**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 LOSocial 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** |
| actionmentionpositionsolutionfictionoptioncautionrelationintroductionconstruction | expansionextensioncomprehensiontensionsuspensionapprehensiondimensionpensiondiversionconfession | redorefreshreturnreappearredecoratereplayreactionreviewrecyclingrebound | imaginedecidegrouplearnweightbuildearlyislandgrammartherefore | measuretreasurepleasureenclosurecreaturefurniturepicturenatureadventurefeature | 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’sRavi’sgirl’schild’sman’sboy’sbike’scomputer’sschool’sparent’s | **Focus: Adding -ed, -ing, -er and -est to a root word ending in -y.**copiedcopierhappierhappiestcriedrepliedcopyingcryingreplyingrelied | **Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.**hikinghikedhikernicernicestshinydescribingdescribedwiringtiled | **Adding -ing, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.**pattingpattedhumminghummeddroppingdroppedsaddersaddestfatterfattest | **Exception words list**everyeverybodyevengreatbreakfromprettybeautifulafterfastasked | **Consolidation**himthemdownchild’sreplyingdescribingpatteddroppedeverybodyafter  |

**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**boatcoatroadcoachgoaltoegoesownsnowgrow | **ou and ow vowel digraphs with /ow/ sound**outaboutmoutharoundsoundnowhowbrowndowntown | **ue and ew vowel digraphs**bluecluetruerescueTuesdaynewfewgrewflewdrew | **ear and igh trigraphs**highnightlightbrightrightdearhearbeardnearyear | **Exception words list**yourtheybehemeshewenogosothatan | **or digraph and ore trigraph**forshortbornhorsemorningmorescorebeforeworeshore  |

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