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?

				(え) Wh	ry do people live near vol	canoes?				
Weeki	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)	Place Value Digit Place Value Partition Thousand  Addition and Subtraction Sum Difference Exchange Inverse Estimate  Fractions Numerator Denominator Equivalent Unit fraction Mixed number	AD, BC, Settlement, prehistory, trade	Solid Liquid Gas Evaporation Condensation	Online Safety Password Cyberbullying Spoof website PEGI rating Screenshot  Spreadsheets Spreadsheets Cell Formula Value Chart	Charcoal, composition, pigment, positive image, negative image,	Morals Golden Rule Guidance Artefact Evaluate	Netball Pass Footwork Pivot Space Defend Gymnastics 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)
	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  73: I can recognise the place value of each digit in a 3- digit number.  74: I can recognise the place value of each digit in a 4- digit number. Thurs  73: I can compare and order numbers up to 1,000.  74: I can compare and order numbers up to 10,000.  Fri  73: I can show and explain numbers in different ways.  74: 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
<b>2</b> :	Focus text: Stone Age Boy Genre: Diary entry		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

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	LOs,	y3: I can count in 50s and find 10 or	significance of prehistory.	Explore and classify	spoofed and check its accuracy.	prenisionic numan- made arti	Rules from different worldviews.	Footwork drills, pivot practice; apply in mini	Children play tuned	Practise greeting each
	I can identify	100 more or less than	pi ei www.y.	various materials as	accuracy.	Trucke ara	Compare Golden	games.	motifs using tuned	other using "Bonjour"
	features of a diary	a given number.	Children explore	solide, discussing	Review a spoof	Draw a picture of an	Rules (e.g. Christian,	gu. 1001	percussion	and "Au revoir"
	entry and begin to	Y4: I can count in	vocabulary used by	their fixed shape and	webpage, discuss	animal, trying to	humanist, Buddhist);	LO I can link	instruments.	through simple role-
	explain it's structure.	25s or 1,000s and	historians to describe	" volume."	accuracy flags, then	replicate a prehistoric	discuss what 'doing	balances together		play.
		find 1,000 more or	periods of time. Map		create their own spoof	style.	good' looks like	smoothly.		
	I can explore how a	less than a given	out the three main		site, focusing on fact-					
	character may be	number:	time periods of		checking.			Build short sequences		
	feeling through hot	Tues	prehistory.					linking two balances		
	seating	y3: I can read and						and transition		
	Tl J	write numbers up to 1,000 in numerals						movements.		
	I can explore and collect vocabulary	and words.								
	linked to emotions	Y4: I can read and								
	and experiences.	write numbers up to								
	ана отрананов.	10,000 in numerals								
	I can use adverbial	and words.								
	openers to add detail.	Weds								
	'	y3: I can solve								
	SPAG	number problems								
	Y3: I can use past	using my place value								
	tense verbs correctly	knowledge up to								
	in sentences.	1,000.								
	y4: I can use	94: I can solve								
	adverbs to express	number problems								
	time and cause	using my place value								
		knowledge up to 10,000.								
	GR I can predict	Thurs								
	what may happen	y3: I can round								
	from details stated	numbers to the								
	and implied,	nearest 10 and 100.								
	i i	94: I can round								
		numbers to the								
		nearest 10, 100 or								
		1,000.								
		Fri								
		y3: I can estimate								
		and place numbers on a number line up to								
		I.000.								
		74: I can estimate								
		and place numbers on								
		a number line up to								
		10,000.								
3:	Focus text: Stone Age	Place Value:	Topic Day	LO I can identify	LO I can recognise	LO I understand and	LO I can evaluate	LO I can find and	LO I can compose	LO I can ask and
	Boy	Mon		liquids and gases	how online content	use scale to enlarge	the importance of	use space when	and notate a motif.	answer "How are
	Genre: Diary entry	y3: I can partition	LO I can use	using their properties.	(games, videos) can	drawings in a	religious guidance to	playing netball		you?" in French
	10	(split) 3-digit	archaeological	Ŧ , , , .	affect me emotionally,	different medium.	some Christian and		Using mosaic motif	
	LOs	numbers in different	evidence to learn	Investigate liquids	and know strategies	C   1   1   1	Jewish people	Movement off the ball	worksheet, children	Learn "Ça va?" and
	SPAG:	ways.	about the prehistoric	and gases, noting	to report or block	Create a textured	F I - D.I.I	activities; small group	write a standard	possible answers like
	SPAG: 73: I can use nouns	y4: I can partition	dwellings of Skara Bras	their ability to flow	harmful content	background Draw the	Explore Bible and Torah stories; discuss	games focusing on	rhythmic notation.	"Ça va bien"; practise
	73: I can use nouns and pronouns for	(split) 4-digit numbers in different	Brae,	and take the shape of their container.	Explore PEGI ratings,	animal from last lesson onto the paper.	how these stories	creating space.		using puppets to model conversations:
	clarity.	ways.	Explore images of	u ica Coritainies.	discuss upsetting	assort of the true purpers	guide behaviour.	LO I can travel in		Tribated Col Iver Sallion Ib.
	Com mg.	Tues	objects and the digital		content scenarios, set		guillo Bo lavaa.	different ways using		
			model of Skara Brae,		up a collaborative			apparatus.		
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	VI T I	V2 T	1 1 1 1 1 1						
	Y4: I can show	y3: I can use place	Looks at objects to		Purple Mash doc		г		
	grammatical	value to solve	identify certainties		sharing online safety		Explore jumping,		
	consistency using	missing number	and possibilities about		tips.		rolling, climbing using		
	pronouns,	problems.	the objects, note down				benches and mats.		
		Y4: I can use place	questions that arise.						
	I can write a diary	value and reasoning							
	entry (shared write)	to solve puzzles and							
		missing number							
	I can plan a diary	problems.							
	entry	Weds							
	G g	y3: I can use my							
	I can write my own	understanding of							
	· ·	hundreds, tens and							
	version of a diary								
	entry	ones in real-life							
		situations							
	I can proof read and	94: I can use my							
	edit my work	understanding of							
		thousands, hundreds,							
	GR I can identify	tens and ones in							
	main ideas.	real-life situations.							
		Thurs							
		y3: I can explain and							
		show my place value							
		knowledge through							
		reasoning and							
		problem solving.							
