

|                 | WEEK 1   | WEEK 2   | WEEK 3  | WEEK 4  | WEEK 5  | WEEK 6   |
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| <b>Maths</b>    | <p><b><u>Place Value and a Sense of Number</u></b></p> <p>Compare and order numbers up to 1000<br/>Read and write numbers up to 1000 in numerals and words</p> <p>Count from 0 in multiples of 50 and 100.</p> <p><u>Problem Solving and Reasoning</u></p> <p>Solve missing number problems for addition and subtraction with numbers of up to three digits.</p> <p>Solve missing number problems involving multiplication and division, including integer scaling problems (twice as much, half as much etc).<br/>Solve one and two step questions using information in scaled (e.g. going up in 2s) bar charts, pictograms and tables.</p> | <p><b><u>Core Calculation (four rules for whole and part numbers)</u></b></p> <p><u>Addition and Subtraction</u><br/>Add and subtract numbers with up to three digits in a variety of informal ways, including partitioning and considering 'nearly numbers'. (395+ 406 is the same as 395 + 5 + 400 + 1). Use part-whole models (bar) to show inverse relationship.</p> | <p><b><u>Core Calculation (four rules for whole and part numbers)</u></b></p> <p><u>Multiplication and Division</u><br/>Calculate mentally using multiplication tables they know. Use this to derive new facts using jottings and different representations. Link multiples to equivalent fractions.</p> <p><u>Fractions</u><br/>Recognise and show, using diagrams, equivalent fractions with small denominators (be clear about the relationship between the numerator and the denominator i.e. all halves have a denominator that is exactly 2x its numerator.</p> | <p><b><u>Geometry , Measure and Statistics</u></b></p> <p><u>Geometry</u><br/>Recognise angles as a property of shape.<br/>Identify right angles.<br/>Recognise that two right angles make a half turn a 'straight' angle).</p> | <p><b><u>Geometry , Measure and Statistics</u></b></p> <p><u>Measure</u><br/>Measure and compare mass in kg and g.</p> <p><u>Measure</u><br/>Measure and compare capacity in litres and ml.</p> | <p><b><u>Geometry , Measure and Statistics</u></b></p> <p><u>Statistics</u><br/>Interpret and present data using bar charts, pictograms and tables.</p>  |
| <b>English-</b> | <p><b>Experience:</b></p> <p>LI: Identify themes using personal experiences (Y3)<br/>make relevant links to known</p>  | <p>LI: Predict what might happen from details stated and implied (Y3/4).<br/>Put up the phrases</p>  | <p>SOA write: Barney to write a diary entry of his first meeting with Stig. (Focus on expanded noun phrases.)</p>   | <p>LI: consider the viewpoint of different characters (read chapter 4. Gone A-Hunting) Use read a-loud, think a-loud to</p>   | <p>LI: Discuss writing similar to that which they are planning to write in order to understand and learn from its vocabulary and</p>  | <p><b>LO: plan and organise ideas</b><br/><b>Plan their writing by discussing and recording ideas (Y4)</b></p> <p>. Introduce moral right or wrong continuum. Provide list of actions by Stig. Sort onto</p> |

