

	Suggested Activities	Enrichment Activities	Writing Opportunities	Numeracy- Application of skills	ICT- Application of skills	Assessment
English	Genres covered: Non-chronological report Poetry Explanatory text Chronological report Recount Narrative: setting, flashback Persuasion (advertisement) Key text/stories: Six Ways to Look at the Moon The Iron Man Aliens - Pie Corbett	Year 3 SPaG: Use and understand grammatical terminology Spell further homophones Use the first 2 or 3 letters in a dictionary to check spelling Punctuating direct speech. Express time, place and cause using conjunctions. Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly. Proof-read for spelling and punctuation errors, making corrections and revisions to own writing. Year 4 SPaG: Use of fronted adverbials and commas after these Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Noun phrases Using and punctuating direct speech Using adverbs, conjunctions and prepositions to express time and cause Begin to use relative clauses Use present, past, progressive and perfect tense verb forms mostly accurately		Year 3 Reading: Know and use skimming and scanning to retrieve information Using dictionaries to check the meaning of words they have read. Reading books that are structured in different ways. Increase their familiarity with a wide range of books. Preparing poems to read aloud (intonation, tone and volume). Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books. Identify the purpose of dialogue and how it is presented in stories Make links between texts they have read and compare Understand how and why writers use figurative and expressive language to create images and atmosphere. Year 4 Reading: Use scanning to locate information quickly and accurately Using dictionaries to check the meaning of words Increasing their familiarity with a wide range of books Identifying themes and conventions in a wide range of books Asking questions to improve their understanding of a text Predicting what might happen from details stated and implied Identify how language, structure and presentation contribute to meaning Identify and explain how dialogue is used to create characterisation and move the story on.		

		Use inverted commas accurately and other speech punctuation to punctuate direct speech		Identify the techniques writers use to create mood and atmosphere Explore 'show not tell' techniques Preparing poems to read aloud and perform *continue to develop reading for pleasure through book talk, class story, trips to our local library and through engaging texts from our reading/poetry spine		
Maths	Year 3 Number: Multiplication and division Money Statistics Measurement: Length Fractions	Year 4: Number: Multiplication and division Decimals Fractions Measurement: Area Fractions				Power Maths books Maths books Maths meeting books Discussions Problem Solving/ investigations WRM assessment
Science	Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Forces and Magnets	Buzz Aldrin Foundation - Moon Map Centre for Life - Life as an Astronaut Planetarium	Instructions and report writing Diary- Life as an astronaut	charts tables graphs		Weekly retrieval PPTs as starters

	Describe magnets as having poles - predict whether 2 magnets will attract or repel. Observe how magnets attract and repel. Compare how things move on different surfaces Electricity: Recognise common conductors and insulators and associate metals being good conductors. Identify whether or not a lamp will light in a simple circuit. Recognise that a switch opens and closes a circuit. See program of study					
STEM	Buzz Aldrin Foundation - Moon Map Model Solar system Buzz Wire Game Centre for Life - Life as an Astronaut					
History	Phases of the moon Space exploration and its impact Space race: Man landing on the moon (life as an astronaut) Humans and animals in space Women in space then and now (protected characteristics: gender and race) Flat Earth -vs- Round Earth	Debates around women and animals in space Green Screen - landing on the moon	Letter to Tim Peake Newspaper report writing Diary writing of Apollo 13 Chronological report Debate/ written argument involving: - women's rights (protected characteristics: gender and race)	Timeline of events Measurement and distance	Research projects Espresso Purplemash	Weekly retrieval PPTs Books Discussion Key questions: Can pupils select and use a wide range of sources to answer questions about the past Describe a range of different features of key

			-should animals have been sent to space?			historical events and their impact
Geography	Kapow Where does our food come from? -Identify that different foods grow in different biomes and say why. -Explain which food has the most significant negative impact on the environment. -Consider a change people can make to reduce the negative impact of food production. -Describe the intentions around trading responsibly. -Explain that food imports can be both helpful and harmful. -Describe the journey of a cocoa bean. -Locate countries on a blank world map using an atlas. -Use a scale bar correctly to measure approximate distances. -Collect data through an interview process. -Analyse interview responses to answer an enquiry question. -Discuss any trends in data collected.	Plan and create a recipe using ingredients sourced from different biomes	Non-fiction writing: recount/chronological report to explain the journey of a cocoa bean Write to persuade: negative impact of food production	Collect and analyse data Pattern seek Extra/making further links to: Identifying and investigating planets Collect, interpret, communicate information Graph of planets temps/size/distance from sun etc		
Art	Painting and mixed media: abstract Artist: Peter Thorpe and Jackson Pollock Theme: foreground and background focus including abstract Use a range of tools to apply paint, and create pattern	Host an exhibition with art/D&T work and invite parents/carers in to view	Evaluate techniques within their sketchbooks.		Research of artists	For each topic, children will be planning, designing, making and

	Combine paint and other materials effectively to create detail and texture. Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments.		Create a persuasive piece of writing to advertise clothing (advert, poster, letter to retailers).			evaluating their pieces.
Music	Kapow - Jazz Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm. Kapow - Ballads Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.		Writing lyrics			
D/T	Kapow Cooking and nutrition: Adapting a recipe -Describe features of biscuits using taste, texture and appearance; -Follow a recipe with support; -Use a budget to plan a recipe; -Adapt a recipe using additional ingredients.	Follow a recipe to create a meal/snack	Instructional writing: recipes	Money: plan and budget Measure and weigh using standard units and scales.		

