

## Termly Planning Overview: 2023-24 Autumn Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<i>School events</i>	Meet the Team evening	Anglo Saxon workshop	U9 Cross Country Tournament		Harvest Service at Church	RE Focus Day
<i>Outdoor Learning</i>	PSHE warm ups, Maths games, French games.					
<i>Global learning</i>	What can history teach us about how invasion can affect another country, population, culture and economy today? Are there examples of other countries being invaded today? How might this affect us – economy, fuel, transportation of food and food production, refugees and our countries support towards invaded countries?					
<i>Growth Mindset</i>	From Failure to Success: To identify how failure is an important part of the learning process. To define the term 'successful'.					
<b>ENGLISH</b>	<b>Genre/Book Focus:</b> Poetry: The New Vestments by Edward Lear					
<b>Phonics/Spelling</b>	Strategies for learning words: words from statutory spelling list Year 3/4 Strategies at the point of writing: Have a go. (Lesson 1) Strategies for learning words: words from statutory spelling list. (Lesson 2) Words from statutory and personal spelling lists. (lesson 3) Dictation of CEW.	Strategies for learning words: words from statutory spelling list Year 3/4 Words ending /ʒə/ 'sure' (Lesson 4-6) Dictation of words ending 'sure'. Proof Reading for spelling passage (CEW and 'sure' endings).	Strategies for learning words: words from statutory spelling list Year 3/4 Strategies for learning words: words from statutory and personal spelling lists. (Lesson 7) From Year 2: possessive apostrophe with singular proper nouns. (Lesson 8) Dictation of words with possessive singular.	Strategies for learning words: words from statutory spelling list Year 3/4 From Year 2: possessive apostrophe with singular proper nouns. (Lesson 9) Proof reading for punctuation text (FS., CL, QM?, EM! And possessive apostrophe') Homophones ( <i>peace/piece, main/mane, fair/fare</i> ) (Lesson 10-11)	Strategies for learning words: words from statutory spelling list Year 3/4 Strategies for learning words: homophones ( <i>peace/piece, main/mane, fair/fare</i> ) (Lesson 12) Dictation of homophones. Strategies for learning words: words from statutory and personal spelling lists. (Lesson 13) Dictation of CEW.	Strategies for learning words: words from statutory spelling list Year 3/4 Strategies for learning words: words from statutory and personal spelling lists. (Lesson 15) Words from statutory and personal spelling lists: pair testing. (Lesson 16-17) Proof Reading for spelling passage (CEW). Spelling Assessment.
<b>Reading</b>	Skimming and scanning Retrieval Inference Sequencing	Skimming and scanning Retrieval Inference Sequencing Prediction	Skimming and scanning Retrieval Inference Sequencing	Skimming and scanning Retrieval Inference Sequencing Prediction	Skimming and scanning Retrieval Inference Sequencing Prediction	Skimming and scanning Retrieval Inference Sequencing Prediction

	Prediction Author intent Vocabulary Structure and features of texts Non-Fiction	Author intent Vocabulary Structure and features of texts Poetry	Prediction Author intent Vocabulary Structure and features of texts Poetry	Author intent Vocabulary Structure and features of texts Poetry	Author intent Vocabulary Structure and features of text. Reading Assessment	Author intent Vocabulary Structure and features of texts Non-Fiction
<b>Link Reading</b>	The Owl and the Pussycat – Edward Lear Nonsense Poetry by: Agard, Causley, Milligan, Belloc, Prelutsky and Rosen Gut Garden – A Journey into the Wonderful World of your Microbiome’					
<b>Composition (+handwriting)</b>	<p>How well can you understand and write ‘clever nonsense’? To investigate an image and discuss first stanza of poem. To be able to name and identify forms of poetry; discuss and investigate language and techniques used and identify author intent. To use description to create a setting.</p> <p><i>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.</i></p>	<p>How well can you understand and write ‘clever nonsense’? To investigate and identify author techniques, consideration for the audience and purpose. To be able to write dialogue with correct punctuation and layout for speech.</p> <p><i>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 Draft and write by organising paragraphs around a theme.</i></p>	<p>How well can you understand and write ‘clever nonsense’? To use taster drafts to plan write and edit a narrative using setting and dialogue.</p> <p><i>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 Draft and write by organising paragraphs around a theme.</i></p> <p><b>Independent Writing:</b> Narrative. Continue ‘story’ of</p>	<p>How well can you understand and write ‘clever nonsense’? To use expanded noun phrases and description to create character descriptions. To create a taster draft of a stanza of a poem to bring character to life.</p> <p><i>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 Draft and write by organising paragraphs around a theme.</i></p> <p><b>Independent Writing:</b> Non-Fiction/Recount. Write a Diary entry from</p>	<p>How well can you understand and write ‘clever nonsense’? To investigate use of humour and author technique. To use link reading to deepen understanding of ‘clever nonsense’.</p> <p><i>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. Draft and write non-narrative material, using simple organisational devices. Evaluate and edit by assessing the effectiveness of his/her own and others’ writing and suggesting improvements. Proof-</i></p>	<p>How well can you understand and write ‘clever nonsense’? To plan, write and edit a piece of work incorporating one or more taster drafts. To create success criteria and edit using proof-reading skills.</p> <p><i>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.</i></p> <p><b>Independent Writing:</b> Select from Wings to Fly options.</p>