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| <p>texts and personal experience (Y4)</p> <p>Provide children with a series of mini images to sort and classify looking for similarities and differences. Through dialogic talk develop a line of enquiry to establish what the children can directly say about the images and what questions the images provoke. Provide children with the three levels of question to provide support (a looking question – literacy, a clue question – making connections and inferences and a thinking question going beyond the images)</p> <p>Ll: Identify main ideas using images and text. (Grammar focus – expanded noun phrases) Create an art gallery of cave paintings. Children to write nouns to describe what each painting shows. Model how to write expanded noun phrases. Children to independently write their own expanded noun phrases for the different nouns they had identified. Provide phrases and words from the book and random made up phrases. Children to decide</p> | <p>‘chalk pit’ and ‘Dump’. Discuss what these mean to children. Gather personal responses. Display versions of their chalk pits and dumps on the walking wall. Read paragraph 1 from chapter 1. What does this suggest to the children. Draw out their responses, focussing on the repetition – Why has the author used this device? What does it tell you about the chalk pit?</p> <p>What does Barney think about the chalk pit and dump? Children to write a prediction about what they think might happen if Barney went to the chalk pit.</p> <p>Ll: Identify main ideas drawn from more than one paragraph (Y4)</p> <p>Show understanding</p> | <p>Ll: Discuss how an author uses language to create characters.</p> <p>Identify how language contributes to meaning (Y4)</p> <p>Use tiny texts to identify the differences between Barney and Stig. Children to sort depending on which character the author is describing. Create roles on the wall for Barney and Stig. What are the similarities and differences between the two characters? What does the language used tell you about Barney and Stig. Using a thesaurus children to generate other words the author could have used.</p> <p>Ll: Use language to show how authors show differences between characters (extend the range of sentences with more than one clause) Allow children the time to discuss the different inventions that Stig had</p> | <p>identify the different viewpoints of the characters. What do they all think about hunting? Whose viewpoint is different? Why is this? Get child to put on a continuum as whether it is right that Stig should want to hunt a horse. Discuss why he might consider it alright and why we might not. Children to complete a discussion grid to show reasons why and why not Stig should hunt a horse.</p> <p>Apprentice write: write character descriptions focusing on using language to show the differences between Barney and Stig</p> | <p>grammar (Y3/4) Explore what happens when you have a discussion with someone and you don't agree with what they are saying. With talk partner children to discuss whether they should be allowed mobile phones in school. The pair need to present opposing views. Give sentence signposts to use in their discussion. Review which sentence signposts they used and why. / silent debate!</p> <p>Ll: Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3/4) Read a discussion text as a reader identifying the sentence signposts that were used in previous lesson. Help the children to deepen their understanding of the text and the language and structure. Children to create posters to</p> | <p>continuum. Should Stig be allowed to hunt horses? Conscious Alley – Stig goes down the alley asking the question. Scribe the answers and then get children to organise them depending on the reasons. Model how these ideas would be grouped together to create a paragraph</p> <p>Discuss decisions in plenary to help children and model planning.</p> <p><b>Ll: Create the discussion text</b></p> <p>Shared write of an opening paragraph to support with reference to setting.</p> <p><b>Ll: Create the discussion text – writing session (if required)</b></p> <p><b>Ll: Edit and refine written work</b></p> <p>Teach editing strategies as in ‘editing toolkit’. Put into practice.</p> <p><b>Use outcomes to inform personal targets for next piece.</b></p> |
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|                              | <p>which might come from the book and which ones don't. Model how to justify responses. Children to choose one or two phrases/words and justify their decisions.</p> | <p>of the main points drawn from one paragraph (Y3)</p> <p>Children to read part of the text that describes the chalk pit and dump. In pairs/threes children to create a picture of the dump labelling the different items. Discuss why the author used questions in the description of what was in the dump and why he didn't just say what was there. Make inferences about what Barney might have been seeing. Children then to add extra items to their dump and instead of writing sentences to describe them to create questions that would create a sense of mystery for the reader.</p> | <p>created in his den. What do they tell you about Stig? Read the paragraph starting, 'What made it worse was that Stig had started a small fire in the den part...'</p> <p>Consider how Stig and Barney might solve this problem. What would they use? Where would they get the materials from? Model using sentences with more than one clause to write a paragraph to describe how the characters built a fire. Children to write their own solutions on how to build a chimney</p> |                | <p>show different sentence signposts for the different parts of the text. E.g. sentence signposts adding on more information: - in additions, - furthermore, - moreover, - also, - additionally. Or sentence signposts signally a different viewpoint: - on the other hand, alternatively, however, it could be argued that, - many people disagree arguing that.</p> |  |
| <p><b>Guided Reading</b></p> | <p>Select and Retrieve-</p>  | <p>Respond and Explain</p>  | <p>Monitor and Summarise</p>   | <p>Clarify</p> |   |  |

