

Termly Planning Overview: 2020-21 Autumn Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
School events		Meet the teacher – Posted on DOJO Thursday 10 th Sept					Parents evening – Monday and Wednesday	RE Focus day
Outdoor Learning	Maths	English	PSHCE	Topic	Maths	DT	Science	Topic
Global learning	Natural and manmade environmental changes							
Growth Mindset	From failure to success							
ENGLISH	Genre/Book Focus: <i>The Journey Home</i>							
Spoken Language	<ul style="list-style-type: none"> Discuss words and increasingly complex phrases that capture the reader's interest and imagination. Ask reasoned questions to improve his/her understanding of a text. Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 							
Spelling Phonics	<ul style="list-style-type: none"> Year 3 catch up Strategies at the point of writing: Have a go Strategies for learning words: words from statutory spelling list Words ending /ʒə/ 	<ul style="list-style-type: none"> Year 3 catch up Words ending /ʒə/ Strategies for learning words: words from statutory and personal spelling lists From Year 2: possessive apostrophe with singular proper nouns Homophones (<i>peace/piece, main/mane, fair/fare</i>) 	<ul style="list-style-type: none"> Year 3 catch up Homophones (<i>peace/piece, main/mane, fair/fare</i>) Strategies for learning words: homophones (<i>peace/piece, main/mane, fair/fare</i>) Strategies for learning words: homophones (<i>peace/piece, main/mane, fair/fare</i>) 					
Composition	<ul style="list-style-type: none"> Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar Plan his/her writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures 							

(+handwriting)	<ul style="list-style-type: none"> • Draft and write by organising paragraphs around a theme • Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose • Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 							
GRAMMAR	<ul style="list-style-type: none"> • Capital letters, full stops and commas 		<ul style="list-style-type: none"> • Conjunctions • Full stops, question marks and exclamation marks 			<ul style="list-style-type: none"> • Prepositions • Words to express time 		
Reading	<ul style="list-style-type: none"> • Retrieval • Skimming and scanning 		<ul style="list-style-type: none"> • Retrieval • Skimming and scanning • Inference 			<ul style="list-style-type: none"> • Retrieval • Skimming and scanning • Vocabulary 		
MATHS	Week 1 Focus: Place Value	Week 2 Focus: Place Value	Week 3 Focus: Place Value	Week 4 Focus: Place Value	Week 5 Focus: Place Value	Week 6 Focus: Addition and subtraction	Week 7 Focus: Addition and subtraction	Week 8 Focus: Addition and subtraction
	<ul style="list-style-type: none"> • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). • Order and compare numbers beyond 1000. • Identify, represent and estimate numbers using different representations including measures. • Find 1000 more or less than a given number. • Round any number to the nearest 10, 100 or 1000. • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). • Count backwards through zero to include negative numbers. 					<ul style="list-style-type: none"> • Add numbers with up to four digits using the formal method of columnar addition. • Subtract numbers with up to four digits using the formal method of columnar subtraction. 		
Computing	<ul style="list-style-type: none"> • Use technology responsibly and understand that communication online may be seen by others. • Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. • Understand what servers are and how they provide services to a network. • Understand how results are selected and ranked by search engines. • Typing practice 							

	<ul style="list-style-type: none"> • Learning how to use new apps on the iPad
Scientific Enquiry <i>The Big Question</i>	Living things and their habitats: How can we group living things and how does the environment impact living things?
Science	<p>Grouping Living things <i>Recognise that living things can be grouped in a variety of ways. (Living things and their habitats)</i></p> <p>Grouping Living things <i>Recognise that living things can be grouped in a variety of ways. (Living things and their habitats)</i></p> <p>Classifying Vertebrates <i>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Living things and their habitats)</i></p> <p>Classification Key <i>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Living things and their habitats)</i></p> <p>Local Habitat Survey <i>Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things. (Living things and their habitats)</i></p> <p>Environmental changes <i>Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things. (Living things and their habitats)</i></p>
Topic Focus: The Railways	
History/ Geography:	<p>The Earliest Railways and Locomotives</p> <p>The Wonder of Steam Locomotives</p> <p>The Growth of Britain's Railway Lines</p> <p>Railway Art</p> <p>The Impact of the Railways</p> <p>Locomotive Technology</p>
Art & Design/ Technology	<p>Edible Gardens</p> <p>Pesto and Pasta</p> <p>Sweet Strawberries</p> <p>Strawberry Smoothies</p> <p>Tasting and Growing Tomatoes</p>
Music:	Recycling - <i>Structure</i>
French:	<ul style="list-style-type: none"> • <i>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. (Listening)</i> • <i>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. (Listening)</i> • <i>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. (Listening)</i>

	<ul style="list-style-type: none"> • <i>Read aloud using accurate pronunciation and present a short learned piece for performance. (Speaking)</i>
PHSE – Jigsaw	<p>Being in my world: Becoming a Class ‘Team’ Being a School Citizen Rights, Responsibilities and Democracy Rewards and Consequences Our Learning Charter Owning Our Learning Charter</p>
RE Focus Day	<p>Theme: Beliefs and practices Key Question: How special is the relationship Jews have with God? Religion: Judaism</p>
PE:	<p>Football Skills: Keeping control of the ball and finding a space Keeping moving with the ball and passing the ball Receiving the ball Teamwork Using the width of the field Power shots and finesse shots Balance and using arms Controlling the ball and looking ahead Using 3 turns to keep possession of the ball Revisiting previous skills that children need to practise through previous activities or 3 new activities.</p>