

Year 3-4 Summer Term 25-26 Medium Term Planning

Week	Literacy Persuasive writing, Non-chronological report	Maths Number and place value Addition and subtraction Multiplication and division Decimals	History How have children's lives changed?	Science Sounds and vibrations	Computing 3.9 Presenting (MS PowerPoint desktop version)	Art Drawing: Developing drawing skills	R.E What makes us human?	P.E Athletics, OAA	Music Traditional Instruments	MFL French transport
Key Vocabulary	Subordinate clauses, informative, persuasive, plural, possessive	Place value, round, commutative, fraction, decimal	Working conditions, continuity, poverty, wealthier, significance	Eardrum, insulator, pitch, vibrations, volume	Animation, Font, Media, Transition, Slideshow	Blend, even tones, observation, organic	Buddhist, connection, meditation, soul, source	Athletics: accuracy, control, personal best, technique, speed  OAA: Compass, course, route, symbols, tactics	Harmonium, melodic line, improvise, compose, dynamics	Un autobus, un train, un helicoptere, un velo, un sous-marin, un avion
1	Focus text: Floatsam Genre: Setting description  LOs Mon – I can explore images and objects to generate ideas.  Tues – I can use expanded noun phrases  Wed – I can use similes  Thurs – I can write a detailed setting description.	Mon Y3: I can partition and represent 3-digit numbers using place value cards and base-10 equipment. I can practise place value addition and subtraction.  Tues Y3: I can order 3-digit numbers and place on an empty number line; find a number in-between. Y4: I can place 4-digit numbers on a landmarked line; round to nearest 10 and 100.  Wed Y3: I can place 3-digit numbers on landmarked lines and round to nearest 10/100.	LO: I can identify the continuities and changes to children's lives using a range of sources.  Choosing from a variety of sources and make deductions about children's lives.	LO: I can describe how sounds are made.  Identifying instruments and observing how they make sound.	LO: I can create a page in a presentation.  Locate and open PowerPoint. Open a blank presentation and add text boxes with different styled text. Experiment with word art to make their text more interesting.	LO: I can recognise how artists use shape in drawing.  Understanding how to use simple shapes to draw objects and developing observation skills.	LO: I can understand what makes being human special by exploring Humanist beliefs.  Answering the question what is special about being human?	Athletics: LO I can develop the sprinting technique and improve on my personal best.  Pupils explore sprinting technique, taking it in turns to sprint 10m showing correct body positioning. Take it in turns to sprint for a set amount of time to see distance travelled, repeat trying to match or beat their distance.	LO: I can form an opinion of Indian music.  Using different media to experience traditional instruments and Indian music, explain why you like or dislike the music.	LO: I can compare French with English and identify words that are cognates.  Using language detective skills to recognise cognates and near-cognates to help work out the meaning of new transport vocabulary.

	<p>Fri – I can edit my work.</p> <p>GR: I can read books that are structured in different ways.</p>	<p>Y4: I can place 4-digit numbers on landmarked lines and round to nearest 1000.</p> <p>Thurs</p> <p>Y3: I can count on and back in steps of 50 and 100.</p> <p>Y4: I can count on and back in steps of 25 and 1000.</p> <p>Fri</p> <p>Y3: I can work out the rule for a sequence.</p> <p>Y4: I can understand the history of zero and place value; Roman numerals to 100.</p>						<p>OAA: LO I can develop co-operation and teamwork skills.</p> <p>Work collaboratively in team challenges that require communication, problem-solving and cooperation</p>		
2	<p>Focus text: Floatsam Genre: Non Chronological Report</p> <p>LOs</p> <p>Mon – I can recognise present tense.</p> <p>Tues - I can write in present tense.</p> <p>Wed - I can use topic specific vocabulary.</p> <p>Thurs – I can use paragraphs. (Guided write)</p> <p>Fri – Yr3: I can use conjunctions to link ideas. (Time and cause). Yr4: I can identify subordinate clauses.</p> <p>GR: I can use dictionaries to check the meaning of words.</p>	<p>Mon</p> <p>Y3: I can revise addition of 3-digit numbers</p> <p>Y4: I can add any pair of 4-digit numbers using compact addition.</p> <p>Tues</p> <p>Y3: I can use compact addition to add pairs of 3-digit numbers, estimate totals.</p> <p>Y4: I can revise compact decomposition of 3-digit numbers.</p> <p>Wed</p> <p>Y3: I can use compact addition to add pairs of 3-digit numbers; look for patterns and make generalisations.</p> <p>Y4: I can use expanded decomposition of four-digit numbers (one move).</p> <p>Thurs</p> <p>Y3: I can add three or four 2-digit numbers using expanded or compact addition.