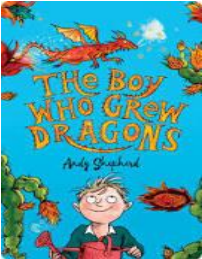
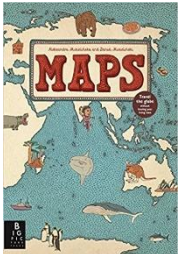


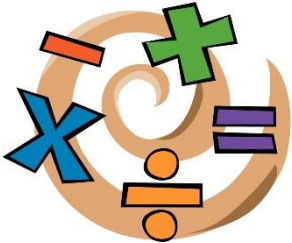






English	Maths	Science								
<p>Writing Genre: Narrative Stimulus: The blue umbrella (video) Key learning:</p> <ul style="list-style-type: none"> - Simile - Power of 3 - Precise verbs - Complex sentences - Question/prefix - Imperative verbs - Dialogue - Prepositional phrases - Action (verbs) - Alliteration - Repetition for effect - Personification - Adjectives - Onomatopoeia - Sounds (adjectives & personification) - Feelings (emotive language) - Synonyms - Adverb <p>Spellings</p> <ul style="list-style-type: none"> - Long /a/ vowel sound spelled 'ei' - The long /a/ vowel sound spelled 'ey.' - Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. - Homophones – words which have the same pronunciation but different meanings and/or spellings. - Challenge Words <p>Grammar</p> <ul style="list-style-type: none"> - Capital letters & Full stops - Apostrophes - Verbs - Prefixes: dis-, mis-, un - Subordinating Conjunctions - Inverted Commas 	<p>Reading</p> <p>Class Novel: The Boy Who Grew Dragons by Andy Shepherd</p>  <p>Wider Reading Across The Curriculum: Maps Du Iz Tak</p>    <table border="1" data-bbox="680 1062 1173 1321"> <tr> <td>Vocabulary</td> <td rowspan="5">Development of skills across a range of genres and through the curriculum.</td> </tr> <tr> <td>Inference</td> </tr> <tr> <td>Prediction</td> </tr> <tr> <td>Explain</td> </tr> <tr> <td>Retrieve</td> </tr> <tr> <td>Summarise</td> <td></td> </tr> </table> <p>Development of reading accuracy and fluency across a range of age appropriate texts.</p>	Vocabulary	Development of skills across a range of genres and through the curriculum.	Inference	Prediction	Explain	Retrieve	Summarise		<p>Prior Learning: Y3: Autumn 2: Multiplication and division facts. 3, 4 and 8x multiplication and division facts.</p> <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> ➢ Multiplying 2-digit numbers by a 1-digit number with exchanging and without exchanging ➢ Dividing 2-digit numbers by a 1-digit number with exchanging and without exchanging ➢ Dividing 2-digit numbers by a 1-digit number with remainders <p>Measurement: Length and Perimeter</p> <ul style="list-style-type: none"> ➢ Measure in centimetres and millimetres ➢ Comparing metres, centimetres and millimetres ➢ Add and subtract lengths ➢ Measure and calculate perimeter  <p>Light</p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that the size of shadows change 
Vocabulary	Development of skills across a range of genres and through the curriculum.									
Inference										
Prediction										
Explain										
Retrieve										
Summarise										
Foreign languages										
<p>French</p> <p>Les Animaux</p> <ul style="list-style-type: none"> • Naming animals • Pronunciation • Recognising, naming and labelling 										

PSHE	Music	DT	Computing
<p>Prior learning: Y2 – I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.</p> <p>Dreams and Goals</p> <ul style="list-style-type: none"> ➤ My dreams and ambitions. ➤ Overcoming obstacles ➤ I can explain the different ways that help me learn and what I need to do to improve. ➤ I am confident and positive when I share my success with others. ➤ I can explain how these feelings can be stored in my internal treasure chest and why this is important. 	<p>Prior learning: Y3 Autumn 2 – Singing melodies and showing awareness of volume and tempo</p> <p>Production – Singing Showcase</p> <p>Using voices Sing melodies in unison showing an awareness of pitch.</p> <p>Beginning to show an awareness of volume and tempo when performing with others</p> 	<p>Prior learning: Y2 – Designing, making and evaluating.</p> <p>Textiles: 2-D shape to 3-Dshape</p> <p>Design, make and evaluate a 'bendy bag.'</p> <p>Technical knowledge and understanding:</p> <ul style="list-style-type: none"> • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project. 	<p>Scratch Programming:</p> <ul style="list-style-type: none"> • Explore a new programming environment • Identify that commands have an outcome • Explain that a program has a start • Create a project from a given task description • Change the appearance of my project
RE	PE	Geography	
<p>Dispositions:</p> <p>Being Fair and Just</p> <ul style="list-style-type: none"> • The story of the Black Stone • Bandi Chhor Divas <p>Being Accountable and Living with Integrity</p> <ul style="list-style-type: none"> • Story of the temptation of Iblis • Story of Adam and Eve • A moral tale (The pudding like a night on the sea) • Story of personal accountability 	<p>Indoor PE - Gymnastics</p> <p>Multi-skills</p> <ul style="list-style-type: none"> • Balancing on various body parts while moving • Agility focus – changing direction at speed • Co-ordinate body to perform a combination of movements • Complete a variety of fitness tests successfully and achieve a personal best. 	<p>Field Work – Land Use In this unit, children will learn about the places around them and begin looking for land use patterns. Using a case study of a fictional town to provide context, children will investigate their local area, focusing on its facilities and transport links and how they might be changing. Children will learn different ways of presenting, analysing and evaluating the data collected about their locality.</p> <p>Knowledge and Concepts:</p> <p>Substantive Knowledge: Locational Knowledge, Place Knowledge, Human Geography, Geography Skills and Fieldwork</p> <p>Concepts: Place, Space, Scale, Interdependence, Human Processes</p> <p>Key Questions: What are the types of land use?</p>	



What are the important features of a settlement, and why do settlers choose specific places?

How can I record the facilities that are available in my local area?

How can I present and analyse information about local facilities?