		Y4: I can explain							
		and show my place							
		value knowledge							
		through multi-step							
		problems.							
		Fri							
		93 & 94: I can show							
		what I know about							
		place value by							
		completing active							
		maths.							
	F 1 1 C1 A		LOT	LOT L		10.7	LOT	LOT	LOT L
4:	Focus text: Stone Age	Addition and	LO I can use	LO I can describe		LO I can identify	LO I can mark an	LO I can develop	LO I can introduce
	Boy	Subtraction:	archaeological	melting and freezing.		how some people	opponent effectively.	and transpose a	myself in French
	Genre: Narrative	Mon	evidence to			remember moral		musical motif.	
		y3: I can add and	investigate the Bronze	Conduct experiments		guidance by	Marking drills; work		Learn "Je m'appelle…"
	LOs	subtract numbers	Age	to observe the		exploring artefacts.	in threes practising	Week 4 - Children	and practise saying
		mentally, including a		melting of solids and			attacker/defender	explore changing the	their name with a
	I can identify and	3-digit number and	Look at artefacts from	the freezing of		Examine real-life	rolesi	rhythm of their motif	puppet in pairs.
	discuss key features	ones.	the Bronze Age to	liquids, recording		objects (e.g. mezuzah,		followed by reversing	
	and vocabulary of a	Y4: I can add and	learn about the grave	temperature changes.		prayer beads); reflect	LO I can create	the pitch of their	
	narrative.	subtract numbers	discovered by	7		on how objects	symmetrical and	motif.	
	1 301 1 000 0	mentally, including a	archaeologists of a			support remembering	asymmetrical shapes.	nwy.	
	I can use powerful	4-digit number and	man in Amesbury			guidance.	asgiriried dan situpes.	Week 5 -Finally	
		Ŭ.				guidance.	\//anh := = = +		
	verbs, adverbs and	ones. T	buried with over 100				Work in pairs to	make their own	
	noun phrases to	Tues	items. Use the images				create mirrored and	change to their motif	
	describe.	y3: I can add and	to discover who he				contrasting shapes.	and rehearse playing	
		subtract numbers	was:					it.	
	I can use descriptive	mentally, including a							
	language to describe	3-digit number and							
	a setting.	tens.							
	0	Y4: I can add and							
	I can use dialogue,	subtract numbers							
	1 cui i use aidiogue,	Subtract furtibers.							

		mentally, including a							
	SPAG	4-digit number and							
	y3: I can use	tens.							
	inverted commas to	Weds							
	show speech.	y3: I can add and							
	74: I can use	subtract numbers							
	inverted commas and	mentally, including a							
	other punctuation to	3-digit number and							
	indicate direct speech	hundreds.							
	00.7	y4: I can add and							
	GR I can ask	subtract numbers							
	questions to improve	mentally, including a							
	my understanding of a text.	4-digit number and hundreds,							
	a texti	nunareas. Thurs							
		y3: I can estimate							
		and check my							
		addition and							
		subtraction answers							
		using inverse							
		operations.							
		Y4: I can estimate							
		and check my							
		addition and							
		subtraction answers							
		using rounding and							
		inverse operations.							
		Frr Y3: I can add							
		73: I can ada numbers with up to 3							
		digits using formal							
		written methods.							
		Y4: I can add							
		numbers with up to 4							
		digits using formal							
		written methods.							
5:	Focus text: Stone Age	Addition and	LO I can use	LO I can describe	LO I can apply what	LO I can explore	LO I can describe	LO I can use passing	LO I can ask
	Boy	Subtraction:	deductions to explain	condensing and	I've learnt about	how natural products	how religious	and movement skills	someone's name and
	Genre: Narrative	Mon	how bronze	evaporating,	online safety through	produce pigments to	guidance can	in combination,	respond in French.
		y3: I can subtract	transformed		creating content or	make different	influence daily life in		
	LOs	numbers with up to 3	prehistoric life,	Demonstrate	completing quizzes.	colours.	different worldviews.	3vl and 3v2	Practise "Comment tu
	т ,	digits using formal	D .1 1. 1	evaporation and	D	1 1 1 100		attack/defend drills;	tappelles?" and reply
	I can create a	written methods.	Pupils discuss and	condensation using water and a heat	Recap what we've	Look at different	Compare moral codes	focus on timing and communication;	with "Je m'appelle"
	detailed a plan for Stone Age boy,	Y4: I can subtract numbers with up to 4	record how Bronze	source, discussing the	learned—password safety, content	colours found in nature. Make paint	across worldviews; use Venn diagrams	communication	using puppet
	Justie Age boy.	digits using formal	Age people found food:	processes involved	checking, emotional	using natural	or sorting activities.	LO I can develop a	dialogues.
	SPAG:	written methods.	poou	processes a momena	impact—and assess	products.	or sorting activities.	sequence including	
	y3: I can use	Tues			understanding via	production.		balances, rolls, and	
	subordinate clauses.	y3: I can solve			Purple Mash quizzes			jumps.	
	74: I can use	addition and			or a blog post				
	conjunctions to	subtraction problems						Plan and practise a	
	express time and	using written and						full floor sequence.	
	, canser	mental methods.							
		Y4: I can solve							
	I can write a detailed	addition and							
	opening paragraph.	subtraction problems							
	(shared write)	including two-step							
		problems.							

	I can plan my own	Weds								
	time travel tale.	y3: I can use								
		estimation to check if								
	GR I can draw	my answer is								
	inferences about a	sensible.								
	character.	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.								
		94: I can explain								
		how I solved a two-								
		step addition or								
		· · · · · · · · · · · · · · · · · · ·								
		subtraction problem.								
	5		107	107 1 1	10.7	10.7	10.7	10.7	10.7	
6:	Focus text: Stone Age	Addition and	LO I can understand	LO I can describe the	LO I can create a	LO I can select and	LO I can explore	LO I can work as	LO I can develop	
	Boy	Subtraction:	the importance of	water cycle and how	simple spreadsheet	apply a range of	beliefs by comparing	part of a team in	and perform different	
	Genre: Narrative	Mon	trade during the Iron	states of matter	using 2Calculate	painting techniques.	religious and non-	netballı	versions of a musical	
		y3: I can add and	Age.	change in it			religious guidance.		motif.	
