

Year 3/4: Autumn Term 25-26 Medium Term Planning: (1) Would you prefer to live in the Stone, age, Iron age or Bronze age? (2) Why do people live near volcanoes?										
Week:	Literacy: Diary Entry, Narrative, Poetry	Maths: Place Value Addition and Subtraction Fractions	History: Would you prefer to live in the Stone, age, Iron age or Bronze age?	Science: States of matter	Computing: Online Safety & Spreadsheets	Art: Painting & Mixed media: Prehistoric painting	RE: Where do our morals come from?	PE: Netball & Gymnastics	Music: Adapting and Transposing motifs	MFL: Greeting with Puppets
Key Vocabulary	Adverb, direct speech, inverted commas, vowels, consonants, pronoun (yr 4)	<u>Place Value</u> Digit Place Value Partition Thousand <u>Addition and Subtraction</u> Sum Difference Exchange Inverse Estimate <u>Fractions</u> Numerator Denominator Equivalent Unit fraction Mixed number	AD, BC, Settlement, prehistory, trade	Solid Liquid Gas Evaporation Condensation	<u>Online Safety</u> Password Cyberbullying Spoof website PEGI rating Screenshot <u>Spreadsheets</u> Spreadsheets Cell Formula Value Chart	Charcoal, composition, pigment, positive image, negative image	Morals Golden Rule Guidance Artefact Evaluate	<u>Netball</u> Pass Footwork Pivot Space Defend <u>Gymnastics</u> Balance Sequence Tension Control Apparatus	Dotted minim, graphic notation, in-tune, lyrics, motif, transpose	Bonjour (Hello) Salut (Hi) Ça va? (How are you?) Merci (Thank you) Au revoir (Goodbye)
1:	LO I can write a a mini blurbs about my hopes and dreams for the year. LO I can publish my work for display. SPaG: Y3: I can recognise vowels and consonants. Y4: I can use singular and plural nouns.	Place Value: Weds Y3: I can recognise the place value of each digit in a 3- digit number. Y4: I can recognise the place value of each digit in a 4- digit number. Thurs Y3: I can compare and order numbers up to 1,000. Y4: I can compare and order numbers up to 10,000. Fri Y3: I can show and explain numbers in different ways. Y4: I can show and explain numbers up to 10,000 using number lines and other representations.	LO I can ask questions. Children to share what they may already know about prehistory and what they think it means. Write questions they would like to find out about the Stone Age, Iron Age and Bronze Age.	PD Day	LO I can understand what makes a safe password, how to keep it secure, and the consequences of sharing it. Discuss strong passwords, explore real vs poor examples, build a class blog or concept map about internet use and password safety.	Display Work linked to high aspirations	Creating a class charter - linking to our own values and characteristics.	LO I can pass and catch a netball accurately. Practise chest, shoulder, and bounce passes in pairs; footwork basics. LO I can create balances using points and patches. Explore individual balances; hold shapes showing tension and control.	LO I can sing in tune and in time. Learn the Road building song through call and response.	PD Day
2:	Focus text: Stone Age Boy Genre: Diary entry	Place Value: Mon	LO I can recognise the chronology and	LO I can identify solids using their properties.	LO I can evaluate whether website content is real or	LO I can apply an understanding of	LO I can explain what morals are by exploring Golden	LO I can use correct footwork and pivoting in netball.	LO I understand what a musical motif is.	LO I can say hello and goodbye in French.