</p> <p>Y4: I can use expanded then compact decomposition of 4-digit numbers (two moves).</p> <p>Fri</p> <p>Y3: I can estimate and add three or four 2-digit numbers using expanded or compact addition.</p> <p>Y4: I can choose a method to subtract.</p>	<p>LO: I can investigate why Tudor children worked and what working conditions were like.</p> <p>Through identifying jobs and the reasons children needed to work, create questions about the working conditions.</p>	<p>LO: I can describe how sounds are heard through different mediums.</p> <p>Researching how whales and dolphins communicate underwater.</p>	<p>LO: I can add media to a presentation.</p> <p>Open up previous powerpoint and explore the 'design tab' in PointPoint. Add a photo from stock images and edit the format of the page. Add 2 new pages to their presentation about their favourite food and favourite animals, adding appropriate images and written text.</p>	<p>LO: I can develop shading skills and use them to blend tones.</p> <p>Learning pencil control to develop tonal shading skills to create even tones.</p>	<p>LO: I can consider what makes humans special by exploring beliefs about the soul.</p> <p>Using drawings to express ideas about what the soul might be like.</p>	<p>Athletics: LO I can develop changeover technique in relay events.</p> <p>In groups of 4, participate in pass and run relay. Pass the baton to the front of the line, run 30m ahead and then back to the back of the line.</p> <p>OAA: LO I can develop trust and teamwork.</p> <p>Work in teams, using clear communication and cooperation to complete activities dishes and domes and action words.</p>	<p>LO: I can improvise using given notes.</p> <p>By using musical notation, play the notes and add their own.</p>	<p>LO: I can make changes to simple phrases and perform a song to an audience.</p> <p>Learning through song how to express, 'going to a place by a particular mode of transport' using the French verb, aller - to go and prepositions.</p>

<p>3</p> <p>Topic Day</p>	<p>Focus text: Floatsam Genre: Non Chronological Report</p> <p>Mon – TOPIC DAY</p> <p>Tues – I can organise my ideas using a plan.</p> <p>Wed – I can write a non-chronological report.</p> <p>Thurs &amp; Fri– I can proof read, edit and publish my writing.</p> <p>GR: I can identify themes in a book.</p>	<p>Mon Y3: I can revise Frog subtractions. Y4: I can use compact column subtraction or Frog to subtract 3- and 4-digit numbers from 4-digit numbers.</p> <p>Tues Y3: I can revise using Frog to subtract 3-digit numbers within same century. Y4: I can use counting up to subtract pairs of numbers which are close to multiples of 1000.</p> <p>Wed Y3: I can revise times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x). Y4: I can revise all times tables and division facts (to 12x12).</p> <p>Thurs Y3: I can revise factors and multiples. Y4: I can revise factors; use to aid mental multiplication.</p> <p>Fri Y3: I can use further revision of tables facts and commutativity. Y4: I can multiply three 1-digit numbers.</p>	<p>LO: I can research and record the working conditions of Victorian children using reports and images.</p> <p>Using sources to describe working conditions for Victorian children and comparing them to Tudor children.</p>	<p>LO: I can describe the relationship between vibration strength and volume.</p> <p>Creating a bar chart to show the change in volume of different instruments.</p>	<p>LO: I can add animations into a presentation.</p> <p>Adding to their previous PowerPoint, add entrances animation to their pictures and headings. Add transitions to their presentations.</p>	<p>LO: I can use careful observation for adding detail to drawings.</p> <p>Understanding the importance of observation to notice pattern, texture and tone to add detail to drawings.</p>	<p>LO: I can describe what some people believe about being human through exploring personal responses.</p> <p>By discussing own beliefs find similarities and differences between one another.</p>	<p>Athletics: LO I can develop jumping technique in a range of approaches and take off positions.</p> <p>Hop, jump and leap – in pairs, pupils measure how far they can hop and jump by placing a cone. Reflect on key differences between jump, hop and leap.</p> <p>OAA: LO I involve all team members to work towards a shared goal.</p> <p>Working together, pupils complete a range of tasks including row the boat race, transporters and collect the balls.</p>	<p>LO: I can improvise using given notes.</p> <p>Building on the group compositions from the previous lesson, adding a repeated background note known as a drone.</p>	<p>LO: I can adapt, ask and answer questions about a picture prompt.</p> <p>Using images of traffic scenes from around the world, the children spot different modes of transport and, in groups, create an oral class presentation.</p>
