

	Suggested Activities	Enrichment Activities	Writing Opportunities	Numeracy- Application of skills	ICT- Application of skills	Assessment
English	<p><b>Genres covered:</b>  Non-chronological report  Poetry  Explanatory text  Chronological report  Recount  Narrative: setting, flashback  Persuasion (advertisement)</p> <p><b>Key text/stories:</b>  Six Ways to Look at the Moon  The Iron Man  Aliens - Pie Corbett</p>	<p><b>Year 3 SPaG:</b>  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.</p> <p><b>Year 4 SPaG:</b>  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</p>		<p><b>Year 3 Reading:</b>  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.</p> <p><b>Year 4 Reading:</b>  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.</p>		

		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	<b>Year 3</b> <b>Number:</b> Multiplication and division Money Statistics  <b>Measurement:</b> Length Fractions	<b>Year 4:</b> <b>Number:</b> Multiplication and division Decimals Fractions  <b>Measurement:</b> Area Fractions	Power Maths books  Maths books  Maths meeting books  Discussions  Problem Solving/ investigations  WRM assessment
Science	<b>Earth and Space</b> 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

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

			-should animals have been sent to space?			historical events and their impact
Geography	<p><b>Kapow</b></p> <p><b>Where does our food come from?</b></p> <ul style="list-style-type: none"> <li>-Identify that different foods grow in different biomes and say why.</li> <li>-Explain which food has the most significant negative impact on the environment.</li> <li>-Consider a change people can make to reduce the negative impact of food production.</li> <li>-Describe the intentions around trading responsibly.</li> <li>-Explain that food imports can be both helpful and harmful.</li> <li>-Describe the journey of a cocoa bean.</li> <li>-Locate countries on a blank world map using an atlas.</li> <li>-Use a scale bar correctly to measure approximate distances.</li> <li>-Collect data through an interview process.</li> <li>-Analyse interview responses to answer an enquiry question.</li> <li>-Discuss any trends in data collected.</li> </ul>	Plan and create a recipe using ingredients sourced from different biomes	<p>Non-fiction writing: recount/chronological report to explain the journey of a cocoa bean</p> <p>Write to persuade: negative impact of food production</p>	<p>Collect and analyse data</p> <p>Pattern seek</p> <p><b>Extra/making further links to:</b></p> <p>Identifying and investigating planets</p> <p><b>Collect, interpret, communicate information</b></p> <p>Graph of planets temps/size/distance from sun etc</p>		
Art	<p><b>Painting and mixed media: abstract</b></p> <p><b>Artist: Peter Thorpe and Jackson Pollock</b></p> <p><b>Theme: foreground and background focus including abstract</b></p> <p>Use a range of tools to apply paint, and create pattern</p> <p>Combine paint and other materials effectively to create detail and texture.</p>	Host an exhibition with art/D&T work and invite parents/carers in to view	<p>Evaluate techniques within their sketchbooks.</p> <p>Create a persuasive piece of writing to advertise clothing</p>		Research of artists	For each topic, children will be planning, designing, making and evaluating their pieces.

	Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments.		(advert, poster, letter to retailers).			
Music	<p><b>Kapow</b> - Jazz Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm.</p> <p><b>Kapow</b> - 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.</p>		Writing lyrics			
D/T	<p><b>Kapow</b> <b>Cooking and nutrition: Adapting a recipe</b> -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.</p>	Follow a recipe to create a meal/snack	Instructional writing: recipes	<p>Money: plan and budget</p> <p>Measure and weigh using standard units and scales.</p>		
PE	<p><b>REAL PE</b> <b>Dance</b> Develop shapes and circles and create sequences of movement with these through partnering and artistry</p>	Perform to one another		<p>Positional direction</p> <p>Sequencing</p>		