	<p>LOs</p> <p>I can identify features of a diary entry and begin to explain it's structure.</p> <p>I can explore how a character may be feeling through hot seating.</p> <p>I can explore and collect vocabulary linked to emotions and experiences.</p> <p>I can use adverbial openers to add detail.</p> <p>SPAG</p> <p>Y3: I can use past tense verbs correctly in sentences.</p> <p>Y4: I can use adverbs to express time and cause.</p> <p>GR I can predict what may happen from details stated and implied.</p>	<p>Y3: I can count in 50s and find 10 or 100 more or less than a given number.</p> <p>Y4: I can count in 25s or 1,000s and find 1,000 more or less than a given number.</p> <p>Tues</p> <p>Y3: I can read and write numbers up to 1,000 in numerals and words.</p> <p>Y4: I can read and write numbers up to 10,000 in numerals and words.</p> <p>Weds</p> <p>Y3: I can solve number problems using my place value knowledge up to 1,000.</p> <p>Y4: I can solve number problems using my place value knowledge up to 10,000.</p> <p>Thurs</p> <p>Y3: I can round numbers to the nearest 10 and 100.</p> <p>Y4: I can round numbers to the nearest 10, 100 or 1,000.</p> <p>Fri</p> <p>Y3: I can estimate and place numbers on a number line up to 1,000.</p> <p>Y4: I can estimate and place numbers on a number line up to 10,000.</p>	<p>significance of prehistory.</p> <p>Children explore vocabulary used by historians to describe periods of time. Map out the three main time periods of prehistory.</p>	<p>Explore and classify various materials as solids, discussing their fixed shape and volume.</p>	<p>spoofed and check its accuracy.</p> <p>Review a spoof webpage, discuss accuracy flags, then create their own spoof site, focusing on fact-checking.</p>	<p>prehistoric human-made art.</p> <p>Draw a picture of an animal, trying to replicate a prehistoric style.</p>	<p>Rules from different worldviews.</p> <p>Compare Golden Rules (e.g. Christian, humanist, Buddhist); discuss what 'doing good' looks like.</p>	<p>Footwork drills, pivot practice; apply in mini games.</p> <p>LO I can link balances together smoothly.</p> <p>Build short sequences linking two balances and transition movements.</p>	<p>Children play, tuned motifs using tuned percussion instruments.</p>	<p>Practise greeting each other using "Bonjour" and "Au revoir" through simple role-play.</p>
3:	<p>Focus text: Stone Age Boy</p> <p>Genre: Diary, entry</p> <p>LOs</p> <p>SPAG:</p> <p>Y3: I can use nouns and pronouns for clarity.</p>	<p>Place Value:</p> <p>Mon</p> <p>Y3: I can partition (split) 3-digit numbers in different ways.</p> <p>Y4: I can partition (split) 4-digit numbers in different ways.</p> <p>Tues</p>	<p>Topic Day</p> <p>LO I can use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.</p> <p>Explore images of objects and the digital model of Skara Brae.</p>	<p>LO I can identify liquids and gases using their properties.</p> <p>Investigate liquids and gases, noting their ability to flow and take the shape of their container.</p>	<p>LO I can recognise how online content (games, videos) can affect me emotionally, and know strategies to report or block harmful content.</p> <p>Explore PEGI ratings, discuss upsetting content scenarios, set up a collaborative</p>	<p>LO I understand and use scale to enlarge drawings in a different medium.</p> <p>Create a textured background. Draw the animal from last lesson onto the paper.</p>	<p>LO I can evaluate the importance of religious guidance to some Christian and Jewish people.</p> <p>Explore Bible and Torah stories; discuss how these stories guide behaviour.</p>	<p>LO I can find and use space when playing netball.</p> <p>Movement off the ball activities; small group games focusing on creating space.</p> <p>LO I can travel in different ways using apparatus.</p>	<p>LO I can compose and notate a motif.</p> <p>Using mosaic motif worksheet, children write a standard rhythmic notation.</p>	<p>LO I can ask and answer "How are you?" in French.</p> <p>Learn "Ça va?" and possible answers like "Ça va bien"; practise using puppets to model conversations.</p>

	<p>Y4: I can show grammatical consistency using pronouns.</p> <p>I can write a diary entry. (shared write)</p> <p>I can plan a diary entry</p> <p>I can write my own version of a diary entry</p> <p>I can proof read and edit my work</p> <p>GR I can identify main ideas.</p>	<p>Y3: I can use place value to solve missing number problems.</p> <p>Y4: I can use place value and reasoning to solve puzzles and missing number problems.</p> <p>Weds</p> <p>Y3: I can use my understanding of hundreds, tens and ones in real-life situations.</p> <p>Y4: I can use my understanding of thousands, hundreds, tens and ones in real-life situations.</p> <p>Thurs</p> <p>Y3: I can explain and show my place value knowledge through reasoning and problem solving.</p> <p>Y4: I can explain and show my place value knowledge through multi-step problems.</p> <p>Fri</p> <p>Y3 & Y4: I can show what I know about place value by completing active maths.</p>	<p>Looks at objects to identify certainties and possibilities about the objects; note down questions that arise.</p>		<p>Purple Mash doc sharing online safety tips.</p>			<p>Explore jumping, rolling, climbing using benches and mats.</p>		