<p>4</p>	<p>Focus text: Floatsam Genre: Persuasive writing</p> <p>Mon - I can identify features of persuasive writing.</p> <p>Tues – I can give reasons to support my opinion.</p> <p>Wed – I can identify persuasive language.</p> <p>Thurs – I can use powerful statements to persuade.</p> <p>Fri – I can use plural and possessive s.</p>	<p>Mon Y3: I can use division facts from times tables. Y4: I can divide multiples of 10 using tables facts.</p> <p>Tues Y3: I can divide numbers beyond times tables. Y4: I can divide two-digit by single-digit numbers.</p> <p>Wed Y3: I can divide numbers beyond times tables (with remainders). Y4: I can divide two-digit numbers by single-digit numbers (with remainders).</p> <p>Thurs</p> <p>Fri</p>	<p>LO: I can evaluate Lord Shaftesbury's significance to children's lives.</p> <p>Identifying and evaluating the changes to children's lives through different sources.</p>	<p>LO: I can describe the relationship between volume and distance.</p> <p>Identifying which variables should be measured and how to measure them.</p>	<p>LO: I can add timings into a presentation.</p> <p>On their PowerPoint presentation, add timers to transitions and animations.</p>	<p>LO: I can use line, shape and tone in an imaginative drawing.</p> <p>Applying line, shape and tone through imaginative drawings of plants and flowers.</p>	<p>LO: I can explore the meaning of spirituality to different people.</p> <p>Talking about what spirituality might mean to each other and making links between actions and beliefs.</p>	<p>Athletics: LO I can develop throwing for distance and accuracy.</p> <p>Practise two-handed push throw, target chest push and standing chest push techniques. Take it in turns to push as far as they can into hoops.</p> <p>OAA: LO I can develop trust whilst listening to others and following instructions.</p>	<p>LO: I can create a piece of music using a drone, rag and tal.</p> <p>Exploring the different pitches and timbres that can be made using drums, adding rhythm to group compositions.</p>	<p>LO: I can describe a journey to different French-speaking countries around the world.</p> <p>Asking and answering questions about where you are going and by what form of transport.</p>

	GR: I can draw inferences.							Supporting each other, and using clear communication and listening skills, complete activities including scatter ball and pass it on.		
5	<p>Focus text: Floatsam Genre: Persuasive writing</p> <p>Mon – I can use rhetorical questions to engage the reader.</p> <p>Tues – I can write a persuasive opening (shared write)</p> <p>Wed – I can write a persuasive piece of writing (shared write)</p> <p>Thurs – I can write a concluding paragraph.</p> <p>Fri – I can use prepositions to add detail.</p> <p>GR: I can predict what may happen from details implied.</p>	<p>Mon</p> <p>Y3: I can mark amounts of money on a line; round to the nearest £1.</p> <p>Y4: I can mark 1-place decimals on a number line; round to the nearest whole number.</p> <p>Tues</p> <p>Y3: I can begin to understand place value in 4-digit numbers, counting above 1000.</p> <p>Y4: I know what each digit in a decimal number represents.</p> <p>Wed</p> <p>Y3: I can explore place value in 4-digit numbers, using Frog to find differences.</p> <p>Y4: I can multiply and divide 2-digit, then 3-digit numbers by 10 and 100 to give tenths and hundredths.</p> <p>Thurs</p> <p>Y3: I can make 3-digit money amounts.</p> <p>Y4: I can recognise when place value can be used to perform addition and subtraction.</p> <p>Fri</p> <p>Y3: I can use place value to add and subtract pounds, 10ps or 1ps.</p> <p>Y4: I can use place value additions and subtractions with length.</p>	<p>LO: I can explore the changes in children's leisure time using a range of sources.</p> <p>Using both primary and secondary sources to compare leisure activities across time periods.</p>	<p>LO: I can describe pitch and how to change it.</p> <p>Creating a simple results table and defining the word pitch.</p>	<p>LO I can use the skills learnt in previous weeks to design an effective presentation.</p> <p>Children decide on a topic to create their presentation on and begin to create their PointPoint presentation on chosen topic, applying learnt skills.</p>	<p>LO: I can explore digital media techniques to develop drawings.</p> <p>Recreating imaginative drawings using digital art techniques</p>	<p>LO: I can explain how and why some Buddhists meditate.</p> <p>Looking at examples of Buddhist meditation practices and identifying challenges and benefits.</p>	<p>Athletics: LO I can develop throwing for distance in a pull throw.</p> <p>In pairs, pupils take turns to experiment throwing with one hand from different starting positions. Explore which starting position worked best and why. Take it in turns to throw beanbag into a goal, using taught techniques.</p> <p>OAA: LO I can identify objects, draw and follow a simple map.</p> <p>In small groups, pupils create maps and draw a route to follow. Groups swap maps and take it in turns to follow the route.</p>	<p>LO: I can perform a piece of music using musical notation.</p> <p>Performing a traditional Indian song using the knowledge and skills built throughout the topic.</p>	<p>LO: I can conduct a survey in French and select an appropriate method to present the results.</p> <p>Revising numbers, transport vocabulary, prepositions and parts of the verb aller- to go, by conducting a survey of how classmates get to school and analysing the results.</p>
