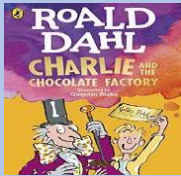
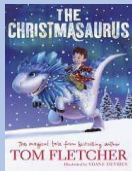






	Autumn	Spring	Summer
Theme	Stone Age to Iron Age 	Romans 	Romans 
Hook	Who could I be? I'm a Stone Age child.	Pompeii Mystery Box	Romans Mystery Box
Enrichment	Real Chef Franco from Franco's Wigan coming into school to teach a cooking lesson for Italian pasta. British Values Day Design Technology Day Harvest Festival Celebrations at St Thomas's Church Road Safety Workshop Kindness Day Geography Day Christmas Celebrations at St Thomas's Church	Visit Ashton Library about Hedgehogs and Habitats Art Club is available to Y3/Y4 Modern Foreign Languages Day 'Spanish' Life Education Visit Safer Internet Day World Book Day World Maths Day	Romans Experience: Grosvenor Museum in Chester Gardening Club is available this term Mental Health Awareness Week Christian Aid Week Art Day



	Christmas Panto in school			
Showcase	Learning Showcase: 'Stone Age'		Special Worship 'Love'	I-Movie about The Romans
	Autumn		Spring	Summer
Reading				
	Roald Dahl - Charlie and the Chocolate Factory	Tom Fletcher - The Christmasaurus	Dick King Smith - The Hodgeheg	Andy Shepherd - The Boy Who Grew Dragons
	Reading Objectives taught throughout the Year			
	Word reading apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where	Comprehension develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, 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		



	these occur in the word	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 1 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		
Writing	Stone Age Boy How to wash a woolly mammoth Recount: Diary entry Fact files about Stone Age life Instructions: How to Wash a Woolly Mammoth Explanations: Non-chronological reports – Food and Health Recount: Descriptive Writing My Journey Back in Time 'Stone Age' Poetry: Winter poems Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures Organise paragraphs around a theme	The Hodgeheg Escape from Pompeii Conversation using inverted commas Setting description Volcano poetry Narrative – adventure stories Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures Organise paragraphs around a theme In non-narrative material, using simple organisational devices such as headings and sub-headings In narratives, create settings, characters and plot	Escape from Pompeii The Usborne official Roman Soldier's handbook I'll take you to Mrs Cole Direct speech – inverted commas Day in the life of a Roman soldier Persuasive writing Narrative Flower poetry Calligrams/Cinquains Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures Organise paragraphs around a theme	



	<p>In non-narrative material, using simple organisational devices such as headings and sub-headings</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud own writing to a group or whole class, using appropriate intonation, and controlling tone and volume so that the meaning is clear.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters</p> <p>Increase the legibility, consistency and quality of their handwriting (by ensuring that the down strokes of letters are parallel and equidistant)</p>	<p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud own writing to a group or whole class, using appropriate intonation, and controlling tone and volume so that the meaning is clear.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters</p> <p>Increase the legibility, consistency, and quality of their handwriting (by ensuring that the down strokes of letters are parallel and equidistant)</p>	<p>In non-narrative material, using simple organisational devices such as headings and sub-headings</p> <p>In narratives, create settings, characters and plot</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud own writing to a group or whole class, using appropriate intonation, and controlling tone and volume so that the meaning is clear.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters</p>
Grammar and Punctuation	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions e.g., when, if, because, although</p> <p>Use of a/an</p> <p>Word families</p>	<p>Formation of nouns using a range of prefixes</p> <p>Begin to identify main and subordinate clauses</p> <p>Indicate possession by using the possessive apostrophe with singular nouns and regular plurals</p> <p>Begin to use inverted commas to punctuate direct speech</p>	<p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Use conjunctions, adverbs, and prepositions to express time and cause</p>