4:	<p>Focus text: Stone Age Boy</p> <p>Genre: Narrative</p> <p>LOs</p> <p>I can identify and discuss key features and vocabulary of a narrative.</p> <p>I can use powerful verbs, adverbs and noun phrases to describe.</p> <p>I can use descriptive language to describe a setting.</p> <p>I can use dialogue.</p>	<p>Addition and Subtraction: Mon</p> <p>Y3: I can add and subtract numbers mentally, including a 3-digit number and ones.</p> <p>Y4: I can add and subtract numbers mentally, including a 4-digit number and ones.</p> <p>Tues</p> <p>Y3: I can add and subtract numbers mentally, including a 3-digit number and tens.</p> <p>Y4: I can add and subtract numbers</p>	<p>LO I can use archaeological evidence to investigate the Bronze Age</p> <p>Look at artefacts from the Bronze Age to learn about the grave discovered by archaeologists of a man in Amesbury buried with over 100 items. Use the images to discover who he was.</p>	<p>LO I can describe melting and freezing.</p> <p>Conduct experiments to observe the melting of solids and the freezing of liquids, recording temperature changes.</p>			<p>LO I can identify how some people remember moral guidance by exploring artefacts.</p> <p>Examine real-life objects (e.g. mezuzah, prayer beads); reflect on how objects support remembering guidance.</p>	<p>LO I can mark an opponent effectively.</p> <p>Marking drills; work in threes practising attacker/defender roles.</p> <p>LO I can create symmetrical and asymmetrical shapes.</p> <p>Work in pairs to create mirrored and contrasting shapes.</p>	<p>LO I can develop and transpose a musical motif.</p> <p>Week 4 - Children explore changing the rhythm of their motif followed by reversing the pitch of their motif.</p> <p>Week 5 -Finally, make their own change to their motif and rehearse playing it.</p>	<p>LO I can introduce myself in French.</p> <p>Learn "Je m'appelle..." and practise saying their name with a puppet in pairs.</p>

	<p>SPAG</p> <p>Y3: I can use inverted commas to show speech.</p> <p>Y4: I can use inverted commas and other punctuation to indicate direct speech.</p> <p>GR I can ask questions to improve my understanding of a text.</p>	<p>mentally, including a 4-digit number and tens.</p> <p>Weds</p> <p>Y3: I can add and subtract numbers mentally, including a 3-digit number and hundreds.</p> <p>Y4: I can add and subtract numbers mentally, including a 4-digit number and hundreds.</p> <p>Thurs</p> <p>Y3: I can estimate and check my addition and subtraction answers using inverse operations.</p> <p>Y4: I can estimate and check my addition and subtraction answers using rounding and inverse operations.</p> <p>Fri</p> <p>Y3: I can add numbers with up to 3 digits using formal written methods.</p> <p>Y4: I can add numbers with up to 4 digits using formal written methods.</p>								
5:	<p>Focus text: Stone Age Boy</p> <p>Genre: Narrative</p> <p>LOs</p> <p>I can create a detailed a plan for Stone Age boy.</p> <p>SPAG:</p> <p>Y3: I can use subordinate clauses.</p> <p>Y4: I can use conjunctions to express time and cause.</p> <p>I can write a detailed opening paragraph (shared write)</p>	<p>Addition and Subtraction:</p> <p>Mon</p> <p>Y3: I can subtract numbers with up to 3 digits using formal written methods.</p> <p>Y4: I can subtract numbers with up to 4 digits using formal written methods.</p> <p>Tues</p> <p>Y3: I can solve addition and subtraction problems using written and mental methods.</p> <p>Y4: I can solve addition and subtraction problems including two-step problems.</p>	<p>LO I can use deductions to explain how bronze transformed prehistoric life.</p> <p>Pupils discuss and record how Bronze Age people found food.</p>	<p>LO I can describe condensing and evaporating.</p> <p>Demonstrate evaporation and condensation using water and a heat source, discussing the processes involved.</p>	<p>LO I can apply what I've learnt about online safety through creating content or completing quizzes.</p> <p>Recap what we've learned—password safety, content checking, emotional impact— and assess understanding via Purple Mash quizzes or a blog post.</p>	<p>LO I can explore how natural products produce pigments to make different colours.</p> <p>Look at different colours found in nature. Make paint using natural products.</p>	<p>LO I can describe how religious guidance can influence daily life in different worldviews.</p> <p>Compare moral codes across worldviews; use Venn diagrams or sorting activities.</p>	<p>LO I can use passing and movement skills in combination.</p> <p>3v1 and 3v2 attack/defend drills; focus on timing and communication.</p> <p>LO I can develop a sequence including balances, rolls, and jumps.</p> <p>Plan and practise a full floor sequence.</p>		<p>LO I can ask someone's name and respond in French.</p> <p>Practise "Comment tu t'appelles?" and reply with "Je m'appelle..." using puppet dialogues.</p>

	<p>I can plan my own time travel tale.</p> <p>GR I can draw inferences about a character.</p>	<p>Weds Y3: I can use estimation to check if my answer is sensible. Y4: I can round to estimate and check the reasonableness of my answers. Thurs Y3: I can solve missing number problems involving addition and subtraction. Y4: I can solve missing number problems involving addition and subtraction, including with 4-digit numbers. Fri Y3: I can explain how I solved an addition or subtraction problem. Y4: I can explain how I solved a two-step addition or subtraction problem.</p>								
