

<b>Subjects</b>	<b>Week: 1 1.11.21</b>	<b>Week: 2 8.11.21</b>	<b>Week: 3 15.11.21</b>	<b>Week: 4 22.11.21</b>	<b>Week: 5 29.11.21</b>	<b>Week: 6 5.12.21</b>	<b>Week: 7 12.12.21</b>
<b>SPELLING Mrs Long</b>	<b>THE SPELLING BOOK INVESTIGATIONS AND DAILY FAST TASKS</b>	<b>THE SPELLING BOOK INVESTIGATIONS AND DAILY FAST TASKS</b>	<b>THE SPELLING BOOK INVESTIGATIONS AND DAILY FAST TASKS</b>	<b>THE SPELLING BOOK INVESTIGATIONS AND DAILY FAST TASKS</b>	<b>THE SPELLING BOOK INVESTIGATIONS AND DAILY FAST TASKS</b>	<b>THE SPELLING BOOK INVESTIGATIONS AND DAILY FAST TASKS</b>	<b>THE SPELLING BOOK INVESTIGATIONS AND DAILY FAST TASKS</b>
<b>READING Mrs Long</b>	Short Reads Non-fiction	Short Reads Non-fiction	Short Reads Non-fiction	Short Reads Non-fiction	Short Reads Non-fiction	Short Reads Non-fiction	Short Reads Non-fiction
<b>SPAG Mrs Long</b>	<b>YEAR 3 &amp; 4 NOUNS AND PRONOUNS</b>  SEE APPENDIX 2 BELOW	<b>YEAR 3 &amp; 4 CLAUSES AND SUBORDINATE CLAUSES</b>  SEE APPENDIX 2 BELOW	<b>YEAR 3 &amp; 4 NOUN PHRASES</b>  SEE APPENDIX 2 BELOW	<b>YEAR 3 &amp; 4 PREPOSITIONS</b>  SEE APPENDIX 2 BELOW	<b>YEAR 3 &amp; 4 VERBS</b>  SEE APPENDIX 2 BELOW	<b>YEAR 3 &amp; 4 INVERTED COMMAS</b>  SEE APPENDIX 2 BELOW	<b>YEAR 3 &amp; 4 SENTENCE TYPES/ PARAGRAPHS EDITING</b>  SEE APPENDIX 2 BELOW
<b>ENGLISH WRITING Mrs Long/ Ms Osborne</b>	NON-FICTION GEOGRAPHY REPORTS  FEAST-SHORT FILM THE WRITE STUFF	NON-FICTION GEOGRAPHY REPORTS  FEAST-SHORT FILM THE WRITE STUFF	NON-FICTION GEOGRAPHY REPORTS  THE RIVER POETRY THE WRITE STUFF FEAST-SHORT FILM THE WRITE STUFF	NON-FICTION GEOGRAPHY REPORTS  THE RIVER POETRY THE WRITE STUFF  FEAST-SHORT FILM THE WRITE STUFF	ONE CHRISTMAS WISH  THE RIVER POETRY THE WRITE STUFF  LITERACY SHED FEAST-SHORT FILM THE WRITE STUFF	ONE CHRISTMAS WISH LITERACY SHED	ONE CHRISTMAS WISH LITERACY SHED

<b>MATHS</b> <b>Mrs Long/ Ms Osborne</b>	WHITE ROSE MATHS NUMBER ADDITION AND SUBTRACTION  LO-SHAPE, SPACE AND MEASURE	WHITE ROSE MATHS NUMBER ADDITION AND SUBTRACTION  LO-SHAPE, SPACE AND MEASURE	WHITE ROSE MATHS NUMBER ADDITION AND SUBTRACTION  LO-SHAPE, SPACE AND MEASURE	WHITE ROSE MATHS NUMBER ADDITION AND SUBTRACTION  LO-SHAPE, SPACE AND MEASURE	WHITE ROSE MATHS JL-NUMBER MULTIPLICATION AND DIVISION  LO-MEASUREMENT LENGTH AND PERIMETER	WHITE ROSE MATHS JL-NUMBER MULTIPLICATION AND DIVISION  LO-MEASUREMENT LENGTH AND PERIMETER	WHITE ROSE MATHS JL-NUMBER MULTIPLICATION AND DIVISION  LO-MEASUREMENT LENGTH AND PERIMETER
<b>MUSIC</b> <b>Mrs Long</b>	CHARANGA- RECORDER UNIT  CHRISTMAS SHOW	CHARANGA- RECORDER UNIT CHRISTMAS SHOW	CHARANGA- RECORDER UNIT  CHRISTMAS SHOW	CHARANGA- RECORDER UNIT  CHRISTMAS SHOW	CHARANGA- RECORDER UNIT  CHRISTMAS SHOW	CHARANGA- RECORDER UNIT  CHRISTMAS SHOW	CHARANGA- RECORDER UNIT  CHRISTMAS SHOW
<b>COMPUTING</b> <b>Mrs Carney</b>	<b>NCC Scheme of work</b> Unit 3.3 Creating media- Desktop Publishing	<b>NCC Scheme of work</b> Unit 3.3 Creating media- Desktop Publishing	<b>NCC Scheme of work</b> Unit 3.3 Creating media- Desktop Publishing	<b>NCC Scheme of work</b> Unit 3.3 Creating media- Desktop Publishing	<b>NCC Scheme of work</b> Unit 3.3 Creating media- Desktop Publishing	<b>NCC Scheme of work</b> Unit 3.3 Creating media- Desktop Publishing	<b>NCC Scheme of work</b> Unit 3.3 Creating media- Desktop Publishing
<b>SCIENCE</b> <b>Mrs Carney</b>	ELECTRICITY	ELECTRICITY	ELECTRICITY	ELECTRICITY	ELECTRICITY	ELECTRICITY	ELECTRICITY
<b>ART</b> <b>Ms Osborne</b>	Sketching and Drawing skills	Sketching and Drawing skills	Sketching and Drawing skills	Sketching and Drawing skills	Sketching and Drawing skills	Sketching and Drawing skills	Sketching and Drawing skills
<b>DT</b> <b>Ms Osborne</b>				Mechanical Systems Levers and	Mechanical Systems Levers and	Mechanical Systems Levers and	Mechanical Systems Levers and

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## APPENDIX 2

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
<b>Sentence</b>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
<b>Text</b>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
<b>Punctuation</b>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Terminology for pupils</b>	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Year 4: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive –s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial