

Termly Planning Overview: 2023-24 Summer Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<i>School events</i>	Languages Day				RE Focus Day	
<i>Outdoor Learning</i>	PHSE warm up activities French games					
<i>Global learning</i>	What global issues are in the news about rivers? Flooding, pollution, ecology? How is what is happening locally with effluent being released into local water courses affecting us? How is pollution from plastic affecting us locally and globally? What is its effect on us locally and globally? How can we prevent, minimise and affect what is happening locally and globally?					
<i>Growth Mindset</i>	Your Fantastic Elastic Brain: Identifying the characteristics of growth and fixed mindsets; debating whether we are born to be good at something.					
ENGLISH	Text: The Dark, Lemony Snicket	Text: The Dark, Lemony Snicket	Text: The Dark, Lemony Snicket	Text: The Dark, Lemony Snicket	Text: Sun is laughing – Grace Nichols	Text: Sun is laughing – Grace Nichols
Phonics/Spelling	Strategies for learning words: words from statutory spelling list Year 3/4 Prefixes 'anti-' and 'inter-'	Strategies for learning words: words from statutory spelling list Year 3/4 Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' Recap: Use the prefixes in-, im-, il-, i-r,	Strategies for learning words: words from statutory spelling list Year 3/4 Words with the /s/ sound spelt 'sc' (Latin in origin) Recap: Use the prefixes sub-, super-, auto-	Strategies for learning words: words from statutory spelling list Year 3/4 Endings that sound like /ʃən/ spelt 'sion' 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 Apostrophes for possession, including singular and plural. Y3 catch up: Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine	Strategies for learning words: words from statutory spelling list Year 3/4 Homophones Spell homophones ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's
Reading	<i>Understand what he/she reads</i>	<i>Understand what he/she reads</i>	<i>Understand what he/she reads</i>	<i>Maintain positive attitudes to reading and</i>	<i>Understand what he/she reads</i>	<i>Maintain positive attitudes to reading</i>

	<p><i>independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</i></p>	<p><i>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><i>independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)</i></p>	<p><i>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><i>independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. 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><i>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>Composition & handwriting</p>		<p>Writing to entertain. To use the text to model and guide written descriptions of the light, sun, cloud or moon. <i>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of</i></p>		<p>Writing to inform. To write a letter from the dark to reassure children to not be afraid. <i>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2).</i></p>		<p>Writing to entertain. Create your own poem using writing similar to the poem, planning to write in order to understand and learn from its structure, vocabulary and grammar. <i>Evaluate and edit by assessing the</i></p>

		<p><i>pronouns in sentences, expanded noun phrases and fronted adverbials.</i></p> <p><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><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><i>effectiveness of his/her own and others' writing and suggesting improvements.</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>
Vocabulary, Grammar & Punctuation	<p>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).</p>		<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>		<p>Plan writing by discussing and recording ideas within a given structure. Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	
MATHS						
On the Boil learning	<p>Count in multiples of 6, 7, 9, 25 and 1000</p>	<p>Tell the time from an analogue clock, including using Roman numerals from I to XII,</p>	<p>Recognise and show, using diagrams, families of common equivalent fractions</p>	<p>Identify lines of symmetry in 2-D shapes presented in different orientations</p>	<p>Write the time using an analogue clock, including using Roman numerals from I to XII,</p>	<p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred</p>

		and 12-hour and 24-hour clocks			and 12-hour and 24-hour clocks	and dividing tenths by ten
Main Learning Focus	<p>Fractions TP10 Equivalent fraction families TP11 Add two or more fractions TP12 Add fractions and mixed numbers</p> <p>Fluency: Times Tables Rockstars x9</p>	<p>Fractions TP13 Subtract two fractions TP14 Subtract from whole amounts TP15 Subtract from mixed numbers</p> <p>Fluency: Times Tables Rockstars x9</p>	<p>Fractions End of Unit Assessment</p> <p>Multiplication TP1 Factor Pairs TP2 Use factor pairs TP3 Multiply by 10</p> <p>Fluency: Times Tables Rockstars x10</p>	<p>Multiplication TP4 Multiply by 100 TP5 Divide by 10 TP6 Divide by 100 TP7 Related facts – multiplication and division</p> <p>Fluency: Times Tables Rockstars x8 x9 x10</p> <p>Fluency: Times Tables Rockstars x</p>	<p>Multiplication TP8 Informal written methods for multiplication TP9 Multiply a 2-digit number by a 1-digit number TP10 Multiply a 3-digit number by a 1-digit number TP 11 Divide a 2-digit number by a 1-digit number (1)</p> <p>Fluency: Times Tables Rockstars x</p>	<p>Multiplication TP12 Divide a 2-digit number by a 1-digit number (2) TP13 Divide a 3-digit number by a 1-digit number TP14 Correspondence problems TP15 Efficient multiplication</p> <p>End of Unit Assessment</p> <p>Fluency: Times Tables Rockstars x</p>
Computing:	<p>Computing systems and networks Inputs and outputs Word Processing Graphics and creating images</p>					
Science:	<p>Electrical Circuits and Conductors This project teaches children about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors. It also teaches children about programmable devices. They combine their learning to design and make a nightlight.</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> <p>Misty Mountain, Windy River This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.</p>
Art & Design or Design Technology:	<p>Art - Vista- landscapes, techniques and colours This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.</p>
Music:	<p>Rivers- Changes in pitch, tempo and dynamics</p>
French	<ul style="list-style-type: none"> • <i>Listen for sounds, rhyme and rhythm (Listening)</i> • <i>Read some words and phrases aloud and pronounce them accurately (Reading and Speaking)</i> • <i>Write simple words and phrases using a model and some words from memory (writing)</i> • <i>Memorise a short, spoken text (Reading & Speaking)</i> • <i>Follow a short familiar text, listening and reading at the same time (Reading & Listening)</i> • <i>Know about some aspects of everyday life and compare them to their own</i> • <i>Listen for specific words and phrases (Listening).</i>
PHSE/RSE:	<p>Relationships I can recognise situations which can cause jealousy in relationships. I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens. I can tell you about someone I know that I no longer see. I understand that we can remember people even if we no longer see them. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend. I know how to show love and appreciation to the people and animals who are special to me. I can love and be loved.</p>
RE Focus Day:	<p>Theme: Beliefs and Practices Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism</p>
PE:	<p>Swimming: I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p>

I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
I can perform safe self-rescue in different water-based situations.

Cricket:

To develop overarm and underarm throwing and apply these to a striking and fielding game.

To develop bowling technique and learn the rules of the skill within this game.

To develop batting technique and understand where to hit the ball.

To develop fielding techniques and apply them to game situations.

To play different roles in a game and begin to think tactically about each role.

To apply skills and knowledge to compete in a tournament.