6:	<p>Focus text: Stone Age Boy Genre: Narrative</p> <p>LOs</p> <p>I can write my own time-travel narrative. (x2 days)</p> <p>I can proof read and edit my work.</p> <p>I can publish my writing.</p> <p>SPAG Y3: I can determine whether to use 'a' or 'an' in a sentence. Y4: I can use standard English.</p> <p>GR I can discuss words and phrases</p>	<p>Addition and Subtraction: Mon Y3: I can add and subtract amounts of money to give change, using both £ and p. Y4: I can solve money problems involving addition and subtraction of amounts in £ and p. Tues Y3: I can add and subtract measurements, including length, mass or capacity. Y4: I can solve measurement problems involving addition and subtraction, including perimeter. Weds</p>	<p>LO I can understand the importance of trade during the Iron Age.</p> <p>Play the game 'would you survive?' to explore trading and bartering to collect the goods they need to survive the iron age.</p>	<p>LO I can describe the water cycle and how states of matter change in it</p> <p>Create a diagram of the water cycle, labeling processes like evaporation, condensation, and precipitation.</p>	<p>LO I can create a simple spreadsheet using 2Calculate.</p> <p>Learn to open 2Calculate, enter data into cells, and format cells.</p>	<p>LO I can select and apply a range of painting techniques.</p> <p>Paint the animal from previous lessons using colour skills from last week.</p>	<p>LO I can explore beliefs by comparing religious and non-religious guidance.</p> <p>Study Buddhist Eightfold Path or precepts; compare with non-religious moral guidance (e.g. family rules, laws).</p>	<p>LO I can work as part of a team in netball.</p> <p>Full small-sided netball games; focus on team roles and supporting each other.</p> <p>LO I can perform a sequence with control and fluency.</p> <p>Refine sequences; peer-assess using given success criteria.</p>	<p>LO I can develop and perform different versions of a musical motif.</p> <p>Week 6 - in small groups, play and listen to each other's motifs. Consider motif developments and organise the structure of the performance.</p> <p>Week 7 - Perform their motif to the class.</p>	

	that capture a reader's interest.	<p>Y3: I can apply addition and subtraction skills in real-life contexts.</p> <p>Y4: I can apply addition and subtraction skills in real-life contexts with larger numbers.</p> <p>Thurs</p> <p>Y3: I can reason about addition and subtraction using what I know about number facts.</p> <p>Y4: I can reason about addition and subtraction using what I know about place value and number facts.</p> <p>Fri</p> <p>Y3 & Y4: I can show what I know about addition and subtraction using Active Maths</p>								
7:	<p>Focus text: The Cave by James Carter</p> <p>Genre: Poetry</p> <p>LOs</p> <p>I can read and perform a poem.</p> <p>I can recognise poetic devices.</p> <p>I can use expanded noun phrases to describe settings and feelings.</p> <p>I can create a class poem.</p> <p>SPAG:</p> <p>Y3: I can use the suffix -ly correctly in my writing.</p> <p>Y4: I can use suffixes correctly in my writing.</p> <p>GR I can prepare poems to read aloud and perform.</p>	<p>Fractions: Mon</p> <p>Y3: I can recognise and show, using diagrams, unit fractions (e.g., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$).</p> <p>Y4: I can recognise and show, using diagrams, families of equivalent fractions.</p> <p>Tues</p> <p>Y3: I can recognise and show non-unit fractions (e.g., $\frac{2}{3}$, $\frac{3}{4}$) as part of a whole.</p> <p>Y4: I can find equivalent fractions using diagrams and number facts.</p> <p>Weds</p> <p>Y3: I can count in tenths and understand that tenths come from dividing by 10.</p> <p>Y4: I can count in hundredths and understand that hundredths come from dividing by 100.</p> <p>Thurs</p>	<p>LO I can compare settlements in the Neolithic period and Iron Age by exploring continuity and change.</p> <p>Looking at continuity and change, children compare and contrast two periods.</p>	<p>LO I can describe how temperature affects evaporation rates and the water cycle.</p> <p>Research the impact of climate change on the water cycle, presenting findings through presentations.</p>	<p>LO I can use formulas to perform calculations in a spreadsheet.</p> <p>Use addition, subtraction, multiplication, and division formulas in 2.Calculate.</p>	<p>LO I can apply painting skills when creating a collaborative artwork.</p> <p>In groups, create a version of The drawings of the Chauvet cave by creating positive and negative handprints.</p>	<p>LO I can present my own ideas for a moral code and explain my ideas clearly.</p> <p>Design a moral code (e.g., origami book, poster); explain choices and reasoning.</p>	<p>LO I can work as part of a team in netball.</p> <p>Full small-sided netball games; focus on team roles and supporting each other.</p> <p>LO I can perform a sequence with control and fluency.</p> <p>Refine sequences; peer-assess using given success criteria.</p>		<p>LO I can use French greetings in a short conversation.</p> <p>Put together everything learned into a simple puppet show: greeting, asking names, asking how someone is, and saying goodbye.</p>

