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| I Feel the Earth Move | STEM  Environmental Sciences – I feel the Earth Move – What do you know about day and night? What do you know about the sun, moon and Earth?  What causes shadows and how do they change?  Why does the sun appear to move across the sky? What causes day and night?  What size are the sun, moon and earth? How far away from Earth are the sun and moon?  What does revolution mean? What is the relationship between the sun, moon and Earth?  What impact does this have on our daily lives? Why does the moon keep changing?  **STEM group project based on this learning.**  Design and make an Earth, Sun and Moon mobile  Design and make a sundial watch |
| Year 3/4  Topic 1  Cycle A |



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| Maths | English |
| |  | | --- | | Place Value not bold –Y3 bold – Y4  Read and write numbers up to 1000 in numerals and in words.  Identify, represent and estimate numbers up to 1000 using different representations.  **Identify, represent and estimate numbers using different representations.**  Find 10 or 100 more or less than a given number.  **Find 1000 more or less than a given number.**  Recognise the place value of each digit in a 3 digit number.  **Recognise the place value of each digit in a 4 digit number.**  Order and compare numbers to 1000.  **Order and compare numbers beyond 1000.**  Count from 0 in multiples of 4, 8, 50 and 100  **Count in multiples of 6, 7, 9. 25 and 1000**  Solve number problems and practical problems involving these ideas.  **Solve number and practical problems that involve all of the above and with increasingly large positive numbers.**  **Count backwards through zero to include negative numbers.**  **Round any number to the nearest 10, 100 or 1000**  **Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.**  Number: Addition and Subtraction  Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.  Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction  **Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.**  Estimate the answer to a calculation and use inverse operations to check answers.  **Estimate and use inverse operations to check answers to a calculation.**  Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.  **Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.**  Add and subtract amounts of money to give change using both £ and p in practical contexts.  **Estimate, compare and calculate different measures, including money in pounds and pence**  **Regular times table practise**  **X3, x4, x8, x6,**  **Counting in 25s, 50s and 100s** | | **Spelling** –use further prefixes and suffixes and understand how to add them, spell further homophones, spell words that are often misspelt, place the possessive apostrophe accurately in words with regular plurals, and in words with irregular plurals  spell zoo scheme Y3 Set 1: Words with ‘ph’ and ‘wh’ Set 2: Plurals of words ending in ‘y’ (change ‘y’ to ‘i’ and add ‘es’) Set 3: Adding ‘ing’, ‘er’, ‘est’ and ‘y’ to words ending in ‘e’ Set 4: Word List 1 Set 5: Word List 2 Set 6: Word List 3 Set 7: Adding vowel suffixes to words with more than one syllable  Set 8: Adding vowel suffixes for words with more than one syllable with unstressed vowels Set 9: Words with ‘y’ as /i/ Set 10: Revision  Y4 Set 1: Homophone revision Set 2: Revision from previous years 1 Set 3: Revision from previous years 2 Set 4: Revision from previous years 3 Set 5: Words containing ‘ch’ as /sh/ Set 6: Words ending in 'gue' and 'que' Set 7: Words with ‘sc’ as /s/ Set 8: Words with ‘ei’, ‘eigh’ and ‘ey’ as /ay/ Set 9: Possessive apostrophes Set 10: Revision  **Reading** develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books  , showing understanding through intonation, tone, volume and action, discussing words and phrases that capture the reader’s interest and imagination, recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, asking questions to improve their understanding of a text drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, identifying main ideas drawn from more than one paragraph and summarising these, identifying how language, structure, and presentation contribute to meaning, retrieve and record information from non-fiction, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say  Twice weekly guided reading, once weekly individual reading,  Silent sustained reading daily. Links to topic if appropriate.  **Writing**  plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas, draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs around a theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple organisational devices, evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, proof-read for spelling and punctuation errors, read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  Recount – of holiday activities, Pinocchio story from first-hand experience of watching the play.  Chronological report – of trip to The Often Festival  Trip to The Lowry Gallery - Salford  Non- fiction – research and make a leaflet about the landmarks of London  Make a poster about L.S. Lowry  Persuasive writing – Delightful Derbyshire  Write a descriptive setting for a famous Lowry painting  Write a character description for Anne, Who is Anne? (Lowry painting)  **Grammar**  extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, using the present perfect form of verbs in contrast to the past tense, choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition, using conjunctions, adverbs and prepositions to express time and cause, using fronted adverbials  Recap nouns, verbs, adjectives, adverbs  Using conjunctions  Using adverbs  Accurate speech marks – write about what the characters are saying in the Lowry painting ‘The Fight’  **Handwriting** – use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined, increase the legibility, consistency and quality of their handwriting  Y4 practise joined handwriting linked to spelling list  Y3 – learn all joins |