	LOs	subtract amounts of			Learn to open	Paint the animal from		Full small-sided		
		money to give	Play the game 'would	Create a diagram of	2 Calculate, enter data	previous lessons	Study Buddhist	netball games; focus	Week 6 - in small	
	I can write my own	change, using both £	you survive?' to	the water cycle,	into cells, and format	using colour skills	Eightfold Path or	on team roles and	groups, play and	
	time-travel narrative.	and p.	explore trading and	labeling processes like	cells. "	from last week	precepts; compare	supporting each other.	listen to each other's	
	(x2 days)	Y4: I can solve	bartering to collect	evaporation,			with non-religious	11 0	motifs. Consider motif	
		money problems	the goods they need	condensation, and			moral guidance (e.g.,	LO I can perform a	developments and	
	I can proof read and	involving addition	to survive the iron	precipitation.			family rules, laws).	sequence with control	organise the strucure	
	edit my work	and subtraction of	age.	1			),	and fluency.	of the performance.	
	11110 1100 1100 1100 1100	amounts in £ and p.						1	-0 -1	
	I can publish my	Tues						Refine sequences;	Week 7 - Perform	
	writing.	Y3: I can add and						peer-assess using	their motif to the	
	vvi tut tyl.	subtract						given success criteria.	class.	
	SPAG	subtract measurements,						giver i success chierta.	Cubs.	
	y3: I can determine	including length, mass								
	whether to use 'a' or	or capacity.								
	'an' in a sentence.	y4: I can solve								
	y4: I can use	measurement								
	standard English	problems involving								
		addition and								
	CD T	subtraction, including								
	GR I can discuss	Subtraction is tricinially								
	words and phrases	perimeter:								

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I can read and perform a poem poems of the impact of climate changes of the impact of climate changes of the impact of climate changes of climate changes of the impact of climate changes of climate changes of climate changes of climate changes of controlling and show using diagrams, families of calculates and show periods.  Tues  I can use expanded now phroses to describe settings and features of a whole yet in a part		l Os	o de la companya de			spreadsheet.	· · · · · · · · · · · · · · · · · · ·		Full, small—sided,	
perform a poem.  I can recognise odd show using diagrams, families of enables and show nor unit fractions with parts of describe settings and show nor unit fractions with the setting setting.  I can use expanded noun phrases to describe settings and show nor unit fractions (e.g. origini book poster) explain the water again presentations.  I can use expanded noun phrases to describe settings and show nor unit fractions (e.g. origini book poster) explain those posture and entrast two periods.  I can use expanded noun phrases to describe settings and show nor unit fractions (e.g. origini book poster) explain those posture and entrast two periods.  I can use expanded noun phrases to describe settings and show nor unit fractions (e.g. origini book poster) explain those posture and entrast the canding formulas in a division formulas in the water again presentations.  SPAG:  Y3: I can recognise and show nor unit fractions with a setting and show nor unit of the water again presentations.  SPAG:  Y3: I can use the segment of a whole with a sequence of the continuity of the water case by creating positive and negative handprints.  SPAG:  Y4: I can use the segment of a whole with carbon and negative handprints.  SPAG:  Y4: I can use the segment of a whole with carbon and negative handprints.  SPAG:  Y4: I can use the segment of a whole with carbon and negative handprints.  SPAG:  Y4: I can use the segment of a whole with carbon and negative handprints.  SPAG:  Y4: I can use the segment of a whole with carbon and negative handprints.  SPAG:  Y4: I can use the segment of a whole with carbon and negative handprints.  SPAG:  Y4: I can use the segment of a whole with carbon and negative handprints.  SPAG:  Y4: I can use the segment of a whole with carbon and negative handprints.  SPAG:  Y4: I can use the segment of a whole with carbon and negative handprints.  SPAG:  Y4: I can use the segment of a whole with carbon and negative handprints.  SPAG:  Y4: I can use the segment of a whole with carbon and negative handprints.  SPAG		LOs	diagrams, unit	exploring continuity		i i	collaborative artwork			Put together
I can recognize poetic devices I can use expanded noun phrases to describe settings and feelings. I can verted a class poem. SPAG: 73 I can use the suffice - ip correctly in my writing. Y. I can use suffice one form dividended by the construction of the suffice			diagrams, unit	exploring continuity	cycle.	Use addition,	collaborative artwork.  In groups, create a	clearly	netball games; focus	Put together everything learned
I can use expanded nour phrases to describe settings and permitting fractions permitting fractions.  I can use expanded nour phrases to describe settings and permitting fractions permitting fractions.  SPAG:  Y3. I can use the suffixer ly correctly in my writing.  Y4. I can use suffixer ly correctly in my writing.  Y4. I can use suffixer ly correctly in my writing.  Y4. I can use suffixer ly correctly in my writing.  Y4. I can use suffixer ly correctly in my writing.  GR I can perpare and contrast. bwo periods.  I con use expanded nour phrases to describe settings and presentations.  SPAG:  Y3. I can use the suffixer ly correctly in my writing.  Y4. I can use the suffixer ly correctly in my writing.  Y4. I can use the suffixer ly correctly in my writing.  GR I can perpare and contrast. bwo periods.  compare and contrast.  bwo periods.  bwo periods.  compare and contrast.  bwo periods.  configure with control and presentations.  Sequences and shower with control and presentations.  Sequences and shower with control and presentations.  I Co I can perform a sequence with control and presentations.  Relines sequences and shower with control and presentations.  I Co I can perform a sequence with control and presentations.  I con permitted by a control and presentations.  Will can presentations.  Vivil and presentations.  I con permitted by a control and presentations.  Vivil and permitted by a control and presentations.  I con permi		I can read and	diagrams, unit fractions (e.g., ½, ½, ¼).	exploring continuity and change	cycle. Research the impact	Use addition, subtraction,	collaborative artwork.  In groups, create a  version of The	clearly.  Design a moral code	netball games; focus on team roles and	Put together everything learned into a simple puppet
poetic devices I can use expanded nour phrases to describe settings and feelings I can create a class poem.  SPAG: 73: I can use the suffice ly correctly in my writing West correction My writing GR I can prepare poems to read aloud.  Tues  through presentations  through presentations  negative handprints  reasoning.  sequence with control and fluency.  Refine sequences: peer-assess using given success criteria.  1 through presentations  negative handprints  reasoning.  sequence with control and fluency.  Refine sequences: peer-assess using given success criteria.  1 through presentations  negative handprints  reasoning.  sequence with control and fluency.  Refine sequences: peer-assess using given success criteria.  4 through presentations  negative handprints  reasoning.  Sequence with control and fluency.  Refine sequences: peer-assess using given success criteria.  4 through presentations  negative handprints  reasoning.  Sequence with control and fluency.  Refine sequences: peer-assess using given success criteria.  4 through presentations  negative handprints  reasoning.  Sequence with control and fluency.  Refine sequences: peer-assess using given success criteria.  4 through presentations		I can read and	diagrams, unit fractions (e.g., ½, ½, ¼). Y4: I can recognise	exploring continuity and change Looking at continuity	cycle.  Research the impact of climate change on	Use addition, subtraction, multiplication, and	collaborative artwork In groups, create a version of The drawings of the	clearly:  Design a moral code  (e.g., origami book;	netball games; focus on team roles and	Put together everything learned into a simple puppet show: greeting, asking