		<p>Y3: I can find and write fractions of a set of objects or quantity.</p> <p>Y4: I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.</p> <p>Fri</p> <p>Y3: I can compare and order unit fractions and fractions with the same denominator.</p> <p>Y4: I can simplify fractions and order fractions with different denominators.</p>								
8:	<p>Focus text: The Cave by James Carter</p> <p>Genre: Poetry</p> <p>I can create a word bank of ambitious vocabulary.</p> <p>I can plan a poem based on the senses.</p> <p>I can write a poem.</p> <p>I can edit and improve my work.</p> <p>SPAG:</p> <p>Y3: I can use present tense correctly.</p> <p>Y4: I can use standard English when writing in present tense.</p> <p>GR I can recognise different forms of poetry.</p>	<p>Fractions: Mon</p> <p>Y3: I can solve fraction problems using my understanding of fractions as numbers.</p> <p>Y4: I can solve problems involving fractions and decimals.</p> <p>Tues</p> <p>Y3: I can add and subtract fractions with the same denominator.</p> <p>Y4: I can add and subtract fractions with the same denominator, including improper fractions.</p> <p>Weds</p> <p>Y3: I can find fractions of amounts in real-life contexts.</p> <p>Y4: I can find fractions and decimals of amounts in real-life contexts.</p> <p>Thurs</p> <p>Y3: I can solve reasoning problems involving fractions.</p> <p>Y4: I can solve reasoning problems involving fractions and decimals.</p> <p>Fri</p>	<p>ASSESSMENT</p> <p>Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</p>	<p>LO I can study a scientist.</p> <p>Studying the scientist Anders Celsius and creating a text to present.</p>	<p>LO I can create charts and interpret spreadsheet data.</p> <p>Create bar charts or pictograms in 2.</p> <p>Calculate and answer questions using data from the spreadsheet.</p>			<p>LO I can play a netball game fairly, following all key rules.</p> <p>Class tournament or match play; focus on rule-following and teamwork reflection.</p> <p>LO I can evaluate my gymnastics performance and suggest improvements.</p> <p>Final performance; peer and self-evaluation.</p>	ASSESSMENT	

		Y3 & Y4: I can show what I know about fractions in Active Maths.								
Half Term										
Week:	Literacy Setting description Newspaper report Biography	Maths Multiplication and Division Addition and Subtraction Shape	Geography Why do people live near volcanoes?	Science Making connections: Flow of liquids	Computing Touch typing	D & T Cooking & Nutrition: Eating seasonally	PSHE Families and relationships	PE Tennis & Dance	Music Developing singing techniques	MFL:
Key Vocabulary	Prefix Pronoun Apostrophe Fronted adverbial	Multiplication and Division Multiply Divide Factor Product Quotient Addition and Subtraction Sum Difference Exchange Inverse Estimate Shape Perimeter Angle Vertices Symmetry Edge	Epicentre, outer core, inner core, crust, mantle, sedimentary rock			Seasonal, import, export, temperate, tropical	Communicate, stereotype, gender, report	Tennis Racket Forehand Backhand Rally Footwork Dance Sequence Unison Canon Rhythm Expression	Rhythmic notation, duration, lyrics, tempo	Rouge (Red) Grand(e) (Big) Petit(e) (Small) Carré (Square) Rond (Round)
9:	Focus text: Stranded: A Mostly True Story From Iceland By AEvar THor Benediktsson Genre: Newspaper report LOs I can identify features of a newspaper report and comment on it's structure. I can identify the 5 Ws in a newspaper report. I can learn and use new vocabulary from Stranded.	Multiplication and Division: Mon Y3: I can recall and use multiplication facts for the 2-, 5-, and 10-times tables, and begin learning the 3-, 4-, and 8-times tables. Y4: I can recall multiplication and division facts up to 12 x 12. Tues Y3: I can recall and use division facts for the 2, 5, 10-, 3-, 4-, and 8-times tables. Y4: I can recall and use division facts up to 12 x 12. Weds	LO I can name and describe the layers of the Earth Make a model of the inside of the Earth, write one fact for each layer.	LO I can explore the properties of liquids. Conduct experiments to observe and describe the properties of various liquids, focusing on aspects like viscosity and flow.	LO I can understand good posture and finger position for typing. Learn about correct sitting position and home row keys using 2Type.	LO I can explain why food comes from different places around the world. Labels foods with their country of origin on a world map.	LO I understand that families love and support each other but sometimes problems can occur, and help is available if needed. Children draw and write down what their family looks like, good things their family do together and how they support each other. Discuss what they can do if there are problems.	LO I can hold a tennis racket correctly and hit a ball with control. Practise grip, stance, and forehand shots, rally with a partner. LO I can perform basic dance actions with control. Explore travelling, jumping, turning and gesture in response to music.	LO I can sing in time with others. Learn and sing 'Dragon ship' with backing track.	LO I can name and recognise colours in French. Learn common colour words through flashcards, songs, and matching games.