6	<p>Focus text: Floatsam Genre: Persuasive writing</p> <p>Mon – I can plan a persuasive text.</p> <p>Tues – I can write a persuasive text.</p>	<p>Mon</p> <p>Y3: I can measure in litres and millilitres.</p> <p>Y4: I can compare and order numbers with two decimal places.</p> <p>Tues</p>	<p>LO: I can investigate the diseases children caught and their treatments in the Tudor and Victorian periods.</p> <p>Using a range of resources to identify diseases and</p>	<p>LO: I can explain how insulating materials can be used to muffle sound.</p> <p>Creating a list of good sound insulators and identifying why.</p>	<p>LO I can use the skills learnt in previous weeks to present an effective presentation.</p> <p>Time to complete presentation</p>	<p>LO: I can understand how art can be made in different ways.</p> <p>Exploring how art can be made for different purposes and places and creating a small-</p>	<p>LO: I can present my own and others' views to answer the enquiry question, 'What makes us human?'. Using the ideas of the topic to</p>	<p>Athletics: LO I can develop officiating and performing skills.</p> <p>Pupils will complete different stations: speed</p>	Unit Quiz	Unit Quiz

	<p>Wed – I can edit and publish my writing.</p> <p>Thurs – I can present my ideas clearly to persuade an audience.</p> <p>Fri – I can use the prefix in-</p> <p>GR: I can participate in discussions about the book.</p>	<p>Y3: I can convert between litres and millilitres.</p> <p>Y4: I can place numbers with two decimal places on landmarked lines.</p> <p>Wed</p> <p>Y3: I can measure in cm and mm and convert between them</p> <p>Y4: I can add/subtract 0.1/0.01 to/from numbers with two decimal places.</p> <p>Thurs</p> <p>Y3: I can measure in cm and m and convert between them.</p> <p>Y4: I can count on/back in tenths and hundredths.</p> <p>Add/subtract 0.1/0.01 to/from numbers.</p> <p>Fri</p>	<p>analyse and discuss the effectiveness of the treatment for these diseases.</p>		<p>from previous week. Children present their slides to the rest of the class.</p>	<p>scale idea to help think about art in a larger format.</p>	<p>summarise and reflect upon own learning.</p>	<p>bounce, sprints, standing long jump, pull throw, push throw, relay</p> <p>OAA:</p> <p>LO I can draw a route using directions, orientate a map and navigate around a grid.</p> <p>Pupils follow a route around a grid of cones using a map and orientating it to where they are standing.</p>		
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Half Term

Week	Literacy Character Description, Narrative, Poetry	Maths Measures and Data Shape Addition and Subtraction Multiplication and Division Fractions	Geography What are rivers and why are they used?	Science Classification and changing habitat	Computing 3.9 Presenting (Google slides online version)	DT Mechanisms: Pneumatic toys	PSHE Health and Wellbeing	P.E Rounders, Rugby	Music Body and tuned percussion	MFL A Circle of Life in French
Key Vocabulary	Alliteration, structure, narrative, free verse, simile	Perimeter, Symmetry, Polygon, Clockwise, Quadrant, Fraction	Evaporation, Condensation, delta, estuary, river mouth, tributary,	Classify, conservation, endangered, deforestation, nature reserve	Animation, Font, Media, Transition, Slideshow	Linkage, mechanism, pivot, pneumatic system, thumbnail sketch	Balance, barriers, belonging, identity, resilience	Rounders: Bowler, caught out, no ball, short barrier, stump, umpire  Rugby: Attack, control, defend, dodgy, opposition, receiver	Body percussion, contrasting rhythms, melody line, structure, loop	un elephant, un lion, un lapin, un loup, un oiseau, un poisson, un serpent, un singe, un ver, une grenouille, une tortue, une girafe