Tues I can use expanded noun phrases to describe settings and feelings  I can create a class peem SPAG:  Y3: I can use the suffix - by correctly in my writing.  Y4: I can use suffixes correctly in my writing.  GR I can prepare peems to read aloud.  GR I can prepare peems to read aloud.  I can use sexpanded on noun phrases to describe and show non-unit fractions (e.g. 24, %) as part of a whole.  Y4: I can use the suffixe the same of the perpare peems to read aloud.  GR I can prepare peems to read aloud.  Tues  37: I can recognise and fluency.  Refine sequences:  Refine sequence		I can read and perform a poem	diagrams, unit fractions (e.g., ½, ½, ¼).  Y4: I can recognise and show, using	exploring continuity and change,  Looking at continuity and change, children	cycle.  Research the impact of climate change on the water cycle,	Use addition, subtraction, multiplication, and division formulas in	collaborative artwork.  In groups, create a version of The drawings of the Chauvet cave by	clearly:  Design a moral code (e.g., origami book; poster); explain	netball games; focus on team roles and supporting each other:	Put together everything leamed into a simple puppet show: greeting, asking names, asking how
I can use expanded noun phrases to describe settings and feelings  I can create a class peem  SPAG:  Y3: I can use the suffice ly correctly in my writing.  Y4: I can use suffices correctly in my writing.  GR I can prepare poems to read aloud:  GR I can prepare to read aloud:  GR I can prepare poems to read aloud:  GR I can prepare to read aloud:  GR I can prepa		I can read and perform a poem I can recognise	diagrams, unit fractions (e.g., ½, ½, ¼).  Y4: I can recognise and show, using diagrams, families of	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition, subtraction, multiplication, and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other: LO I can perform a	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
noun phrases to describe settings and feelings  I can create a class poem  SPAG:  Y3: I can use the suffixe - by correctly in my writing.  GR I can prepare poems to read aloud  And show non-unit fractions (e.g., 28, %) as part of a whole  Y4: I can, ind equivalent fractions using diagrams and number facts Wede  Y3: I can count in traths and understand that tenths come from dividing by 10.  Y4: I can prepare poems to read aloud  Refine sequences: peer-assess using given success criteria  Refine sequences: peer-assess using given success criteria  Y4: I can, ind equivalent fractions equivalent fractions using diagrams and number facts  Wede  Y3: I can count in hundredths come from dividing by 100.		I can read and perform a poem I can recognise	diagrams, unit fractions (e.g., ½, ½, ¼).  Y4: I can recognise and show, using diagrams, families of equivalent fractions.	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition, subtraction, multiplication, and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other.  LO I can perform a sequence with control	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
describe settings and feelings.  I can create a class poem equivalent fractions using diagrams and number facts.  SPAG:  Y3: I can use the suffix - ly correctly in my writing.  Y4: I can use suffixes correctly in my writing.  GR I can prepare poems to read aloud.  GR I can prepare poems to read aloud.  GR I can prepare poems to read aloud.  dividing by 10.  y 10.  peer-assess using given success criteria.  peer-assess using.  given success criteria.		I can read and perform a poem I can recognise poetic devices.	diagrams, unit fractions (e.g., ½, ½, ¼).  Y4: I can recognise and show, using diagrams, families of equivalent fractions. Tues	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition, subtraction, multiplication, and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other.  LO I can perform a sequence with control	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
feelings:  I can create a class poem  SPAG:  Y3: I can use the suffixe -ly correctly in my writing.  Y4: I can count in hundredths and understand that hundredths come from dwiding by 10.  GR I can prepare poems to read aloud  GR I can prepare  The suffixed of the suffix		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded	diagrams, unit fractions (e.g., ½, ½, ¼).  Y4: I can recognise and show, using diagrams, families of equivalent fractions. Tues  Y3: I can recognise	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition, subtraction, multiplication, and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other: LO I can perform a sequence with control and fluency.	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
I can create a class poem.  SPAG:  Y3: I can use the suffice - ly correctly in my writing.  Y4: I can use  suffice correctly in my writing.  GR I can prepare poems to read about  Y4: I can class of the suffice core from dividing by 100.		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded noun phrases to	diagrams, unit fractions (e.g., ½, ½, ½).  Y4: I can recognise and show, using diagrams, families of equivalent fractions.  Tues  Y3: I can recognise and show non-unit	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition, subtraction, multiplication, and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency.  Refine sequences;	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
I can create a class poem  SPAG:  SPAG:  Y3: I can use the suffixe -ly correctly in my writing.  Y4: I can use suffixes correctly in my writing.  GR I can prepare poems to read aloud dividing by 100.		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded noun phrases to describe settings and	diagrams, unit fractions (e.g., ½, ½, ¼).  Y4: I can recognise and show, using, diagrams, families of equivalent fractions.  Tues  Y3: I can recognise and show non-unit fractions (e.g., ¾)	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition, subtraction, multiplication, and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
poem  suing diagrams and number facts.  Y3: I can use the suffix - by correctly in my writing.  Y4: I can use suffixes correctly in my writing.  GR I can prepare poems to read aloud.  GR I can prepare poems to read aloud.  Using diagrams and number facts.  Weds  Y3: I can count in tenths and understand that tenths come from dividing by IO.  Y4: I can count in hundredths and understand that winderstand that dividing by IO.		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded noun phrases to describe settings and	diagrams, unit fractions (e.g., ½, ½, ½).  Y4: I can recognise and show, using diagrams, families of equivalent fractions.  Tues  Y3: I can recognise and show non-unit fractions (e.g., ¾, ¾) as part of a whole	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition, subtraction, multiplication, and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
