

# Termly Planning Overview: 2023-24 Autumn Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<i>School events</i>	Meet the Teacher		Pyjamarama Non-Uniform Day		School Photos Harvest Festival	RE Focus Day Parents Evenings	
<i>Outdoor Learning</i>		OPAL					
<i>Global learning</i>		Discussions linked to Newsround					
<i>Growth Mindset</i>		A passport to learning/Too old too/What makes a great teacher?					
ENGLISH		<b>Genre/Book Focus: Flaminals By Ricky Gervais (Non-Chronological Report)</b>					
		The Highwayman Alfred Noyes					
<b>Spelling No-Nonsense</b>	Recap and assess Year $\frac{3}{4}$ common exception words.	Strategies at the point of writing: Have a go Plurals (adding '- s', '-es' and '-ies')	Apostrophe for contraction and possession	Words with 'silent' letters	Word endings Words with the letter string '-ough'	Words ending in '- able' and '-ible'	Homophones isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed
<b>Reading</b>	Flaminals By Ricky Gervais (Non-Chronological Report)	Flaminals By Ricky Gervais (Non-Chronological Report)	Flaminals By Ricky Gervais (Non-Chronological Report)	Flaminals By Ricky Gervais (Non-Chronological Report)	The Highwayman Alfred Noyes	The Highwayman Alfred Noyes	The Highwayman Alfred Noyes
<b>Composition</b>	Look at a range of non- chronological reports. Share ideas and identify features. <b>Independent Write:</b> Informal letter writing-A postcard from my holidays.	Identify the features: Headings/sub Introduction Clear paragraphs Factual/technical language Impersonal/formal language. <b>Independent write:</b> Create and describe your own Flaminal using clear structures and features.	Individual Research- Spiders. Consider: <b>1:</b> Specific vocab. <b>2.</b> use of relative the clauses <b>3.</b> Contrasting conjunctions. <b>4.</b> Starting sentences with adverbial phrases and verbs.	Write report using following sub - headings and with given success criteria. <b>Introduction</b> <b>Appearance</b> <b>Habitat</b> <b>Diet</b> <b>Behaviour</b> <b>Wow Facts.</b> Proof read and edit. Share/peer assess	<b>Investigating the shape of the poem.</b> Lifestyle and crimes of the highwayman (independent research and role play.) <b>Independent Writing:</b> <b>Descriptive: Setting</b> <b>Sentence stacking:</b> <b>1:</b> Noticing/inference. <b>2:</b> Powerful verbs to show actions.	<b>Sentence Stacking:</b> <b>1:</b> Metaphors and strong adjectives <b>2:</b> Repetition for effect. <b>3:</b> Use of similes. <b>4:</b> Develop verb phrases. <b>5:</b> Use of onomatopoeia and personification.	<b>Sentence Stacking:</b> <b>1:</b> Use of dialogue in poetry <b>Independent Write</b> Recreate own version of the poem from a different perspective: A Highway Woman. The Horse. A modern thief. Edit and share.



<b>History</b>	<b>History-Dynamic Dynasties</b> Ancient China; Timelines and chronology; Shang Dynasty; Sources and artefacts; Oracle bones and religious beliefs; Bronze Age in ancient China; Historical enquiry; Significance of jade and silk; Power and social hierarchy.
<b>Art &amp; Design or Design Technology:</b>	<b>Moving Mechanisms</b> Pneumatic systems; Joining and finishing; Iterative design process; Building pneumatic machine prototypes
<b>Music:</b>	<ul style="list-style-type: none"> <li>• Confidently recognise and explore a range of musical styles and traditions.</li> <li>• Use musical language to appraise a piece or style of music-Egypt.</li> <li>• Copy increasingly challenging rhythms using body percussion and instruments when available.</li> </ul>
<b>PHSE/RSE:</b>	<u><b>Jigsaw-Being Me in my World:</b></u> <ul style="list-style-type: none"> <li>• Make sensible comparisons about how our lives are all different.</li> <li>• To understand the importance of rules, rights and responsibilities.</li> <li>• Consider how we can make the school and wider community a better place.</li> <li>• To understand that the actions of one person can have a significant effect on others.</li> </ul>
<b>RE Focus Day:</b>	<b>Theme:</b> Belief into Action. <b>Religion-Sikhism</b> <b>Key Question:</b> How far would a Sikh go for his/her religion?
<b>PE:</b>	<ul style="list-style-type: none"> <li>• Coordination-Ball Skills (Basketball)</li> <li>• Athletics</li> </ul>