1	<p>Focus text: The Ironman Genre: Character description</p> <p>LOs</p> <p>Mon - I can identify features of a character description.</p> <p>Tues – I can use ambitious vocabulary.</p> <p>Wed – I can use expanded noun phrases.</p> <p>Thurs – I can use two pairs sentences (Alan Peat)</p> <p>Fri – I can use the possessive apostrophe.</p> <p>GR: I can identify main ideas.</p>	<p>Mon</p> <p>Y3: I can find the area of rectangles by counting squares; then by calculating. Y4: I can find the area of rectilinear shapes, by calculating and by counting squares.</p> <p>Tues</p> <p>Y3: I can understand, measure and calculate perimeters. Y4: I can revise measuring in m and cm; find perimeters.</p> <p>Wed</p> <p>Y3: I can investigate area and perimeter. Y4: I can investigate area and perimeter.</p> <p>Thurs</p> <p>Y3: I can read, interpret and describe a bar chart. Y4: I can read, interpret and describe a line graph.</p> <p>Fri</p> <p>Y3: I can draw, read, interpret, and describe a bar chart. Y4: I can draw, read, interpret, and describe a time graph.</p>	<p>LO I can describe how the water cycle works.</p> <p>Draw a diagram of the water cycle, labelling each process.</p>	<p>LO: I can group animals and record data in different ways.</p> <p>Grouping vertebrates and invertebrates and using Carroll and Venn diagrams to sort data.</p>	<p>LO I can create a page in presentation.</p> <p>Children locate and open Google slides. Open a blank presentation and create 5 text boxes. Add a title slide using word art.</p>	<p>LO: I can explore how pneumatic systems create movement within mechanisms.</p> <p>Investigating and exploring different pneumatic systems.</p>	<p>LO: I can understand and plan for a healthy lifestyle including physical activity, rest and diet.</p> <p>Understanding and planning for a healthy lifestyle, including physical activity, rest and diet</p>	<p>Rounders: LO I know how to score points in a striking and fielding game.</p> <p>Take turns running rounders and add their score for each turn.</p> <p>Rugby: LO I can develop attacking skills to maintain possession.</p> <p>Practise skills of running with the ball and passing the ball before participating in 3 v 1 – in groups of 4 3 attackers v 1 defender. Attackers try to complete 10 passes whilst defender tries to intercept.</p>	<p>LO: I can identify structure and texture in music.</p> <p>Listening to the body percussion piece 'Rain Sound', the children are introduced to the terms 'structure' and 'texture' and tasked with identifying these features within the music they hear.</p>	<p>LO: I can research a new noun in French and determine its gender.</p> <p>Identifying the correct French noun and to notice whether it is masculine or feminine. Using these skills, the children learn new animal vocabulary and sort the nouns according to gender.</p>
2	<p>Focus text: The Ironman Genre: Character description</p> <p>Mon - I can vary sentence openers.</p> <p>Tues - I can design my own character using powerful adjectives.</p> <p>Wed – I can write a character description.</p> <p>Thurs – I can edit and improve my writing.</p>	<p>Mon</p> <p>Y3: I can revise am and pm; begin to tell the time to the nearest minute. Y4: I can read the 24-hour clock; convert to am and pm times and vice versa.</p> <p>Tues</p> <p>Y3: I can tell time to nearest minute; compare time durations. Y4: I can find time intervals using the 24-hour clock.</p> <p>Wed</p> <p>Y3: I can revise units of time. Y4: I can find time intervals using the 24-hour clock, use timetables.</p> <p>Thurs</p> <p>Fri</p>	<p>LO I can recognise the feature and courses of a river.</p> <p>In pairs, sort feature cards into the three river courses then build a model of one of the three river courses.</p>	<p>LO: I can group plants in various ways.</p> <p>Grouping plants in various ways and using pictograms to sort data.</p>	<p>LO: I can add media to a presentation.</p> <p>Choose a suitable theme for their presentation. Add a new page all about their favourite food and a page all about their favourite animal. Add images and video to the presentation.</p>	<p>LO: I can use different types of diagrams to summarise information.</p> <p>Exploring different types of diagrams used to communicate through the design process.</p>	<p>LO: I can perform a range of relaxation stretches.</p> <p>Learning a range of relaxation stretches and understanding that relaxation has a positive impact on the body.</p>	<p>Rounders: LO I can develop batting to score points.</p> <p>Complete activities including what's all that racket and strike and run to develop batting skills.</p> <p>Rugby: LO I can develop attacking skills to move towards goal.</p> <p>Down the line – pupils stand side by side of try lines passing up and down the</p>	<p>LO: I can use body percussion.</p> <p>Practising 'Boom, Snap, Clap' rhythm using body percussion, personalising their sequence with the introduction of a 'Stamp'.</p>	<p>LO: I can build sentences to describe where something lives or does not live.</p> <p>Learning to use the correct form of the definite article, le, la, l' in relation to animal nouns. Creating a negative statement using ne and pas in the context of habitats where animals live.</p>

	<p>Fri – I can use suffixes beginning with vowels.</p> <p>GR: I can summarise main ideas.</p>							line. Apply in 3v1.		
