

Termly Planning Overview: 2023-24 Spring Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<i>School events</i>					RE Focus Day Safer Internet Day	
<i>Outdoor Learning</i>	Taking temperature outside using dataloggers and thermometers. PHSE warm up activities French games					
<i>Global learning</i>	How are our lives impacted by the lives of the past? How do inventions of the Ancient Civilisations affect our lives today? How can others' lives impact our own? How do different beliefs affect us? Can we learn tolerance, respect and values from other cultures and civilisations?					
<i>Growth Mindset</i>	Doom Words: To understand the words that restrict us as learners and to create our own words to describe the learning process.					
ENGLISH	Text: How to Train Your Dragon	Text: How to Train Your Dragon	Text: How to Train Your Dragon	Text: How to Train Your Dragon	Text: How to Train Your Dragon	<i>Text:</i>
Phonics/Spelling	Strategies for learning words: words from statutory spelling list Year 3/4 Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') Y3 catch up: k making ch	Strategies for learning words: words from statutory spelling list Year 3/4 The /g/ sound spelt 'gu' Y3 catch up: k making ch	Strategies for learning words: words from statutory spelling list Year 3/4 Words with endings sounding like /tʃə/ spelt '-ture' Y3 catch up: ou making 'u'	Strategies for learning words: words from statutory spelling list Year 3/4 Possessive apostrophe with plurals Y3 catch up: Spell words with endings which sound like 'zhun' e.g. division, decision	Strategies for learning words: words from statutory spelling list Year 3/4 Homophones (<i>scene/seen, mail/male, bawl/ball</i>) Y3 catch up: Spell words with endings which sound like 'zhun' e.g. division, decision	
Reading	New Year (non-fiction) Skimming and scanning Retrieval Vocabulary Structure and features of texts	Summarising information (excerpt from 'How to Train Your Dragon', fiction) Summarising	Kennings (Poetry) Calligrams (Poetry) Skimming and scanning Retrieval Inference Author intent Vocabulary	The Story of Rama and Sita How the Birds Got Their Colours (Playscripts) Skimming and scanning Retrieval Inference	The Three Billy Goats Gruff Little Red Riding Hood (Traditional Tales) Skimming and scanning Retrieval	

	<p>Pet Care of a Bearded Dragon (non-chronological) Skimming and scanning Retrieval Vocabulary Structure and features of texts <i>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</i></p> <p>Making inferences using evidence from the text Skimming and scanning Retrieval Inference Prediction Author intent Vocabulary <i>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and</i></p>	<p>Structure and features of texts <i>Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these. Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</i></p> <p>Making inferences using evidence from the text Skimming and scanning Retrieval Inference Prediction Author intent Vocabulary <i>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and</i></p>	<p>Structure and features of texts <i>Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry. Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</i></p>	<p>Sequencing Prediction Vocabulary Structure and features of texts <i>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination. Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</i></p>	<p>Inference Sequencing Prediction Author intent Vocabulary Structure and features of texts <i>Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</i></p>	
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		<i>justifying inferences with evidence clearly taken from the text.</i>				
Composition & handwriting		<p>Instructions <i>Draft and write by organising paragraphs around a theme.</i> <i>Draft and write non-narrative material, using simple organisational devices.</i> <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> <i>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</i></p>	<p>Poetry <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> <i>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</i></p>		<p>Narrative <i>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</i> <i>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials.</i> <i>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair.</i> <i>Use fronted adverbials e.g. Later</i></p>	

					<p><i>that day, I heard the bad news.</i></p> <p><i>Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i></p>	
<p>Vocabulary, Grammar & Punctuation</p>	<p>Features and structure of Instructional Writing;</p> <p>Fronted adverbials</p> <p>Adverbials of time</p> <p>Commas and semi-colons to punctuate lists; bullet points; numbered bullet points and Expanded noun phrases.</p> <p><i>Use noun phrases expanded by the addition of modifying</i></p>		<p>Features of Kennings and Calligrams; Similes; Metaphors;</p> <p>Rhyme; Rhythm and Syllables.</p> <p><i>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter;</i></p>	<p>Features of narrative;</p> <p>Fronted adverbials;</p> <p>Adverbs of time, manner and place;</p> <p>Expanded noun phrases.</p> <p><i>Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial.</i></p> <p><i>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g.</i></p>		

