| **French** |  |  | |  | | |  |  | |  |  |
| **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 (Songs from Musicals)**  - Sing with a good sense of pulse and sing together in time with a group.  -Follow a leader/conductor | | | | | | | | | | |
| **Computing** | **Touch Typing – Using Dance Mat Typing**   * Learn how to use the home row keys. * Learn how to type e,I,r and u * Learn the six keys above the home row (t,y,w,o,q and p) | | | | | | | | | | |
| **Physical Education**  **HEALTH RELATED EXERCISE/SWIMMING** | **Health Related Exercise**  -Take part in outdoor and adventurous activity challenges both individually and as a team.  -Compare their performance with previous ones and demonstrate improvement to achieve their personal best.  **Swimming**  -Swim competently over a distance of at least 25 metres, beginning to explore a range of strokes effectively. | | | | | | | | | | |

**Spelling Words for Assessment (Bears Group):**

**Year 3 and 4 Common Exception Words**

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| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| action  mention  position  solution  fiction  option  caution  relation  introduction  construction | expansion  extension  comprehension  tension  suspension  apprehension  dimension  pension  diversion  confession | redo  refresh  return  reappear  redecorate  replay  reaction  review  recycling  rebound | imagine  decide  group  learn  weight  build  early  island  grammar  therefore | measure  treasure  pleasure  enclosure  creature  furniture  picture  nature  adventure  feature | Consolidation |

**Spelling Words for Assessment (Tigers Group):**

**Common Exception Words**

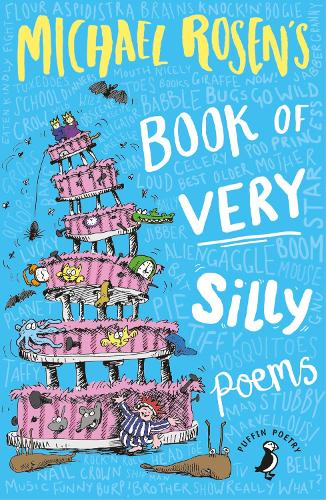
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| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Focus: The possessive apostrophe**  Megan’s  Ravi’s  girl’s  child’s  man’s  boy’s  bike’s  computer’s  school’s  parent’s | **Focus: Adding -ed, -ing, -er and -est to a root word ending in -y.**  copied  copier  happier  happiest  cried  replied  copying  crying  replying  relied | **Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.**  hiking  hiked  hiker  nicer  nicest  shiny  describing  described  wiring  tiled | **Adding -ing, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.**  patting  patted  humming  hummed  dropping  dropped  sadder  saddest  fatter  fattest | **Exception words list**  every  everybody  even  great  break  from  pretty  beautiful  after  fast  asked | **Consolidation**  him  them  down  child’s  replying  describing  patted  dropped  everybody  after |

**Spelling Words for Assessment (Lions Group):**

**Common Exception Words**

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| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Focus: oa, oe and ow vowel digraph**  boat  coat  road  coach  goal  toe  goes  own  snow  grow | **ou and ow vowel digraphs with /ow/ sound**  out  about  mouth  around  sound  now  how  brown  down  town | **ue and ew vowel digraphs**  blue  clue  true  rescue  Tuesday  new  few  grew  flew  drew | **ear and igh trigraphs**  high  night  light  bright  right  dear  hear  beard  near  year | **Exception words list**  your  they  be  he  me  she  we  no  go  so  that  an | **or digraph and ore trigraph**  for  short  born  horse  morning  more  score  before  wore  shore |

**A picture containing logo

Description automatically generated**Text

Description automatically generatedA picture containing graphical user interface

Description automatically generatedText

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