3	<p>Focus text: The Ironman Genre: Narrative</p> <p>LOs</p> <p>Mon – I can identify narrative structure (opening, build up, problem, resolution, ending)</p> <p>Tues – I can identify speech.</p> <p>Wed – I can use inverted commas.</p> <p>Thurs – I can use inverted commas within a piece of writing.</p> <p>Fri – I can write an opening using descriptive language.</p> <p>GR: I can discuss words and phrases that capture the readers interest.</p>	<p>Mon</p> <p>Y3: I can draw 2-D shapes. Identify lines of symmetry in polygons.</p> <p>Y4: I can identify symmetry in 2-D shapes.</p> <p>Tues</p> <p>Y3: I can understand an angle as a turn and right angles as quarter turns.</p> <p>Y4: I can recognise and compare acute and obtuse angles and right angles.</p> <p>Wed</p> <p>Y3: I can recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn.</p> <p>Y4: I can compare and classify triangles, based on properties including types of angles.</p> <p>Thurs</p> <p>Y3: I can identify whether angles are greater than or less than a right angle.</p> <p>Y4: I can investigate angles in quadrilaterals.</p> <p>Fri</p> <p>Y3: I can identify horizontal, vertical, perpendicular and parallel lines.</p> <p>Y4: I can compare and classify quadrilaterals, based on properties including types of angles.</p>	<p>LO I can name and locate some of the world's longest rivers.</p> <p>Using an atlas, draw and label each identified river on their world map.</p>	<p>LO I can make and use classification keys.</p> <p>Identify each of the ten birds from the bird hunt by making observations and answering questions and</p>	<p>LO I can add shapes and lines to a presentation.</p> <p>Experiment with inserting and formatting different shapes and lines to the presentation to make them look more interesting.</p>	<p>LO: I can design a toy that uses a pneumatic system.</p> <p>Designing pneumatics toys through thumbnail sketches and technical diagrams.</p>	<p>LO: I can understand the different aspects of my identity.</p> <p>Exploring the children's identities by considering what they like and the groups and communities they belong to; writing a Kenning style poem about themselves.</p>	<p>Rounders: LO I can develop fielding skills to limit the batter's score.</p> <p>Around the world, fantastic field – games to develop fielding skills including communication, movement and tracking.</p> <p>Rugby: LO I can develop defensive skills to delay an attacker.</p> <p>Tag channel – 3 attackers try and dodge through gates without being tagged by the defender. Apply in a 3v1 game.</p>	<p>LO: I can create musical rhythms using body percussion.</p> <p>Creating body percussion rhythms to suit the movement of the animals within layers of the rainforest.</p>	<p>LO: I can use knowledge about language to solve a science-based puzzle.</p> <p>Using their science knowledge to solve language problems.</p>
4	<p>Focus text: The Ironman Genre: Narrative</p> <p>Mon – I can use 'show not tell' to build tension.</p>	<p>Assessment Week</p>	<p>LO I can describe how rivers are used.</p> <p>Add drawings and labels to a river diagram to show how rivers can be used.</p>	<p>LO I can recognise and describe different habitats and their inhabitants.</p> <p>In groups, create a picture book about a season in a local woodland. Each</p>	<p>LO: I can add animations into a presentation.</p> <p>Creating an 'All about me' presentation. Add and format shapes into a blank</p>	<p>LO: I can create a pneumatic system for a moving toy.</p> <p>Creating a working pneumatic system and casing for a toy.</p>	<p>LO: I can identify my own strengths and begin to see how they can affect others.</p> <p>Identifying personal strengths and</p>	<p>Rounders: LO I understand the role of a bowler in the fielding team.</p> <p>Complete activities including bowl it, no-ball and</p>	<p>LO: I can create simple tunes.</p> <p>Creating repeated melodies or loops for the canopy and emergent layers of the rainforest, taking into</p>	<p>LO: I can describe a food chain in French.</p> <p>Building noun-verb-noun sentences using les, to describe food chains, a combination of</p>