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| Science | Geography | History |
|  | The United Kingdom  Where in the World? Which Continent? Put Morton on the map. Know and write address. Countries in the UK and capital cities. London as the capital city. Famous landmarks in the UK. Derbyshire – things to do, places to go |  |

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| Art and Design | Design and Technology | Music |
| Work with a group of actors to develop a performance piece for the Ofton Festival  Visit the Often Festival and discover local art and artists.  Famous UK artist – Lowry  Trip to the Lowry Gallery in Salford  Lowry’s industrial landscapes  Make a Lowry gallery in the classroom  Learn about great artists.  Improve techniques in drawing and painting |  | **Charanga – Mama Mia**  Listen and Appraise the song Mamma Mia and other Abba songs: ● Mamma Mia by Abba ● Dancing Queen by Abba ● The Winner Takes It All by Abba ● Waterloo by Abba ● Super Trouper by Abba ● Thank You For The Music by Abba  . Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song  Learn to Sing the Song: Vocal Warm-ups and Singing  Play Instruments with the Song: With or Without Notation  Improvise with the Song: using your voices and instrument  **Derbyshire Wider Opportunities scheme** – Samba percussion (15 week programme) |

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| Languages | Physical Education | Outdoor Learning |
|  | Bolsover Sports Partnership – Fundamentals  Dance – Lowry inspired drama, dance and movement  Work shop at Lowry Gallery  Follow up with a dance unit at school | Maths of the day activities including a place value treasure hunt.  Y4 – residential trip to Lea Green for outdoor adventurous activities |

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| PSHE/RSE | Religious Education | Computing/E-Safety |
| Classroom rules and routines  Establishing a class identity with new Y3s and current Y4s  Emotions and Feelings (Derbyshire scheme)  **R1** - Recognising a wide range of emotions in  themselves and others.  **R1** - Responding appropriately to a range of  emotions in themselves and others.  **R7** - Understanding their actions affect  themselves and others.  **R12** - Developing strategies to resolve disputes.  **R12** - Identifying strategies to manage emotions.  **H1, H6** - Deepening their understanding of good  and not so good feelings.  **H6** - Extending vocabulary to help explain the  range and intensity of feelings.  **H7** - Recognising conflicting emotions | What makes a Leader worth following?  Derbyshire scheme  **identify** the qualities they admire in their heroes/ role models, **explain** why they admire them and how this may influence their own lives  **use religious vocabulary to describe** aspects of lives and teachings of inspiring leaders, **giving examples** of how these have influenced the lives of followers  **ask and respond to questions** raised by the stories from the lives of key religious figures and contemporary followers  **describe** events in the life of at least one modern day Muslim or Sikh **making links** between their actions and the teachings and example of Muhammad or Guru Nanak  **make links** between attitudes and values advocated by religious leaders such as Muhammad and Guru Nanak and those of your school and pupils themselves  Retell the story of the nativity from the perspective of different people/animals in the story | **LKS2 Wokingham scheme**  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  Use WORD and the internet to learn how to  cut, paste and save landmark pictures  Using word to crop, rotate and reframe pictures  Add a caption to pictures |