

## Termly Planning Overview: 2023-24 Autumn Term 2

|                         | Week 1   | Week 2  | Week 3  | Week 4   | Week 5  | Week 6  | Week 7  | Week 8   |
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| <i>School events</i>    | U9 Girls and Boys Football Tournament  | Remembrance Service   | Prayer spaces<br>Antibullying Week  | Assessment Week  | Y4 Open Afternoon   | RE Focus Day  |   | Christmas Service @ Church   |
| <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>   | Bounce! Strategies for persevering and learning. When we make a mistake, we can describe how it makes us feel and how we can respond to this.  |   |   |  |   |   |   |  |
| <b>ENGLISH</b>          | <b>Genre/Book Focus:</b> The Vestments – Edward Lear, That’s Disgusting – The American Woman’s Home: Persuasion, argument, discussion, debate.   |   |   |  |   |   |   |  |
| <b>Phonics/Spelling</b> | Strategies for learning words: words from statutory spelling list Year 3/4<br>Proofreading<br><br>Y3 catch up: ‘ture’  | Strategies for learning words: words from statutory spelling list Year 3/4 prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’<br><br>Y3 catch up: ‘zhun’ / sion | Strategies for learning words: words from statutory spelling list Year 3/4<br>Words with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’<br><br>Y3 catch up: y making i | Strategies for learning words: words from statutory spelling list Year 3/4<br>Words with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’<br><br>Y3 catch up: ou making ‘u’ | Strategies for learning words: words from statutory spelling list Year 3/4<br>Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)<br><br>Y3 catch up: k making ch | Strategies for learning words: words from statutory spelling list Year 3/4<br>Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)<br><br>Y3 catch up: ch making k | Strategies for learning words: words from statutory spelling list Year 3/4.<br>Learn spellings using a strategy that suits them and each word best. | Strategies for learning words: words from statutory spelling list Year 3/4<br>Learn spellings using a strategy that suits them and each word best. |
| <b>Reading</b>          | Persuasive Texts<br><br>Skimming and scanning<br>Retrieval   | Persuasive Texts<br><br>Skimming and scanning<br>Retrieval  | Persuasive Texts<br><br>Skimming and scanning<br>Retrieval  | Assessment<br><br>NFER<br>Assessment<br>Papers   | Discussion and Argument Texts<br><br>Skimming and scanning  | Discussion and Argument Texts<br><br>Skimming and scanning  | Discussion and Argument Texts<br><br>Skimming and scanning  | Non-chronological Reports<br>Skimming and scanning<br>Retrieval  |

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|  | <p>Inference<br/>Sequencing<br/>Prediction<br/>Author intent<br/>Vocabulary<br/>Structure and features of texts<br/><i>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</i></p> | <p>Inference<br/>Sequencing<br/>Prediction<br/>Author intent<br/>Vocabulary<br/>Structure and features of text.<br/>Reading<br/>Assessment<br/><i>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</i></p> | <p>Inference<br/>Sequencing<br/>Prediction<br/>Author intent<br/>Vocabulary<br/>Structure and features of texts<br/><i>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i></p> |  | <p>Retrieval<br/>Inference<br/>Sequencing<br/>Prediction<br/>Author intent<br/>Vocabulary<br/>Structure and features of texts<br/><i>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i></p> | <p>Retrieval<br/>Inference<br/>Sequencing<br/>Prediction<br/>Author intent<br/>Vocabulary<br/>Structure and features of texts<br/><i>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i></p> | <p>Retrieval<br/>Inference<br/>Sequencing<br/>Prediction<br/>Author intent<br/>Vocabulary<br/>Structure and features of texts<br/><i>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i></p> | <p>Inference<br/>Sequencing<br/>Prediction<br/>Author intent<br/>Vocabulary<br/>Structure and features of texts</p>  |
| <p><b>Composition (+handwriting)</b></p> | <p>How well can you understand and write 'clever nonsense'?<br/>To use expanded noun phrases and description to create character descriptions. To create a taster draft of a stanza of a poem to</p>   | <p>How well can you understand and write 'clever nonsense'?<br/>To plan, write and edit a piece of work incorporating one or more taster drafts.<br/>To create success criteria and edit</p>  |   | <p>That's Disgusting:<br/>How does language persuade or dissuade?<br/><i>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and</i></p> |   | <p>That's Disgusting: How does language persuade or dissuade?<br/><i>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to</i></p>   |   | <p>That's Disgusting:<br/>How does language persuade or dissuade?<br/>To plan and write a discussion / Argument.<br/><i>Plan his/her writing by discussing and recording ideas</i></p> |