	<p>Tues – I can use action move the story on. (use verb, person sentence Alan Peat).</p> <p>Wed – I can use clear sentence structures to write a resolution.</p> <p>Thurs – I can write a clear ending to a narrative.</p> <p>Fri – I can use prefixes re-, sub-, inter</p> <p>GR: I can ask questions</p>			group assigned a different season.	presentation. Add entrance animation to their pictures and headings.		considering how these can be used and how they may impact others.	<p>better with a backstop to practise positioning and movement when effectively bowling.</p> <p>LO I can develop an understanding of defending as a team.</p> <p>Hold the line – Attackers try to reach the opposite side without being tagged. 3v2 with a focus on defending skills.</p>	consideration pitch and tempo.	cognates, animal vocabulary from earlier lessons, and the children's own science knowledge.
5	Assessment Week	<p>Mon</p> <p>Y3: I can read and plot co-ordinates in the first quadrant. Y4: I can read and plot co-ordinates in the first quadrant.</p> <p>Tues</p> <p>Y3: I can count faces, vertices and edges of 3-D shapes. Y4: I can use co-ordinates to draw and translate shapes in first quadrant.</p> <p>Wed</p> <p>Y3: I can use column addition to add three 3-digit numbers. Y4: I can use expanded and compact decomposition, including 3 moves.</p> <p>Thurs</p> <p>Y3: I can use column addition to add money. Y4: I can use expanded and compact decomposition, including 3 moves.</p> <p>Fri</p> <p>Y3: I can add 3-digit numbers using place value and near multiples, choosing appropriate methods to add. Y4: I can choose an operation and a suitable strategy.</p>	<p>LO I can identify and locate human and physical features on a map.</p> <p>Sort river features into human and physical and match them to an OS map, showing feature location. Use grid references on OS map to write sentences describing the location of each feature.</p>	<p>LO I can recognise the impact humans can have on habitats.</p> <p>Working in groups, each group research one problem caused by humans. Complete a conservation booklet for their given problem.</p>	<p>LO: I can use the skills learnt in previous weeks to design an effective presentation. (2 lessons)</p> <p>Create a presentation on the topic 'rivers'. Include taught skills such as word art, shapes, lines, media and animations</p>	<p>LO: I can test and finalise ideas against design criteria.</p> <p>Decorating and assembling the final components to complete a pneumatic toy.</p>	<p>LO: I can break down barriers into smaller, achievable goals.</p> <p>Learning that problems can be overcome by having a plan to break the issue down into smaller goals.</p>	<p>Rounders: LO I can develop an understanding of tactics and begin to use them in game situations.</p> <p>Compete in a mini-rounders game, applying different learnt skills such as positioning, communication and movement.</p> <p>Rugby: LO I can develop tactics in attack and defence.</p> <p>Participate in activities such as gates and tackle channel to practice both attacking and defending skills, swapping roles.</p>	<p>LO: I can build and improve a composition.</p> <p>Combining the four sections of their compositions, building structure through combining rhythms and melodies and adding dynamics and tempo.</p>	<p>LO: I can write a range of sentences in French to describe a food chain.</p> <p>Describing food chains in French by making and using food chain flips to showcase scientific knowledge and the language skills learned in the unit, including how to make negative statements.</p>
6	<p>Focus text: The Ironman</p> <p>Genre: Narrative</p> <p>LOs</p>	<p>Mon</p> <p>Y3: I can revise doubling and halving numbers to 100 using partitioning.</p>	<p>LO I can collect data on the features of a local river.</p>	<p>LO I can recognise the impact of natural disasters on habitats.</p>			<p>LO: I can recognise when to give consent.</p>	<p>Rounders: LO I can apply skills and knowledge to</p>	<p>LO: I can perform a composition.</p> <p>Using their compositions from</p>	<p>LO: I can present a range of sentences in French to</p>