	<b>Independent Writing:</b> Recount. Write a postcard about one or more aspects of your holiday.	<i>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</i>	the man once he has entered the street in the Kingdom of Tess and encounters a dilemma.	the perspective of an Anglo-Saxon / Viking or Non-Fiction: Create information fact files for a Viking God or Anglo-Saxon / Viking leader.	<i>read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly.</i>	
<b>Grammar</b>	Singular and Plural Nouns (Twinkl) Question Marks and Exclamation Marks (OD) Expanded Noun Phrases (OD)	Pronouns (Twinkl) Inverted Commas for Speech (OD)	Standard English (Twinkl) Expanded Noun Phrases (OD)	Compound Words (Twinkl) Expanded Noun Phrases (OD)	Adverbs to Express Time and Cause (Twinkl)	SPAG Assessment
<b>MATHS</b>	<b>Place Value</b>	<b>Place Value</b>	<b>Place Value</b>	<b>Place Value</b>	<b>Place Value</b>	<b>Addition &amp; Subtraction</b>
<b>Main Learning Focus:</b>	TP1 Represent no to 1000 TP2 Partition no to 1000  Fluency: number bonds to 50, 100 and 1000  Times Tables Rockstars	TP3 No line to 1000 TP4 Thousands TP5 Represent nos to 10,000 TP6 Partition nos to 10,000  Fluency: number bonds to 50, 100 and 1000  Times Tables Rockstars	TP7 Flexible partitioning 10000 TP8 Find 1 10 100 1000 more & less TP9 No line to 10000 TP10 Estimate on no line to 10000  Fluency: writing larger numbers. Partitioning numbers and recombining  Times Tables Rockstars	TP11 Compare nos to 10000 TP12 Order nos to 10000 TP13 Roman Numerals TP14 Round to nearest 10  Fluency: writing larger numbers. Partitioning numbers and recombining  Times Tables Rockstars	TP 15 Round to nearest 100 TP16 Round to nearest 1000 TP17 Round to nearest 10 100 1000 End of Unit Assessment  Fluency: counting forward in 25s  Times Tables Rockstars	TP1 Add and subtract 1s, 10s, 100s and 1,000s TP2 Add up to two 4-digit numbers - no exchange TP3 Add two 4-digit numbers - one exchange  Fluency: counting backwards in 25s  Times Tables Rockstars

<b>On the Boil learning:</b>	<i>Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</i>	<i>Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</i>	<i>Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</i>	<i>Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</i>	<i>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</i>	<i>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</i>
<b>Computing:</b>	Staying Safe Online & Evaluating Digital Content					
<b>Science:</b>	<p><b>The Digestive System</b>  This project teaches children about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy.</p>					
<b>History or Geography:</b>	<p>In the Invasion project, your child will explore the effects of the Roman withdrawal and the chronology and geography of subsequent invasions. They will study the Anglo-Saxons and Vikings in detail, examining their reasons for invading, their settlements and their everyday life. Your child will also look at monasteries and the Anglo-Saxon legacy. They will consider how we know about life in this period and investigate the Sutton Hoo ship burial. They will learn about Athelstan, an Anglo-Saxon king, and what happened after his death, before ending the project by learning about the Norman invasion of 1066.</p>					
<b>Art &amp; Design or Design Technology:</b>	<p><b>DT – Wrap and Weft</b>  This project teaches children about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.</p>					
<b>Music:</b>	<p><b>The Vikings:</b>  Developing singing techniques.</p> <p>Move and sing as a team, following the lyrics on the screen.  Recognise minims, crotchets and quavers often by ear and reliably by sight.  Perform rhythms accurately from notation and layer them to create a composition.  Add appropriate sound effects to their performances using untuned percussion.  Join in with the performances confidently, and reasonably in time and tune.  Make suggestions for improving their performance.</p>					
<b>French</b>	<ul style="list-style-type: none"> <li>• <i>Recap and consolidate numbers to 20, colours and greetings.</i></li> <li>• <i>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. (Listening)</i></li> </ul>					

	<ul style="list-style-type: none"> <li>• Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. (Listening)</li> <li>• Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. (Listening)</li> </ul> <p>Read aloud using accurate pronunciation and present a short, learned piece for performance. (Speaking)</p>
<b>PHSE/RSE:</b>	<p><b>Being in my world:</b>          Becoming a Class 'Team'          Being a School Citizen          Rights, Responsibilities and Democracy          Rewards and Consequences          Our Learning Charter          Owning Our Learning Charter</p>
<b>RE Focus Day:</b>	<p><b>Theme:</b> Beliefs and practices  <b>Key Question:</b> Is it possible for everyone to be happy?  <b>Religion:</b> Buddhism</p>
<b>PE:</b>	<p><b>Fundamentals:</b>          Develop physical, social, emotional and thinking whole child objectives.          Develop the fundamental skills of balancing, running, jumping, hopping and skipping.          Develop their ability to change direction with balance and control.          Explore how the body moves at different speeds as well as how to accelerate and decelerate.          Observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development.          Opportunity to work on their own and with others, taking turns and sharing ideas.</p> <p><b>Football:</b>          Develop physical, social, emotional and thinking whole child objectives.          Persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball.          Playing uneven and then move onto even sided games.          Learning to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee.          Opportunities to select and apply tactics to outwit the opposition.</p>

[Hit the Button](#)



[BBC SuperMovers](#)



[TimesTables.co.uk](#)



[Sumdog](#)