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|  | <p>bring character to life.<br/> <i>Plan his/her writing by discussing and recording ideas</i><br/> <i>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures</i><br/> <i>Draft and write by organising paragraphs around a theme.</i></p> | <p>using proof-reading skills.<br/> <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.</i><br/> <i>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.</i><br/> <i>Proof-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></p> |  | <p><i>learn from its structure, vocabulary and grammar.</i><br/> To draft and write a persuasive text.<br/> To understand how openers can be used in more formalised writing.<br/> To be able to persuade using debate.<br/> <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.</i><br/> <i>Draft and write non-narrative material, using simple organisational devices.</i></p> |  | <p><i>understand and learn from its structure, vocabulary and grammar.</i><br/> <i>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</i><br/> <i>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using</i></p> |  | <p><i>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2).</i><br/> <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.</i></p> |
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|                |   |                     |  | <i>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2).</i> |  | <i>sentence structures (English Appendix 2).</i> |  |  |
| <b>Grammar</b> | Adjectives and adverbs<br>Co-ordinating and subordinating conjunctions<br>Antonyms and synonyms | Persuasive language | To understand the features of a persuasive texts<br>Antonyms and synonyms.<br>To understand how adjectives and adverbs can persuade.<br>Modal verbs<br>Imperative verbs<br>Hyperbole |   | To understand the features of argument / Discussion text.<br>To understand how openers can be used in more formalised writing. To understand hyperbole.<br>Expanded noun phrases<br>Co-ordinating and subordinating conjunctions<br>Fronted adverbials |  | Apostrophes for possession singular and plural<br>Using a comma after fronted adverbials |  |

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|                              |  |   |  |  | Using a comma after fronted adverbials  |   |  |  |
| <b>MATHS</b>                 | <b>Place Value</b>   | <b>Place Value Addition &amp; Subtraction</b>   | <b>Addition &amp; Subtraction</b>  | <b>Assessment</b>  | <b>Addition &amp; Subtraction</b>   | <b>Addition &amp; Subtraction</b>   | <b>Addition &amp; Subtraction</b>  | <b>Multiplication &amp; Division</b>   |
|                              | TP13 Roman Numerals<br>TP14 Round to nearest 10<br>TP 15 Round to nearest 100<br>TP16 Round to nearest 1000<br><br>Fluency: Times Tables Rockstars | TP17 Round to nearest 10 100 1000<br>End of Unit Assessment<br>TP1 Add and subtract 1s, 10s, 100s and 1,000s<br><br>Fluency: Times Tables Rockstars | TP2 Add up to two 4-digit numbers - no exchange<br>TP3 Add two 4-digit numbers - one exchange<br><br>Fluency: Times Tables Rockstars | NFER Assessment papers                                     | TP4 Add 2 4-digit numbers – more than 1 exchange<br>TP5 Subtract two 4-digit numbers - no exchange<br><br>Fluency: Times Tables Rockstars | TP6 Subtract two 4-digit numbers - one exchange<br>TP7 Subtract two 4-digit numbers - more than one exchange<br><br>Fluency: Times Tables Rockstars | TP8 Efficient subtraction<br>TP9 Estimate answers<br>TP10 Checking strategies<br>End of Unit Assessment<br><br>Fluency: Times Tables Rockstars | TP1 Multiples of 3<br>TP 2 Multiply and divide by 6<br>TP3 6 times-table and division facts<br><br>Fluency: Times Tables Rockstars |
| <b>On the Boil learning:</b> | Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.                                | Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks                                | 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.  | Geometry: Shape Understand angles as turns Identify angles | Geometry: Shape Compare and order angles Triangles Quadrilaterals   | Geometry: Shape Polygons Lines of symmetry Complete a symmetric figure  | Statistics Graphs, charts, data.   | Statistics Graphs, charts, data.   |
| <b>Computing:</b>            | Computing Systems and Networks:<br><br>Word Processing skills:<br>Explain which are the home row keys and how to find them for typing.             |   |  |  |   |   |  |  |