	<p><i>adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair.</i></p> <p><i>Use fronted adverbials e.g. Later that day, I heard the bad news.</i></p> <p><i>Use commas after fronted adverbials.</i></p>		<p><i>and inverted commas (or 'speech marks')</i></p>	<p><i>then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.</i></p>		
MATHS						
On the Boil learning	Count backwards through zero to include negative numbers	Count in multiples of 6, 7, 9, 25 and 1000	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	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	
Main Learning Focus	<p>Addition & Subtraction</p> <p>TP6 Subtract two 4-digit numbers - one exchange</p> <p>TP7 Subtract two 4-digit numbers - more than one exchange</p>	<p>Addition & Subtraction</p> <p>TP9 Estimate answers</p> <p>TP10 Checking strategies</p> <p>End of Unit Assessment</p>	<p>Fractions</p> <p>TP1 Understand the whole</p> <p>TP2 Count beyond 1</p> <p>TP3 Partition a mixed number</p> <p>TP4 Number lines with mixed numbers</p>	<p>Fractions</p> <p>TP5 Compare and order mixed numbers</p> <p>TP6 Understand improper fractions</p> <p>TP7 Convert mixed numbers to improper fractions</p>	<p>Fractions</p> <p>TP9 Equivalent fractions on a number line</p> <p>TP10 Equivalent fraction families</p> <p>End of Unit Assessment</p>	

	TP8 Efficient subtraction Fluency: Times Tables Rockstars	Fluency: Times Tables Rockstars		TP8 Convert improper fractions to mixed numbers		
Computing:	<p>Programming Algorithms and debugging: Unplugged debugging Scratch: Tinkering with Scratch Scratch: Using loops Scratch: Making an animation Journey inside a computer: Inputs and outputs</p>					
Science:	<p>States of Matter This project teaches children about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.</p> <p>Working scientifically Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 4 focus). Set up simple practical enquiries, comparative and fair tests (Year 4 focus).</p>					
History or Geography:	<p>Ancient Civilisations This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.</p>					
Art & Design or Design Technology:	<p>Statues, Statuettes and Figurines This project teaches children about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay skills to create a Sumer-style figurine.</p>					
Music:	<p>Samba, carnival sounds and instruments <u>(Theme: South America)</u> To recognise and identify the main features of samba music. To understand and play syncopated rhythms. To play syncopated rhythms as part of a group. To compose a basic rhythmic break. To perform rhythmic breaks within the samba piece.</p>					
French	<ul style="list-style-type: none"> • Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. (Listening) • Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. (Listening) 					

	<ul style="list-style-type: none"> • Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. (Listening) <p>Read aloud using accurate pronunciation and present a short, learned piece for performance. (Speaking)</p>
PHSE/RSE:	<p>Dreams and Goals:</p> <p>I can tell you about some of my hopes and dreams.</p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.</p> <p>I can identify the contributions made by myself and others to the group's achievement.</p>
RE Focus Day:	<p>Theme: The 8 -fold path</p> <p>Key Question: Can Buddha's teachings make the world a better place?</p> <p>Religion: Buddhism</p>
PE:	<p>Dance: Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p>THEME: The Spy</p> <p>To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p>To choose actions which relate to the theme.</p> <p>To develop a dance using matching and mirroring.</p> <p>THEME: Carnival</p> <p>To learn and create dance moves in the theme of carnival.</p> <p>To develop a carnival dance using formations, canon and unison.</p> <p>To develop a dance phrase and perform as part of a class performance.</p> <p>THEME: States of Matter</p> <p>To understand how dynamics, space and relationships can be used to represent a state of matter.</p> <p>To use actions, dynamics, space and relationships to represent a states of matter.</p> <p>To order and structure phrases to create a dance performance.</p> <p>THEME: The Twist</p> <p>To copy and repeat a set phrase of movement in a 1960s theme showing energy and rhythm.</p> <p>To learn and perform a partner dance in a 1960s style.</p> <p>To develop my own 1960s inspired dance using changes in relationships.</p> <p>Ball Skills: Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with</p>

	<p>feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p>
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To develop confidence and accuracy when tracking a ball.

To explore and develop a variety of throwing techniques.

To develop catching skills using one and two hands.

To develop dribbling a ball with hands.

To use tracking, sending and dribbling skills with feet.