	<p>Mon – I can plan a narrative.</p> <p>Tues – I can write a narrative.</p> <p>Wed – I can proof read and edit my writing.</p> <p>Thurs – I can identify word families.</p> <p>Fri – I can apply my understanding of word families.</p> <p>GR: I can identify themes and conventions in a book.</p>	<p>Y4: I can revise halving numbers to 100 using partitioning, including odd numbers.</p> <p>Tues</p> <p>Y3: I can begin to use the grid method to multiply 2-digit numbers (teens) by 1-digit numbers.</p> <p>Y4: I can use the grid and ladder methods to multiply.</p> <p>Wed</p> <p>Y3: I can begin to use the grid method to multiply 2-digit numbers (numbers less than 30) by 1-digit numbers.</p> <p>Y4: I can estimate answers, then use the ladder method for 3- x 1-digit multiplication.</p> <p>Thurs</p> <p>Y3: I can scale by 2 and 4.</p> <p>Y4: I can scale by 2, 3 and 4.</p> <p>Fri</p> <p>Y3: I can solve correspondence problems.</p> <p>Y4: I can solve correspondence problems.</p> <p>Bonus</p> <p>Y3: I can learn further mental multiplication and division strategies (1x, 2x, 3x, 4x, 5x, 8x, 10x).</p> <p>Y4: I can rehearse mental multiplication and division strategies, recognising patterns.</p>	<p>Field work – ‘what features does our local river have?’</p> <p>Take photographs of human and physical features of the river.</p> <p>Complete activity ‘Likert scale’.</p>	<p>Role play – pupils represent themselves as an animal, plant, part of earth, shelter or water. Pupils act out their roles according to the changes that occur during an earthquake along to audio.</p>			<p>Understanding a person can give or refuse permission.</p>	<p>play games using rounders rules.</p> <p>Compete in a tournament, keeping score and following rounders rules clearly.</p> <p>Rugby: LO I can apply rules and skills to small sided games.</p> <p>Recap rules. Participate in a small tournament 3v3.</p>	<p>previous week, perform their piece to the class and evaluating their performance.</p>	<p>describe a food chain.</p> <p>Orally sharing their food chains to a partner, practising their fluency and articulation.</p>
7	<p>Focus text: The Ironman Genre: Poetry</p> <p>Mon – I can use poetic phrases.</p> <p>Tues – I can use alliteration.</p> <p>Wed – I can write a free verse poem.</p> <p>Thurs – I can perform a poem.</p> <p>Fri – I can use suffix –ous.</p>	<p>Mon</p> <p>Y3: I can understand fractions as numbers and as operators; find unit fractions of quantities.</p> <p>Y4: I can understand fractions as numbers and as operators; find unit fractions of quantities.</p> <p>Tues</p> <p>Y3: I can find non-unit fractions of amounts.</p> <p>Y4: I can find non-unit fractions of amounts.</p> <p>Wed</p> <p>Y3: I can find fractions that are equivalent to <math>\frac{1}{2}</math> and to <math>\frac{1}{4}</math>.</p> <p>Y4: I can find equivalent fractions, including decimals.</p>	<p>Assessment: What are rivers and how are they used?</p> <p>Complete a 2 page spread in books answering the big question and showing what they have learnt this unit.</p>	<p>Assessment</p> <p>Complete a 2 page spread in books answering the big question and showing what they have learnt this unit.</p>	<p>LO I can present an effective presentation.</p> <p>Pupils present their presentation to their class. Evaluate their presentation and discuss what worked well, what we would adapt next time.</p>		<p>LO: I can understand the benefits of healthy eating and dental health.</p> <p>Looking at the food groups that make up a balanced diet and at the benefits of healthy eating, including for dental health.</p>	<p>Rounders: LO I can apply skills and knowledge to rounders.</p> <p>Apply all skills taught this half term, compete in a tournament.</p> <p>Rugby: LO I can apply rules and skills to small sided games.</p> <p>Recap rules. Participate in a small tournament 3v3.</p>	<p>Unit Quiz</p>	<p>Unit Quiz</p>

	GR: I can prepare poems to read aloud.	<p>Thurs</p> <p>Y3: I can understand tenths and find tenths of amounts. Y4: I can find equivalent <math>\frac{1}{100}</math>s and 0.01s, <math>\frac{1}{10}</math>s and 0.1s.</p> <p>Fri</p> <p>Y3: I can add and subtract fractions with the same denominator within one whole. Y4: I can problem solve with fractions.</p>								
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