	<p>I can sequence the events.</p> <p>SPAG: Y3: I can use pronouns for clarity. Y4: I can use possessive pronouns.</p> <p>GR I can predict what may happen from details stated and implied.</p>	<p>Y3: I can spot patterns in the 2, 5, 10-, 3-, 4-, and 8-times tables.</p> <p>Y4: I can use times table facts to solve missing number problems. Thurs</p> <p>Y3: I can solve simple word problems using the 2, 5, 10-, 3-, 4-, and 8-times tables.</p> <p>Y4: I can solve word problems using all times tables up to 12 x 12. Fri</p> <p>Y3 & Y4: I can show what I know about my times tables in Active Maths.</p>								
10:	<p>Focus text: Stranded: A Mostly True Story From Iceland By AEvar THor Benediktsson Genre: Newspaper report</p> <p>LOs</p> <p>I can use fronted adverbials.</p> <p>I can use direct speech.</p> <p>I can write captions and headlines using alliteration.</p> <p>I can write an opening paragraph to a newspaper report (guided write).</p> <p>SPAG: Y3: I can use adverbs to express time, cause and place. Y4: I can use fronted adverbials</p> <p>GR I can check the text makes sense and share my</p>	<p>Mon Multiplication and Division Y3: I can write and calculate multiplication statements using the 2-, 5-, and 10-times tables.</p> <p>Y4: I can use place value to multiply and divide mentally. Tues</p> <p>Y3: I can use arrays to show multiplication and division facts.</p> <p>Y4: I can multiply two-digit and three-digit numbers by a one-digit number using formal methods. Weds</p> <p>Y3: I can solve multiplication and division problems in real-life contexts.</p> <p>Y4: I can solve problems involving multiplication and division, including scaling problems. Thurs</p> <p>Y3: I can explain patterns in the times tables.</p>	<p>LO I can explain how and where mountains are formed.</p> <p>Map out mountain ranges on a world map.</p>	<p>LO I can compare how different liquids flow.</p> <p>Use ramps and timers to measure and compare the flow rates of different liquids, discussing factors that affect their movement.</p>	<p>LO I can type using the home row keys.</p> <p>Practise home row typing using 2 Type games, focusing on accuracy.</p>	<p>LO I can explain the benefits of seasonal foods.</p> <p>Draw and label foods found during each season.</p>	<p>LO I understand that friendships have ups and downs and problems can be resolved.</p> <p>Children write down ways in which they can overcome given problems.</p>	<p>LO I can control a ball using a forehand shot in tennis.</p> <p>Practise hitting the ball over a net using forehand shots.</p> <p>LO I can link dance actions together to create a short sequence.</p> <p>Create short movement phrases using two or three actions.</p>	<p>LO I can sing in time with others.</p> <p>Recap 'Dragon ships'. Sing along with the backing track, focussing on areas for development.</p>	<p>LO I can describe the size of objects in French.</p> <p>Learn "grand(e)" and "petit(e)": practise describing classroom objects by size using sentence frames.</p>

	understanding of the text.	<p>Y4: I can reason about multiplication and division using facts and place value. Fri</p> <p>Y3: I can divide using sharing and grouping.</p> <p>Y4: I can divide two- and three-digit numbers by a one-digit number using formal methods.</p>								
11:	<p>Focus text: Stranded: A Mostly True Story From Iceland By AEvar THor Benediktsson Genre: Newspaper report</p> <p>LOs</p> <p>I can plan a newspaper report.</p> <p>I can write a full newspaper report (2 days)</p> <p>I can edit and uplevel my work.</p> <p>SPAG:</p> <p>Y3: I can use apostrophes to show possession.</p> <p>Y4: I can use apostrophes to show possession including plural nouns.</p> <p>GR I can use a dictionary to check the meaning of new vocabulary.</p>	<p>Addition and Subtraction: Mon</p> <p>Y3: I can use formal methods to add two 3-digit numbers.</p> <p>Y4: I can use formal methods to add two 4-digit numbers. Tues</p> <p>Y3: I can subtract two 3-digit numbers using formal methods.</p> <p>Y4: I can subtract two 4-digit numbers using formal methods. Weds</p> <p>Y3: I can solve addition and subtraction problems including missing numbers.</p> <p>Y4: I can solve two-step addition and subtraction problems. Thurs</p> <p>Y3: I can estimate and check answers using inverse operations.</p> <p>Y4: I can use rounding to check answers. Fri</p> <p>Y3: I can add and subtract amounts of money in practical contexts.</p> <p>Y4: I can solve money problems using formal addition and subtraction.</p>	<p>LO I can explain why volcanoes happen and where they occur.</p> <p>Use computers to research the definition and an example of an active, dormant and extinct volcano.</p>	<p>LO I can investigate how viscosity affects the flow of liquids.</p> <p>Perform experiments to observe how the thickness (viscosity) of liquids influences their flow, using substances like honey, water, and oil.