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| <p><b>History – Stone age – to iron age</b></p> | <p><b><u>1. Surviving the Stone Age</u></b></p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how early man survived in the Stone Age.</p> <p>L.O • I can understand what humans needed for survival in the Stone Age.</p> | <p><b><u>2. Skara Brae</u></b></p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age.</p> <p>L.O • I can understand what was found at Skara Brae and why it is important.</p> | <p><b><u>3. Becoming a Copper Child</u></b></p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time.</p> <p>L.O • I can understand what copper mining meant to the people of the Bronze Age.</p> | <p><b><u>4. Stonehenge</u></b></p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning the different theories for the building of Stonehenge.</p> <p>L.O• I can understand how evidence about Stonehenge can give us different answers about the past.</p> | <p><b><u>5. Hillforts</u></b></p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why hillforts developed as popular places to live in the Iron Age.</p> <p>L.O • I can understand how and why hillforts were developed in the Iron Age.</p> | <p><b><u>6. The Druids</u></b></p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by understanding why some of our knowledge about Iron Age Druids could be unreliable.</p> <p>L.O• I can understand how evidence about Druids can give us different answers about the past.</p> |
| (Mr Bosworth)                                   | <u>SPaG</u>  | <u>SPaG –</u>   | <u>SPaG</u>   | <u>SPaG</u>  | <u>SPaG -</u>  | <u>SPaG</u>   |

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| <p><b>Science-<br/>Rocks and Fossils</b></p> | <p><b><u>Types of Rocks</u></b><br/>Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and man-made rocks. • I can compare different types of rocks.</p>  | <p><b><u>Grouping Rocks</u></b><br/>Making systematic and careful observations by examining different types of rocks. • I can make systematic and careful observations. Group together different kinds of rocks on the basis of their simple physical properties in the context of natural rocks. • I can group rocks based on their properties.</p> | <p><b><u>Fantastic Fossils</u></b><br/><br/>Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to. • I can explain how fossils are formed.</p> | <p><b><u>Mary Anning</u></b><br/><br/>Identifying changes related to simple scientific ideas in the context of theories about fossils.<br/>• I can explain Mary Anning’s contribution to palaeontology</p> | <p><b><u>Soil Formation</u></b><br/><br/>Recognise that soils are made from rocks and organic matter by explaining how soil is formed. • I can explain how soil is formed.</p> | <p><b><u>Soil Profiles</u></b><br/><br/>Making systematic and careful observations in the context of investigating the permeability of different soils. • I can observe carefully and systematically. Recording findings using simple scientific language. Reporting on findings from enquiries, including presentations of results and conclusions. Children will present their findings using the key science vocabulary for this lesson. • I can present my findings using scientific vocabulary.</p> |
| <p><b>Computing-<br/>(Mr Bosworth)</b></p>   |  |  |   |  |  |  |
| <p><b>RE (Mr Bosworth )</b></p>              |  |  |   |  |  |  |
| <p><b>PSHE<br/>Making friends</b></p>        | <p><b><u>Objectives</u></b><br/>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>• think about being a friend</li> <li>• know what we do that makes each other happy, sad and cross</li> <li>• know what helps and hinders friendships</li> <li>• consider ways of resolving differences</li> <li>• be able to initiate friendships_</li> </ul> <p><b><u>Outcomes for personal and social development</u></b><br/>Children can:</p> |  |   |  |  |  |

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|   | <ul style="list-style-type: none"> <li>• work with others for a variety of purposes</li> <li>• identify personal qualities</li> <li>• explain qualities which make a good friend</li> <li>• describe difficulties which may arise in friendships</li> <li>• know how to cope with some friendship problems.</li> </ul> |                            |                               |                                 |                        |                    |
| <b>Art and Design -<br/>Cave Painting<br/>and telling<br/>stories through<br/>art</b> | Bushmen cave painting  | Stone Age Cave<br>Painting | Altamira<br>Cave<br>Paintings | Design a papier mache cave<br>1 | Papier mache cave<br>2 | Painting our caves |
| <b>Music</b>  | Music – Perform, compose and listen to a variety of music. (Mrs Brown)   |                            |                               |                                 |                        |                    |
| <b>Spanish</b>  | Language – (Spanish) - Speak/read/write. Look at the culture of the countries where the language is spoken. ( Senorita Wright)   |                            |                               |                                 |                        |                    |
| <b>PE<br/>(Mrs Parker)</b>  | Basketball and Gymnastics  |                            |                               |                                 |                        |                    |