SPAG: SPAG: Y3: I can use the suffix -ly correctly in my writing: Y4: I can use suffixes correctly in my writing: Wf: I can use the suffixes correctly in my writing:  GR I can prepare poems to read aloud:  GR I can prepare poems to read aloud:  GR I can prepare to read aloud:  HI can prepare to read aloud:  HI can prepare to rea		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded noun phrases to describe settings and feelings.	diagrams, unit fractions (e.g., ½, ½, ¼).  Y4: I can recognise and show, using diagrams, families of equivalent fractions. Tues  Y3: I can recognise and show non-unit fractions (e.g., ½3, ¾) as part of a whole  Y4: I can find	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition, subtraction, multiplication, and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
SPAG:  Y3: I can use the suffix -ly correctly in my writing.  Y4: I can use suffixes correctly in my writing.  Y4: I can count in that tenths come from dividing by IO.  Y4: I can prepare poems to read aboud dividing by IOO.		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded noun phrases to describe settings and feelings.	diagrams, unit fractions (e.g., ½, ½, ¼).  Y4: I can recognise and show, using diagrams, families of equivalent fractions. Tues  Y3: I can recognise and show non-unit fractions (e.g., ½3, ¾) as part of a whole  Y4: I can find	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition, subtraction, multiplication, and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
SPAG:  Y3: I can use the suffix -ly correctly in my writing.  Y4: I can use suffixes correctly in my writing.  The suffixes correctly in my writing.  GR I can prepare poems to read about dividing by 100.		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded noun phrases to describe settings and feelings.  I can create a class	diagrams, unit fractions (e.g., ½, ½, ¼).  Y4: I can recognise and show, using diagrams, families of equivalent fractions. Tues  Y3: I can recognise and show non-unit fractions (e.g., ¾, ¾) as part of a whole  Y4: I can find equivalent fractions	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition, subtraction, multiplication, and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
suffix - ly correctly in my writing. Y4: I can use suffixes correctly in my writing.  GR I can prepare poems to read aboud dividing by 100.		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded noun phrases to describe settings and feelings.  I can create a class poem.	diagrams, unit fractions (e.g., ½, ½, ¼).  Y4: I can recognise and show, using diagrams, families of equivalent fractions.  Tues  Y3: I can recognise and show non-unit fractions (e.g., ¾, ¾) as part of a whole.  Y4: I can find equivalent fractions using diagrams and	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition, subtraction, multiplication, and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
suffixe—ly correctly in my writing. Y4: I can use suffixes correctly in my writing. Y4: I can count in hundredths and understand that hundredths and understand that hundredths come from from forements to read about dividing by 100.		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded nour phrases to describe settings and feelings.  I can create a class poem.  SPAG:	diagrams, unit fractions (e.g., ½, ½, ¾).  Y4: I can recognise and show, using diagrams, families of equivalent fractions.  Tues  Y3: I can recognise and show non-unit fractions (e.g., ¾, ¾) as part of a whole.  Y4: I can find equivalent fractions using diagrams and number facts.	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition, subtraction, multiplication, and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
my writing: Y4: I can use suffixes correctly in my writing:  GR I can prepare poems to read aboud  dividing by 10.  Y4: I can count in hundredths and understand that hundredths come from dividing by 10.  Y4: I can count in hundredths and understand that hundredths come from dividing by 10.		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded noun phrases to describe settings and feelings.  I can create a class poem.  SPAG:  Y3: I can use the	diagrams, unit fractions (e.g., ½, ½, ¾).  Y4: I can recognise and show, using, diagrams, families of equivalent fractions.  Tues  Y3: I can recognise and show non-unit fractions (e.g., ¾, ¾) as part of a whole.  Y4: I can find equivalent fractions using diagrams and number facts.  Weds	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition, subtraction, multiplication, and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
y4: I can use suffixes correctly in my writing.  GR I can prepare poems to read aboud dividing by 10.		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded noun phrases to describe settings and feelings.  I can create a class poem.  SPAG:  Y3: I can use the	diagrams, unit fractions (e.g., ½, ½, ½).  Y4: I can recognise and show, using, diagrams, families of equivalent fractions.  Tues  Y3: I can recognise and show non-unit fractions (e.g., ½, ¾) as part of a whole Y4: I can find equivalent fractions using diagrams and number facts.  Weds  Y3: I can count in	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition; subtraction; multiplication; and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
suffixes correctly in my writing.  GR I can prepare poems to read about dividing by 100.  y4: I can count in hundredths and understand that hundredths come from dividing by 100.		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded noun phrases to describe settings and feelings.  I can create a class poem.  SPAG:  Y3: I can use the suffix -ly correctly in	diagrams, unit fractions (e.g., ½, ½, ½).  Y4: I can recognise and show, using diagrams, families of equivalent fractions.  Tues  Y3: I can recognise and show non-unit fractions (e.g., ½, ¾) as part of a whole Y4: I can find equivalent fractions using diagrams and number facts.  Weds  Y3: I can count in tenths and understand	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition; subtraction; multiplication; and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
my writing.  hundredths and understand that hundredths come from poems to read about dividing by 100.		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded noun phrases to describe settings and feelings.  I can create a class poem.  SPAG:  Y3: I can use the suffix -ly correctly in my writing.	diagrams, unit fractions (e.g., ½, ½, ¼).  Y4: I can recognise and show, using diagrams, families of equivalent fractions. Tues  Y3: I can recognise and show non-unit fractions (e.g., ¾, ¾) as part of a whole Y4: I can find equivalent fractions using diagrams and number facts. Weds  Y3: I can count in tenths and understand that tenths come from	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition; subtraction; multiplication; and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
GR I can prepare poems to read about dividing by 100.		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded noun phrases to describe settings and feelings.  I can create a class poem.  SPAG:  Y3: I can use the suffix -ly correctly in my writing.  Y4: I can use	diagrams, unit fractions (e.g., ½, ½, ¾).  Y4: I can recognise and show, using diagrams, families of equivalent fractions.  Tues  Y3: I can recognise and show non-unit fractions (e.g., ¾, ¾) as part of a whole.  Y4: I can find equivalent fractions using diagrams and number facts.  Weds  Y3: I can count in tenths and understand that tenths come from dividing by 10.	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition; subtraction; multiplication; and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