PE	REAL PE Dance Develop shapes and circles and create sequences of movement with these through partnering and artistry	Perform to one another		Positional direction Sequencing		
RE	What kind of world did Jesus want? UC -Identify this part of The Big Frieze as part of a 'Gospel' which tells the story/life and teaching of Jesus -Making clear links between the calling of the first disciples and Christians today to be 'fishers' of people -Offer suggestions about what Jesus' actions towards the leper might mean for Christians -Make links between bible texts and the concept of good news/Gospel -Give examples of how Christians show love to all and the impact of this. Why do Christians call the day Jesus died Good Friday? UC -Order the panels/concept taught so far within The Big Frieze -Offer suggestions for what they texts about the entry to Jerusalem and the death and resurrection might mean -Make simple links between Gospel texts and how Christians mark Easter Events in church communities -Compare Bible stories and teachings to life today	Interview Reverend Lesley/Jason Create, plan and implement a project involving either: our local church or community to be God's caretakers (following on from our previous topic); being inspired by Jesus' actions and showing love to all.	Children formulate emails and lines of communication with Reverend Lesley and Jason to organise interview and project Create a weekly overview/timetable Write a job advertisement Debate: Do you need to be a Christian to be 'fishers' or people? (Link to previous topic relating to God's caretakers) Write their own version of a Gospel including verses.	Budget for community/church project	Type up bible extracts to develop keyboard skills	Retrieval PPTs Books Discussions

PSHCE You, Me and the World!	Wellbeing: -Recognise their own worth -Face challenges positively and set themselves goals -discuss what could affect their mental health -Change/transitions such as moving into Y6 and also challenging life events such as death, separation etc. Friendships and relationships: -how to be a good friend -conflict resolution -peer pressure Similarities and differences: -protected characteristics -prejudice, stereotyping and discrimination -Deeper level focus on disabilities (including hidden disabilities) Text focus: The Crocodile Who Didn't Like The Water -touches upon feelings of not fitting in; LGBTQ+ ; diversity Bullying: -Recognise what bullying is and isn't -Identify the different types -Explore indirect bullying -Examine its impact Media: For the Wings clip		-Create 'would you rather...' scenarios to create a class book to emphasise difference. -Create character profiles -Construct a letter/award of recognition to a person with disabilities who has achieved something -Create a poster that includes tips and advice for a bully and victim.			Discussions Role play Floorbook Written work
Computing	Creating media - Desktop publishing (Y3) Creating media - Photo editing (Y4)					

French	Kapow Birthday Celebrations -Say the numbers 1-31 in French. -Read and calculate Maths sums correctly. -Match French months to their English equivalents. -Ask when someone's birthday is and say when their birthday is. -Compare similarities and differences between birthdays in the UK and France. -Appreciate songs in the language. -Compare French festivals and their traditions with English ones. Kapow Colourful Creatures -Notice cognates and near-cognates. -Use a dictionary to research the meaning of relevant vocabulary. -Recognise and sort nouns by gender, and explain the effect this may have on an adjective. -Recognise rules of agreement. -Select the correct form of an adjective to ensure it agrees with the noun it describes. -Use appropriate words and phrases to adapt model sentences. -Identify similarities and differences between word order in French and English.		Write a wish list Review songs Dictionary and vocabulary work Word class	Counting and number sense Days, Months, years and seasons Sequencing		
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Global links	- Poverty (Direct links to RE) -Introduction to Fair Trade (Direct links to Geography)	Direct links to RE -Community and church project to continue on from our previous topic of being God's caretakers and being inspired by Jesus' actions showing love to all. Lead a worship to look at poverty around the world; nationally and locally.	Formulate emails and lines of communication with Reverend Lesley and Jason Design posters to advertise project/ event that includes the bigger picture/courageous advocacy Write persuasively/to educate to encourage the reduction of harmful production	Use of data to analyse poverty Data handling: graphs, bar charts		
Career links	-Space exploration (NASA, engineering) -Catering and hospitality (direct link to Geography and D&T) -Reverend (direct link to R.E.)	Interview staff at/from: -The Life Centre; - Buzz Aldrin Foundation attendees; - A chef; -School kitchen staff; - Reverend Lesley/Jason.	Write a weekly overview/timetable based on the role Complete an astronaut application form	Money and measurements	Research qualifications and skills needed for the role	