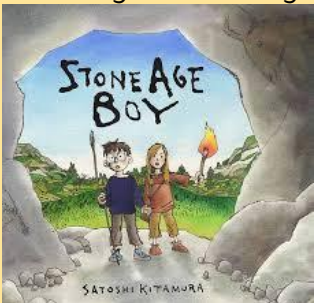
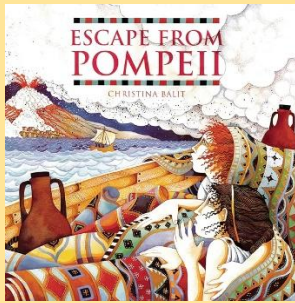
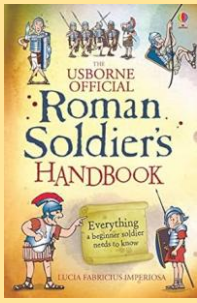
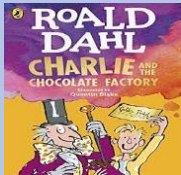
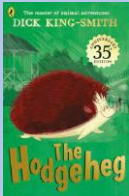




	Autumn	Spring	Summer
Theme	Stone Age to Iron Age 	Romans 	Romans 
Hook	Who could I be? Mystery Box I'm a Stone Age child.	Pompeii Mystery Box	Romans Romans Experience: Wigan Museum into school!
Enrichment	Harvest Festival Celebrations at St Thomas's Church Road Safety Workshop Kindness Day Christmas Celebrations at St Thomas's Church Christmas Panto in school	Art Club is available to Y3/Y4 Safer Internet Day World Book Day World Maths Day	Romans Experience: Wigan Museum into school! Gardening Club is available this term Mental Health Awareness Week Christian Aid Week
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 these occur in the word	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 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	<u>Stone Age Boy</u> Writing to Inform: Recount: Diary entry		<u>The Hodgeheg</u>	<u>I'll Take You to Mrs Cole</u>



	Writing to Inform: Explanation: Fact files about Stone Age life Writing to Inform: Recount: Descriptive Writing My Journey Back in Time 'Stone Age' <u>How to Wash a Woolly Mammoth</u> Writing to Inform & Writing to Entertain: Explanations: Instructions: How to Wash a Woolly Mammoth Writing to Entertain: 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 In non-narrative material, using simple organisational devices such as headings and sub-headings Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Reading Comprehension & Vocabulary Units <u>Escape from Pompeii</u> Writing to Persuade: Speech: Conversation using inverted commas Setting description Writing to Entertain: Poetry: Volcanoes Narrative – adventure stories Writing to Inform: Explanations: Non-chronological reports – Food and Health 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 Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Evaluate and edit by proposing changes to grammar and vocabulary to improve	Writing to Persuade: Direct Speech – Inverted Commas <u>The Usborne Official Roman Soldier's Handbook</u> Day in The Life of a Roman soldier Writing to Persuade: Letter to Join The Roman Army Narrative Writing to Entertain: Flower Poetry Calligrams/Cinquains Poetry 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 Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Evaluate and edit by proposing changes to grammar and vocabulary
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	Proof-read for spelling and punctuation errors Read aloud own writing to a group or whole class, using appropriate intonation, and controlling tone and volume so that the meaning is clear. Use the diagonal and horizontal strokes that are needed to join letters Increase the legibility, consistency and quality of their handwriting (by ensuring that the down strokes of letters are parallel and equidistant)	consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud own writing to a group or whole class, using appropriate intonation, and controlling tone and volume so that the meaning is clear. Use the diagonal and horizontal strokes that are needed to join letters Increase the legibility, consistency, and quality of their handwriting (by ensuring that the down strokes of letters are parallel and equidistant)	to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud own writing to a group or whole class, using appropriate intonation, and controlling tone and volume so that the meaning is clear. Use the diagonal and horizontal strokes that are needed to join letters
Grammar and Punctuation	<u>Grammar & Sentences</u> Use a & an correctly e.g. a table, an elephant Word families Use subordinating conjunctions to join clauses including as openers. e.g., <i>when, if, because, although.</i> Use expanded noun phrases to inform. e.g. <i>A tall, dark-haired man was leaving the scene.</i> Use commas to separate adjectives in a list. e.g. <i>You will need flour, eggs, sugar and water.</i> Use fronted adverbials to show how/when an even occurs. e.g. <i>Without a sound... After a moment...</i>	<u>Grammar & Sentences</u> Use noun phrases to add detail and description e.g. Our fantastic resort has amazing facilities for everyone. Use subordinate clauses to add detail or context e.g. Although Theseus was scared, he prepared to enter the maze... Indicate possession by using the possessive apostrophe with singular nouns and regular plurals Begin to use inverted commas to punctuate direct speech	<u>Grammar & Sentences</u> Use imperative verbs to convey urgency e.g. Buy it today! Listen very carefully... Use rhetorical questions to engage the reader e.g. Do you want to have an amazing day out? Use relative clauses to provide additional enticement e.g. Our hotel, which has 3 swimming pools, overlooks a beautiful beach. Begin to use present perfect tense to place events in time



	Use expanded noun phrases to add detail to a description. e.g. a dark gloomy cupboard under the stairs.				e.g. this week we have visited the Science Museum. Use conjunctions, adverbs, and prepositions to express time and cause	
Spelling	Supersonic Spelling Stars Groups 1 – 5 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		Supersonic Spelling Stars Groups 6 – 10 (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		Supersonic Spelling Stars Groups 11 – 15 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	Unit 3.2 - Christmas – God with us.	Unit 3.3 - Jesus the man who changed lives.	Unit 3.4 – Exploring the	Unit 3.5 - Rules and Commandments	Non-Christian faith: Rules for Living



	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 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	How does God have an impact on our lives?	How did Jesus change lives?	Sadness and Joy of Easter. Is Easter a time of Sadness or Joy?	Which rules should we follow? Does everybody follow the same rules? Islam	Hindu Faith
Christian Value	Respect	Humility	Creativity	Wisdom	Forgiveness	Thankfulness
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		Plants	Light



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		Latin Dance		Just three notes	



	Nao chariya de / Mingulay Boat Song Sound Symmetry		March from a Nutcracker From a Railway Carriage		Samba with Sergio Fly with the Stars	
PSHE	Me and My Relationships Rules. Special People and Friendships	Getting to know you What makes me special? Strengths/ Weaknesses	Keeping Safe Safe or unsafe? Danger or risk? Help or harm?	Rights and Respect Helping each other stay safe Our helpful volunteers Earning money	Being my best Derek cooks dinner Poorly Harold Body teamwork	Growing and changing Relationship tree Body space None of your business!
MFL Spanish	Aprendo Español (I am Learning Spanish) *	Los Animales (Animals) *	Los Instrumentos (Instruments) *		Sé (I know how) ***	La Fruta (Fruits) ***