GR I can prepare poems to read about dividing by 100.		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded nour phrases to describe settings and feelings.  I can create a class poem.  SPAG:  Y3: I can use the suffix -ly correctly in my writing.  Y4: I can use suffixes correctly in	diagrams, unit fractions (e.g., ½, ½, ¾).  Y4: I can recognise and show, using, diagrams, families of equivalent fractions.  Tues  Y3: I can recognise and show non-unit fractions (e.g., ¾, ¾) as part of a whole.  Y4: I can find equivalent fractions using diagrams and number facts.  Weds  Y3: I can count in tenths and understand that tenths come from dividing by 10.  Y4: I can count in	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition; subtraction; multiplication; and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
poems to read aloud dividing by 100.		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded nour phrases to describe settings and feelings.  I can create a class poem.  SPAG:  Y3: I can use the suffix -ly correctly in my writing.  Y4: I can use suffixes correctly in	diagrams, unit fractions (e.g., ½, ½, ¾).  Y4: I can recognise and show, using, diagrams, families of equivalent fractions.  Tues  Y3: I can recognise and show non-unit fractions (e.g., ¾, ¾) as part of a whole.  Y4: I can find equivalent fractions using diagrams and number facts.  Weds  Y3: I can count in tenths and understand that tenths come from dividing by 10.  Y4: I can count in hundredths and	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition; subtraction; multiplication; and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
, , , , , , , , , , , , , , , , , , , ,		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded nour phrases to describe settings and feelings.  I can create a class poem.  SPAG:  Y3: I can use the suffix -ly correctly in my writing.  Y4: I can use suffixes correctly in my writing.	diagrams, unit fractions (e.g., ½, ½, ½).  Y4: I can recognise and show, using, diagrams, families of equivalent fractions.  Tues  Y3: I can recognise and show non-unit fractions (e.g., ½, ¾) as part of a whole.  Y4: I can find equivalent fractions using diagrams and number facts.  Weds  Y3: I can count in tenths and understand that tenths come from dividing by 10.  Y4: I can count in hundredths and understand that	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition; subtraction; multiplication; and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
Thurs		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded noun phrases to describe settings and feelings.  I can create a class poem.  SPAG:  Y3: I can use the suffix -ly correctly in my writing.  Y4: I can use suffixes correctly in my writing.  GR I can prepare	diagrams, unit fractions (e.g., ½, ½, ¾).  Y4: I can recognise and show, using, diagrams, families of equivalent fractions. Tues  Y3: I can recognise and show non-unit fractions (e.g., ¾) as part of a whole. Y4: I can find equivalent fractions using diagrams and number facts. Weds  Y3: I can count in tenths and understand that tenths come from dividing by 10.  Y4: I can count in hundredths and understand that hundredths come from	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition; subtraction; multiplication; and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and
		I can read and perform a poem.  I can recognise poetic devices.  I can use expanded noun phrases to describe settings and feelings.  I can create a class poem.  SPAG:  Y3: I can use the suffix -ly correctly in my writing.  Y4: I can use suffixes correctly in my writing.  GR I can prepare poems to read aloud.	diagrams, unit fractions (e.g., ½, ½, ½).  Y4: I can recognise and show, using diagrams, families of equivalent fractions. Tues  Y3: I can recognise and show non-unit fractions (e.g., ½, ¾) as part of a whole Y4: I can find equivalent fractions using diagrams and number facts. Weds  Y3: I can count in tenths and understand that tenths come from dividing by 10.  Y4: I can count in hundredths and understand that hundredths come from dividing by 100.	exploring continuity and change,  Looking at continuity and change, children compare and contrast	cycle.  Research the impact of climate change on the water cycle, presenting findings	Use addition; subtraction; multiplication; and division formulas in	In groups, create a version of The drawings of the Chauvet cave by creating positive and	clearly:  Design a moral code (e.g., origami book; poster): explain choices and	netball games; focus on team roles and supporting each other:  LO I can perform a sequence with control and fluency;  Refine sequences; peer-assess using	Put together everything leamed into a simple puppet show: greeting, asking names, asking how someone is, and

		Y3 & Y4: I can show what I know about fractions in Active Maths.								
		Mains		Half	Termi					
Weeki	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  Shapei 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)
q;	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 × 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 × 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.  2 Type.	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.

	I can sequence the	УЗ: I can spot								
	events.	patterns in the 2, 5,								
		10-, 3-, 4-, and 8-								
	SPAG:	times tables,								
	y3: I can use	94: I can use times								
	pronouns for clarity.	table facts to solve								
	74: I can use	missing number								
	possessive pronouns.	problems.								
		Thurs								
		y3: I can solve								
	GR I can predict	simple word problems								
	what may happen	using the 2, 5, 10-,								
	from details stated	3-, 4-, and 8-times								
	and implied,	tables.								
		Y4: I can solve								
		word problems using								
		all times tables up to								
		12 × 12.								
		Fri								
		y3 & y4: I can show								
		what I know about								
		my times tables in								
		Active Maths.								
10:	Focus text: Stranded.	Mon	LO I can explain	LO I can compare	LO I can type using	LO I can explain the	LO I understand that	LO I can control a	LO I can sing in time	LO I can describe the
	A Mostly True Story	Multiplication and	how and where	how different liquids	the home row keys.	benefits of seasonal	friendships have ups	ball using a forehand	with others.	size of objects in
	From Iceland By	Division	mountains are formed	flow.		foods.	and downs and	shot in tennis.		French
	AEvar THor	y3: I can write and			Practise home row		problems can be		Recap 'Dragon ships'.	
	Benediktsson	calculate		Use ramps and timers	typing using 2Type	Draw and label foods	resolved,	Practise hitting the	Sing along with the	Learn "grand(e)" and
	Genre: Newspaper	multiplication <sub>.</sub>		to measure and	games, focusing on	found during each		ball over a net using	backing track,	"petit(e)"; practise
	report	statements using the	Map out mountain	compare the flow	accuracy.	seasoni	Children write down	forehand shots:	focussing on areas for	describing classroom
		2-, 5-, and 10-times	ranges on a world	rates of different			ways in which they		development.	objects by size using
	LOs	tables.	map.	liquids, discussing			can overcome given	LO I can link dance		sentence frames.