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|   | <p>Use the spacebar and backspace correctly.<br/> Type and make simple alterations to text using buttons on a word processor.<br/> Search for, import and alter appropriate images for a text document.<br/> Modify text in a document.<br/> Use copy and paste to copy text from one document to another.<br/> Explain what information is safe to be shared online.<br/> Computer parts.</p> <p>Networks and the internet.</p>  |
| <b>Science:</b>                               | <p><b>The Digestive System</b><br/> 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> <p><b>Sound:</b><br/> This project teaches children about sound, how sound is made and how sound travels as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed.<br/> Sound is a vibration that travels through a medium, such as air or water, to the ear.<br/> Sound travels through air at approximately 340 metres per second (m/s).<br/> For a vibration to occur, an action must start it, such as banging a drum, stamping feet or knocking on the door.<br/> Sound waves spread out, which means a sound gets harder to hear the further away from its source you are. As it spreads, the intensity of the sound reduces.</p> |
| <b>History or Geography:</b>                  | <p><b>Invasion</b><br/> 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 - Fresh Food, Good Food</b><br/> Food preservation techniques; Exploring food packaging; Prototypes; Designing, making and packaging healthy snacks</p>  |
| <b>Music:</b>                                 | <p><b>South America:</b><br/> Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.<br/> Clap on the offbeat (the 'and' of each beat) and be able to play a syncopated rhythm.<br/> Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).<br/> Play their break in time with the rest of their group and play in the correct place in the piece.<br/> Play in time and with confidence; accurately playing their break.</p>   |
| <b>French</b>                                 | <ul style="list-style-type: none"> <li>• <i>Understand that all nouns have a gender – le, la, les.</i></li> <li>• <i>Read and memorise vocabulary.</i></li> </ul>   |

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|                      | <ul style="list-style-type: none"> <li>• <i>Show understanding of a range of familiar spoken phrases heard. (Listening)</i></li> <li>• <i>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. (Listening)</i></li> <li>• <i>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. (Listening)</i></li> <li>• <i>Read aloud using accurate pronunciation and present a short, learned piece for performance. (Speaking)</i></li> </ul>  |
| <b>PHSE/RSE:</b>     | <p><b>Celebrating Differences:</b><br/> Accept that everyone is different<br/> Include others when working and playing<br/> Know how to help if someone is being bullied<br/> Try to solve problems<br/> Try to use kind words<br/> Know how to give and receive compliments</p>  |
| <b>RE Focus Day:</b> | <p><b>Theme:</b> Christmas<br/> <b>Key Question:</b> What is the most significant part of the Nativity story for Christians today?<br/> <b>Religion:</b> Christianity<br/> <b>Concept:</b> Incarnation</p>  |
| <b>PE:</b>           | <p><b>Gymnastics:</b><br/> To develop individual and partner balances.<br/> To develop control in performing and landing rotation jumps.<br/> To develop the straight, barrel, forward and straddle roll.<br/> To develop strength in inverted movements.<br/> To be able to create a partner sequence to include apparatus.</p> <p><b>Fitness:</b><br/> To develop an awareness of what your body is capable of.<br/> To develop speed and strength.<br/> To complete actions to develop co-ordination.<br/> To complete actions to develop agility.<br/> To complete actions to develop balance.<br/> To complete actions to develop stamina.</p> |