</p>	<p>LO I can type using the top row keys.</p> <p>Build confidence with top row exercises in 2 Type.</p>	<p>LO I can develop cutting and peeling skills.</p> <p>With adult support, children practise skills of cutting and peeling vegetables.</p>	<p>LO I am beginning to understand the impact of bullying.</p> <p>Role play scenarios to devise outcomes on how people should respond to bullies.</p>	<p>LO I can use backhand shots in tennis.</p> <p>Learn backhand grip and technique; practise in pairs.</p> <p>LO I can use changes in speed and direction in dance.</p> <p>Explore travelling at different speeds and changing direction smoothly.</p>	<p>LO I can recognise simple rhythmic notation by ear and by sight</p> <p>Pairs work out rhythms and say them over a steady beat using Vikings notation handout.</p>	<p>LO I can name and recognise shapes in French.</p> <p>Learn words like "carré" and "rond"; play shape-spotting games around the classroom.</p>

12:	<p>Focus text: Stranded: A Mostly True Story From Iceland By AEvar THor Benediktsson Genre: setting description</p> <p>LOs</p> <p>I can identify and collect descriptive vocabulary. And comment on how authors use figurative language to create effect.</p> <p>I can use fronted adverbials to vary sentence openers in a setting description.</p> <p>I can plan a setting description by organising ideas.</p> <p>I can write a setting description.</p> <p>SPAG: Y3: I can use adjectives to add detail and description. Y4: I can choose powerful adjectives to make my writing engaging for the reader.</p> <p>GR I can identify themes and conventions in a book.</p>		<p>LO I can recognise the negative and positive effects of living near a volcano.</p> <p>Create a poster to summarise the pros and cons of living near a volcano.</p>	<p>LO I can explore how viscosity affects how medicine is absorbed in digestion.</p> <p>Discuss the role of viscosity in the absorption of medicines, linking to real-life applications in pharmacology.</p>	<p>LO I can type using the bottom row keys.</p> <p>Practise bottom row typing and combine with home/top rows.</p>	<p>LO I can evaluate seasonal ingredients.</p> <p>Children move around stations trying a variety of foods and choosing a word to describe it.</p>	<p>LO I can communicate effectively.</p> <p>Discuss different aspects of good listening. Children communicate with each other and note down how they effectively communicate.</p>	<p>LO I can move into space and position myself to return the ball.</p> <p>Work on positioning and footwork; play small rally games.</p> <p>LO I can perform movements in time with music.</p> <p>Practise sequences to a set beat, focusing on timing and rhythm.</p>	<p>LO I can use simple rhythmic notation to compose a Viking battle song.</p> <p>Children use Viking notation flashcards to perform. Combine cards together to create longer rhythms.</p>	<p>LO I can describe objects using colour and size.</p> <p>Combine adjectives for colour and size in simple phrases, e.g. "un grand carré rouge."</p>
13:		<p>Addition and Subtraction: Mon Mon</p> <p>Y3: I can solve addition and subtraction word problems using written and mental methods.</p> <p>Y4: I can solve two-step word problems</p>	<p>LO I can explain what earthquakes are and where they occur.</p> <p>Design and annotate their own earthquake-proof building.</p>	<p>LO I can apply my understanding of liquid flow to real-life scenarios.</p> <p>Design and conduct an investigation into how different liquids flow through various materials, relating</p>		<p>LO I can design a mock-up using criteria.</p> <p>Children design a seasonal tart, carefully selecting toppings for their tart.</p>	<p>LO I understand why trust is an important part of a positive relationship.</p> <p>Children create a comic books around the theme of trust.</p>	<p>LO I can combine forehand and backhand shots in tennis.</p> <p>Rally using both shot types, aiming for consistency.</p> <p>LO I can use unison and canon in dance.</p>	<p>LO I can perform music with confidence and discipline.</p> <p>Children to perform Dragon ships song and each groups Viking battle song.</p>	

		<p>involving addition and subtraction.</p> <p>Tues</p> <p>Y3: I can add and subtract numbers in measures such as length, mass, and capacity.</p> <p>Y4: I can apply addition and subtraction to measurement problems, including money and length.</p> <p>Weds</p> <p>Y3: I can explain how I solved an addition or subtraction problem.</p> <p>Y4: I can explain and justify my method when solving multi-step problems.</p> <p>Thurs</p> <p>Y3: I can use number facts and place value to solve problems.</p> <p>Y4: I can use number sense and reasoning to solve challenging problems.</p> <p>Fri</p> <p>Y3 & Y4: I can show what I know about addition and subtraction in Active Maths.</p>		findings to everyday situations.				Work in pairs or groups to create sequences using unison and canon.		