	T 0 1 1	Y4: I can use place	· ·	factors that affect			problems,	actions together to		
	I can use fronted	value to multiply and		their movement.				create a short		
	adverbials.	divide mentally.						sequence.		
	Т 1, 1	Tues						C 1 1 1		
	I can use direct	y3: I can use arrays						Create short		
	speech.	to show multiplication and division facts.						movement phrases		
	T:++:							using two or three		
	I can write captions and headlines using	Y4: I can multiply two-digit and three-						actions.		
	alliteration,	digit numbers by a								
	Cumo Cumo II	one-digit number								
	I can write an	using formal methods.								
	opening paragraph to	Weds								
	a newspaper report	УЗ: I can solve								
	(guided write).	multiplication and								
	(0)	division problems in								
	SPAG:	real-life contexts.								
	УЗ: I can use	y4: I can solve								
	adverbs to express	problems involving								
	time, cause and place.	multiplication and								
	Y4: I can use fronted	division, including								
	adverbials	scaling problems.								
		Thurs								
	GR I can check the	y3: I can explain								
	text makes sense and	patterns in the times								
	share my	tables								

	understanding of the	94: I can reason								
	text	about multiplication								
		and division using								
		facts and place value								
		Fri								
		y3: I can divide								
		using sharing and								
		grouping. Y4: I can divide								
		two- and three-digit								
		numbers by a one- digit number using								
		formal methods.								
II:	Focus text: Stranded.	Addition and	LO I can explain	LO I can investigate	LO I can type using	LO I can develop	LO I am beginning to	LO I can use	LO I can recognise	LO I can name and
11:	A Mostly True Story	Subtraction:	why volcanoes	· ·	the top row keys.	cutting and peeling	understand the impact	backhand shots in	simple rhythmic	recognise shapes in
	From Iceland By	Mon	happen and where	how viscosity affects	The top row keys.	skille.	of bullying.	tennis.	notation by ear and	French
	AEvar THor	Y3: I can use formal	they occur.	the flow of liquids.	Build confidence with	Skills.	of Dangary.	cer u ius.	by sight	Hawu
	Benediktsson	methods to add two	ung occur:		top row exercises in	With adult support,	Role play scenarios to	Learn backhand grip	Leg sugitiv	Learn words like
	Genre: Newspaper	3-digit numbers.		Perform experiments	2Type	children practise skills	devise outcomes on	and technique;	Pairs work out	"carré" and "rond";
	report	74: I can use formal		to observe how the	0.190	of cutting and peeling		practise in pairs.	rhythms and say	play shape-spotting
		methods to add two	11 + +	thickness (viscosity)		vegetables.	respond to bullies.	F. 3.3.11.2.44 P.34.47	them over a steady	games around the
	LOs	4-digit numbers.	Use computers to research the definition	of liquids influences		0		LO I can use	beat using Vikings	classroom
		"Tues	and an example of an	their flow, using				changes in speed and	notation handout.	
	I can plan a	УЗ: I can subtract	and an example of an active, dormant and	•				direction in dance.		
	newspaper report.	two 3-digit numbers	extinct volcano:	substances like honey,						
		using formal methods.	exilico vocalio.	water, and oil				Explore travelling at		
	I can write a full	y4: I can subtract						different speeds and		
	newspaper report (2	two 4-digit numbers						changing direction		
	days)	using formal methods.						smoothly.		
		Weds								
	I can edit and upluel	y3: I can solve								
	my work:	addition and								
	00.10	subtraction problems								
	SPAG:	including missing								
	y3: I can use	numbers.								
	apostrophes to show	y4: I can solve								
	possession.	two-step addition								
	y4: I can use	and subtraction								
	apostrophes to show possession, including	problems. Thurs								
	plural nouns.	Y3: I can estimate								
	para an Tarants	and check answers								
	GR I can use a	using inverse								
	dictionary to check	operations.								
	the meaning of new	94: I can use								
	vocabulary	rounding to check								
		answers.								
		Fri								
		y3: I can add and								
		subtract amounts of								
		money in practical								
		contexts								
		Y4: I can solve								
		money problems								
		using formal addition								
		and subtraction.								

In.	Focus text: Stranded.		IO I ann	IO I ass sombor	I O T ann burn air	LO I can evaluate	LO I can	LO I can move into	IO I ass	LO I can describe
Id:			LO I can recognise	LO I can explore	LO I can type using				LO I can use simple	
	A Mostly True Story		the negative and	how viscosity affects	the bottom row keys.	seasonal ingredients.	communicate	space and position	rhythmic notation to	objects using colour
	From Iceland By		positive effects of	how medicine is	D +:	Chill	effectively.	myself to return the	compose a Viking	and size.
	AEvar THor		living near a volcano:	absorbed in digestion.	Practise bottom row	Children move	Diagonal Ive	ballı	battle song	Caraban la tr
	Benediktsson		Ct	D:	typing and combine	around stations trying	Discuss different	\\/b	Ch:14 \/:1:-	Combine adjectives
	Genre: setting		Create a poster to	Discuss the role of	with home/top rows.	a variety of foods	aspects of good	Work on positioning	Children use Viking	for colour and size in
	description		summarise the pros	viscosity in the		and choosing a word	listening, Children	and footwork; play	notation flashcards to	simple phrases, e.g.,
	10		and cons of living	absorption of		to describe it.	communicate with	small rally games.	perform, Combine	"un grand carré "
	LOs		near a volcano:	medicines, linking to			each other and note	I O T	cards together to	rouge."
	T . I I.C I			real-life applications			down how they	LO I can perform	create longer rhythms.	
	I can identify and			in pharmacology.			effectively	movements in time		
	collect descriptive						communicate.	with music.		
	vocabulary. And									
	comment on how							Practise sequences to		
	authors use figurative							a set beat, focusing		
	language to create							on timing and rhythm		
	effect.									
	I can use fronted									
	adverbials to vary									
	sentence openers in a									
	setting description,									
	I can plan a setting									
	description by									
	organising ideas.									
	I can write a setting									
	description.									