RE	<p><b>What kind of world did Jesus want? UC</b></p> <ul style="list-style-type: none"> <li>-Identify this part of The Big Frieze as part of a 'Gospel' which tells the story/life and teaching of Jesus</li> <li>-Making clear links between the calling of the first disciples and Christians today to be 'fishers' of people</li> <li>-Offer suggestions about what Jesus' actions towards the leper might mean for Christians</li> <li>-Make links between bible texts and the concept of good news/Gospel</li> <li>-Give examples of how Christians show love to all and the impact of this.</li> </ul> <p><b>Why do Christians call the day Jesus died Good Friday? UC</b></p> <ul style="list-style-type: none"> <li>-Order the panels/concept taught so far within The Big Frieze</li> <li>-Offer suggestions for what they texts about the entry to Jerusalem and the death and resurrection might mean</li> <li>-Make simple links between Gospel texts and how Christians mark Easter Events in church communities</li> <li>-Compare Bible stories and teachings to life today</li> </ul>	<p>Interview Reverend Lesley/Jason</p> <p>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.</p>	<p>Children formulate emails and lines of communication with Reverend Lesley and Jason to organise interview and project</p> <p>Create a weekly overview/timetable</p> <p>Write a job advertisement</p> <p>Debate: Do you need to be a Christian to be 'fishers' or people? (Link to previous topic relating to God's caretakers)</p> <p>Write their own version of a Gospel including verses.</p>	Budget for community/church project	Type up bible extracts to develop keyboard skills	<p>Retrieval PPTs</p> <p>Books</p> <p>Discussions</p>
<p>PSHCE</p> <p>You, Me and the World!</p>	<p><b>Wellbeing:</b></p> <ul style="list-style-type: none"> <li>-Recognise their own worth</li> <li>-Face challenges positively and set themselves goals</li> <li>-discuss what could affect their mental health</li> <li>-Change/transitions such as moving into Y6 and also challenging life events such as death, separation etc.</li> </ul>		<ul style="list-style-type: none"> <li>-Create 'would you rather...' scenarios to create a class book to emphasise difference.</li> <li>-Create character profiles</li> <li>-Construct a letter/award of</li> </ul>			<p>Discussions</p> <p>Role play</p> <p>Floorbook</p> <p>Written work</p>

	<p><b>Friendships and relationships:</b></p> <ul style="list-style-type: none"> <li>-how to be a good friend</li> <li>-conflict resolution</li> <li>-peer pressure</li> </ul> <p><b>Similarities and differences:</b></p> <ul style="list-style-type: none"> <li>-protected characteristics</li> <li>-prejudice, stereotyping and discrimination</li> <li>-Deeper level focus on disabilities (including hidden disabilities)</li> </ul> <p>Text focus: The Crocodile Who Didn't Like The Water</p> <ul style="list-style-type: none"> <li>-touches upon feelings of not fitting in; LGBTQ+ ; diversity</li> </ul> <p><b>Bullying:</b></p> <ul style="list-style-type: none"> <li>-Recognise what bullying is and isn't</li> <li>-Identify the different types</li> <li>-Explore indirect bullying</li> <li>-Examine its impact</li> </ul> <p>Media: For the Wings clip</p>		<p>recognition to a person with disabilities who has achieved something</p> <p>-Create a poster that includes tips and advice for a bully and victim.</p>			
Computing	<p>Creating media - Desktop publishing (Y3)</p> <p>Creating media - Photo editing (Y4)</p>					
French	<p><b>Kapow</b></p> <p><b>Birthday Celebrations</b></p> <ul style="list-style-type: none"> <li>-Say the numbers 1-31 in French.</li> <li>-Read and calculate Maths sums correctly.</li> <li>-Match French months to their English equivalents.</li> <li>-Ask when someone's birthday is and say when their birthday is.</li> <li>-Compare similarities and differences between birthdays in the UK and France.</li> </ul>		<p>Write a wish list</p> <p>Review songs</p>	<p>Counting and number sense</p> <p>Days, Months, years and seasons</p>		

	<p>-Appreciate songs in the language. -Compare French festivals and their traditions with English ones.</p> <p><b>Kapow</b> <b>Colourful Creatures</b></p> <p>-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.</p>		<p>Dictionary and vocabulary work</p> <p>Word class</p>	Sequencing		
Global links	<p>- Poverty (Direct links to RE)</p> <p>-Introduction to Fair Trade (Direct links to Geography)</p>	<p>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.</p> <p>Lead a worship to look at poverty around the world; nationally and locally.</p>	<p>Formulate emails and lines of communication with Reverend Lesley and Jason</p> <p>Design posters to advertise project/ event that includes the bigger picture/courageous advocacy</p> <p>Write persuasively/to educate to encourage</p>	<p>Use of data to analyse poverty</p> <p>Data handling: graphs, bar charts</p>		



			the reduction of harmful production			
Career links	<ul style="list-style-type: none"> <li>-Space exploration (NASA, engineering)</li> <li>-Catering and hospitality (direct link to Geography and D&amp;T)</li> <li>-Reverend (direct link to R.E.)</li> </ul>	Interview staff at/from: <ul style="list-style-type: none"> <li>-The Life Centre;</li> <li>- Buzz Aldrin Foundation attendees;</li> <li>- A chef;</li> <li>-School kitchen staff;</li> <li>- Reverend Lesley/Jason.</li> </ul>	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	