14:	<p>Focus text: Stranded. A Mostly True Story. From Iceland By: AEvar THor Benediktsson</p> <p>Genre: Biography</p> <p>LOs</p> <p>Focus text: Stranded. A Mostly True Story. From Iceland By: AEvar THor Benediktsson</p> <p>Genre: Biography</p> <p>I can identify features of a biography.</p> <p>I can use fronted adverbials to</p>	<p>Shape Mon</p> <p>Y3: I can recognise and describe 2D shapes, including angles.</p> <p>Y4: I can classify 2D shapes by properties, including types of angles.</p> <p>Tues</p> <p>Y3: I can recognise and describe 3D shapes.</p> <p>Y4: I can classify 3D shapes using vocabulary like faces, edges, and vertices.</p> <p>Weds</p> <p>Y3: I can identify horizontal and</p>	<p>LO I can observe and record the location of rocks around the school grounds and discuss findings.</p> <p>Investigate and identify different types of rock found on school grounds.</p>		<p>LO I can improve my typing speed and accuracy.</p> <p>Complete speed challenges in 2Type and record progress.</p>	<p>LO I can make and evaluate seasonal tarts.</p> <p>Create seasonal tarts and complete evaluation map using vocabulary from previous lesson.</p>	<p>LO I am beginning to understand why it is important to respect differences between people.</p> <p>Children to explore physical differences between themselves and people in images i.e. hair colour. Move on to look at differences with others in a respectful manner.</p>	<p>LO: I can play a simple game of tennis with a partner.</p> <p>Play mini games focusing on rules, scoring, and fair play.</p> <p>LO: I can create a group dance sequence.</p> <p>Work in small groups to plan and rehearse a longer routine.</p>	CHRISTMAS CAROLS REHEARSALS	<p>LO I can describe objects using colour, size, and shape together.</p> <p>Create labelled posters or mini books combining all three types of adjectives in simple descriptive sentences.</p>

	<p>sequence biographical events.</p> <p>I can identify and use technical vocabulary.</p> <p>I can create a timeline of events.</p> <p>SPAG: Y3: I can use prefixes super-, anti-, auto-</p> <p>Y4: I can use prefixes (consolidation)</p> <p>GR I can identify themes in a range of books.</p>	<p>vertical lines and lines of symmetry.</p> <p>Y4: I can identify lines of symmetry and complete symmetrical figures.</p> <p>Thurs</p> <p>Y3: I can compare and sort common 2D and 3D shapes.</p> <p>Y4: I can compare and classify geometric shapes by properties and sizes.</p> <p>Fri</p> <p>Y3: I can reason about shapes using mathematical vocabulary.</p> <p>Y4: I can reason about shape problems and explain my thinking.</p>								
15:	<p>Focus text: Stranded: A Mostly True Story From Iceland By AEvar THor Benediktsson Genre: Biography</p> <p>I can use features of biography writing.</p> <p>I can plan a biography.</p> <p>I can write a biography using appropriate structure.</p> <p>I can check my work for tense consistency and use of punctuation.</p> <p>SPAG: Y3: I can join words to create compound words.</p> <p>Y4: I can choose and use compound words.</p> <p>GR I can contribute in discussions about a book I have read.</p>	<p>Shape: Mon</p> <p>Y3: I can measure and compare perimeters of simple shapes.</p> <p>Y4: I can calculate the perimeter of rectilinear shapes.</p> <p>Tues</p> <p>Y3: I can solve shape problems using my knowledge of perimeter.</p> <p>Y4: I can solve problems involving perimeter and missing lengths.</p> <p>Weds</p> <p>Y3: I can identify right angles in shapes.</p> <p>Y4: I can compare angles and identify acute and obtuse angles.</p> <p>Thurs</p> <p>Y3: I can describe turns and angles in shapes.</p> <p>Y4: I can use angle facts to solve problems.</p> <p>Fri</p>	<p>ASSESSMENT</p> <p>Why do people live near volcanoes? Double page spread.</p>	<p>Big Question!</p> <p>Why are solids, liquids, and gases important in our everyday lives?</p>			<p>LO I can recognise that stereotypes are present in everyday life.</p> <p>Create an advert for a toy that is traditionally marketed for a particular gender.</p>	<p>LO: I can apply tactics such as aiming for space in tennis.</p> <p>Practise placing shots into space; small tactical game play.</p> <p>LO: I can perform a dance sequence with control and fluency.</p> <p>Refine and practise full group dances, focusing on smooth transitions.</p>	CHRISTMAS CAROLS	

		Y3 & Y4: I can show what I know about shape in Active Maths.								
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