	SPAG:									
	УЗ: I can use									
	adjectives to add									
	detail and description.									
	y4: I can choose									
	powerful adjectives to									
	make my writing									
	engaging for the									
	reader:									
	GR I can identify									
	themes and									
	conventions in a									
	book									
	20014									
  3:		Addition and	LO I can explain	LO I can apply my		LO I can design a	LO I understand why	LO I can combine	LO I can perform	
15:		Subtraction: Mon					U	forehand and		
		Subtraction: Mon Mon	what earthquakes are	understanding of		mock-up using	trust is an important	forenana ana backhand shots in	music with confidence	
			and where they occur.	liquid flow to real-		criteria.	part of a positive		and discipline	
		y3: I can solve	D	life scenarios.		CLILL	relationship.	tennis.	CLILL	
		addition and	Design and annotate	D		Children design a	Children create a	Rally using both shot	Children to perform	
		subtraction word	their own	Design and conduct		seasonal tart,	comic books around	types, aiming for · ·	Dragon ships song	
		problems using	earthquake-proof	an investigation into		carefully selecting	the theme of trust	consistency.	and each groups	
		written and mental	building,	how different liquids		toppings for their tart		LOT	Viking battle song.	
		methods.		flow through various				LO I can use unison		
		Y4: I can solve two-		materials, relating				and canon in dance		
		step word problems								

	involving addition		findings to everyday				Work in pairs or		
	and subtraction.		situations.				groups to create		
	Tues						sequences using		
	Y3: I can add and						unison and canon		
	subtract numbers in								
	measures such as								
	length, mass, and								
	capacity								
	Y4: I can apply								
	addition and								
	subtraction to								
	measurement								
	problems, including								
	money and lengthi								
	Weds								
	y3: I can explain								
	how I solved an								
	addition or								
	subtraction problem.								
	Y4: I can explain								
	and justify my method								
	when solving multi-								
	step problems.								
	Thurs								
	y3: I can use number								
	facts and place value								
	to solve problems.								
	Y4: I can use number								
	sense and reasoning								
	to solve challenging								
	problems.								
	Fri								
	Y3 & Y4: I can show								
	what I know about								
	addition and								
	subtraction in Active								
	Maths.								
14: Focus texti Stranded.	Shape	LO I can observe and		LO I can improve my	LO I can make and	LO I am beginning to	LO: I can play a	CHRISTMAS	LO I can describe
A Mostly True Story	Mon	record he location of		typing speed and	evaluate seasonal	understand why it is	simple game of tennis	CAROLS	objects using colour,
From Iceland By	y3: I can recognise	rocks around the		accuracy.	tarts.	important to respect	with a partner.	REHEARSALS	size, and shape
AEvar THor	and describe 2D	school grounds and				differences between	· ·		together.
Benediktsson	shapes, including	discuss findings.		Complete speed	Create seasonal tarts	people.	Play mini games		
Genre: Biography	angles.	v S		challenges in 2Type	and complete		focusing on rules,		Create labelled
	Y4: I can classify 2D	Investigate and		and record progress.	evaluation map using	Children to explore	scoring, and fair play.		posters or mini books
LOs	shapes by properties,	identify different types			vocabulary from	physical differences			combining all three
Focus text: Stranded.	including types of	of rock found on			previous lesson,	between themselves	LO: I can create a		types of adjectives in
A Mostly True Story		school grounds.				and people in images	group dance		simple descriptive
From Iceland By	Tues					i.e. hair colour. Move	sequence.		sentences.
AEvar THor	y3: I can recognise					on to look at			
Benediktsson	and describe 3D					differences with	Work in small groups		
Genre: Biography	shapes.					others in a respectful	to plan and rehearse		
	Y4: I can classify 3D					manner:	a longer routine.		
I can identify	shapes using								
features of a	vocabulary like faces,								
biography.	edges, and vertices.								
	" Weds								
I can use fronted	Y3: I can identify								
adverbials to	horizontal and								

	sequence biographical	vertical lines and							
	events.	lines of symmetry.							
	2 . 2	y4: I can identify							
	I can identify and	lines of symmetry and							
	use technical	complete symmetrical							
	vocabulary.	figures.							
		Thurs							
	I can create a	y3: I can compare							
	timeline of events.	and sort common 2D							
	004.0	and 3D shapes.							
	SPAG:	y4: I can compare							
	y3: I can use	and classify geometric							
	prefixes super-, anti- . auto-	shapes by properties							
	, auto- Y4: I can use	and sizes. Fri							
	74.1 cultuse prefixes	У3: I can reason							
	(consolidation)	about shapes using							
	(coracatation)	mathematical							
	GR I can identify	vocabulary.							
	themes in a range of	y4: I can reason							
	books.	about shape problems							
		and explain my							
		thinking.							
15:	Focus text: Stranded.	Shape:	ASSESSMENT	Big Question!		LO I can recognise	LO: I can apply	CHRISTMAS	
	A Mostly True Story	Mon				that stereotypes are	tactics such as	CAROLS	
	From Iceland By	У3: I can measure	Why do people live	Why are solids,		present in everyday	aiming for space in		
	AEvar THor	and compare	near volcanoes?	liquids, and gases		life,	tennis.		
	Benediktsson	perimeters of simple	Double page spread	important in our					
	Genre: Biography	shapes		everyday lives?		Create an advert for	Practise placing shots		
		Y4: I can calculate		ever guing wes:		a toy that is	into space; small		
	I can use features of	the perimeter of rectilinear shapes.				traditionally marketed for a particular	tactical game play.		
	biography writing.	Tues				gender:	LO: I can perform a		
	Burghaphag Whatag.	y3: I can solve shape				gartuar.	dance sequence with		
	I can plan a	problems using my					control and fluency.		
	biography.	knowledge of					u a		
	0 1 0	perimeter.					Refine and practise		
	I can write a	94: I can solve					full group dances,		
	biography using	problems involving					focusing on smooth		
	appropriate structure.	perimeter and missing					transitions.		
	T	lengths.							
	I can check my work								
	for tense consistency	Y3: I can identify							
	and use of	right angles in shapes.							
	punctuation.	shapes. Y4: I can compare							
	SPAG:	angles and identify							
	y3: I can join words	acute and obtuse							
	to create compound	angles.							
	words.	Thurs							
	Y4: I can choose and	y3: I can describe							
	use compound words.	turns and angles in							
		shapes.							
	GR I can contribute	Y4: I can use angle							
	in discussions about	facts to solve							
	a book I have read	problems.							
		Fri							

УЗ & У4: I can show what I know				
show what I know				
SI LOVE VELLO I KI LOVE				
about shape in Active				
Maths.				1