Spelling	Supersonic Spelling Stars Groups 1 – 5		Supersonic Spelling Stars Groups 6 – 10		Supersonic Spelling Stars Groups 11 – 15	
	Revision of Y1 Spelling Rules (i) sound spelt with the (y) spelling (u) sound spelt with the (ou) spelling Split Digraph CEW words (k) sound spelt with the (ch) spelling (sh) sound spelt with the (ch) spelling Easy CEW words (k) sound spelt with the (que) spelling		(g) sound spelt with the (gue) spelling (s) sound spelt with the (c) spelling CEW words (ae) sound spelt with the (ey) spelling Remembering the doubles CEW words (ae) sound spelt with the (ei) spelling (ae) sound spelt with the (eigh) spelling		The (ee) sound using the (e) spelling Adding the suffix (ly) The (ee) sound using the (y) spelling at the end of words CEW words Adding the suffix (tion) Adding the suffix (cian) The (ae) sound using a range of spellings CEW words Adding the suffix (sion)	
	Year 3 and 4 statutory spellings					
Maths	Place Value (3 weeks) Addition and Subtraction (5 weeks) Multiplication and Division A (9 weeks)		Multiplication and Division B (3 weeks) Length and perimeter (3 weeks) Fractions A (3 weeks) Mass and Capacity (3 weeks)		Fractions B (2 weeks) Money (2 weeks) Time (3 weeks) Shape (2 weeks) Statistics (2 weeks)	
RE	Unit 3.6 – Harvest: How do people of faith say thank you to God for Harvest? Non-Christian Faith: How do people of faith say thank you to God for Harvest? Hinduism	Unit 3.2 - Christmas – God with us. How does God have an impact on our lives?	Unit 3.3 - Jesus the man who changed lives. How did Jesus change lives?	Unit 3.4 – Exploring the Sadness and Joy of Easter. Is Easter a time of Sadness or Joy?	Unit 3.5 - Rules and Commandments Which rules should we follow? Does everybody follow the same rules? Islam	Non-Christian faith: Rules for Living Hindu Faith



	Unit 3.2 3.1 Called by God: What does it mean to be called by God? Local faith leaders: Who are they and what do they do? Hinduism					
Christian Value	Service	Peace	Hope	Justice	Compassion	Community
Science	Working Scientifically During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries. Comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.					
	Rocks and Soils	Forces and Magnets	Animals Including Humans: Nutrition and Skeleton		Light	Plants
Computing	Journey inside a computer		Scratch		Online safety	
History	Introduce Study: Study Changes in Britain from Stone Age to Iron Age BC and AD	Study Changes in Britain from Stone Age to Iron Age BCE and CE	Introduce Study: Study The Roman Empire and its impact on Britain BC and AD	Study The Roman Empire and its impact on Britain BCE and CE	Retrieval Study: Study Changes in Britain from Stone Age to Iron Age	



Geography	Introduce Study: KS2 Fieldwork and Mapping Skills – Physical and Human Geography		Introduce Study: Study Counties and Regions of the United Kingdom	OS Map Skills and Fieldwork	Retrieval Study: Study Counties and Regions of the United Kingdom	
Art	Art a Drawing & Painting 1 Significant Artist: Vincent Van Gogh	Art b: Printing (3 wks) Significant Artist: Neil Bousfield Illustrator, Engraver and Printmaker.	Art c: Textiles and Collage (1 + 3 wks) Significant Artist : Faith Ringgold	Art d:3D Sculptures (1 + 3 wks) Significant Artist: Louise Bourgeois Weaver, Designer Large Scale Sculptures.	Art e: Painting (1 + 3 wks) Significant Artist: Kehinde Wiley	Art f: Creative Response to Painting and Printmaking (1 + 3wks) Significant Artist: Re-introduce Neil Bousfield and Van Gogh and Kehinde Wiley
DT	Artist and Architect DT e: Structure (1 + 3 Wks) What makes a bridge strong? Significant Designer: William Kamkwamba Significant Designer: Sir Horace Jones		DT b: Food Tech (3 weeks) Significant Chef: Nadiya Hussain British TV Chef and winner of Great British Bake off 2015		DT a Textiles: How can you make a box out of cloth? Significant Designer: Gisela Stromeyer	
PE	Gymnastics	Dodgeball	Ball skills	Pilates	Dance	Athletics
Music	I've been to Harlem Nao chariya de / Mingulay Boat Song Sound Symmetry		Latin Dance March from a Nutcracker From a Railway Carriage		Just three notes Samba with Sergio Fly with the Stars	
PSHE	Me and My Relationships Rules.	Getting to know you What makes me special? Strengths/	Keeping Safe Safe or unsafe? Danger or risk? Help or harm?	Rights and Respect Helping each other stay safe	Being my best Derek cooks dinner Poorly Harold	Growing and changing Relationship tree Body space



	Special People and Friendships	Weaknesses		Our helpful volunteers Earning money	Body teamwork	None of your business!
MFL	Getting to know you	All about me	Food glorious food	Family & friends	Our school	Time