

Main Topic/Theme: WHAT THE DICKENS!

Subjects	Week: 1 4.11.19	Week: 2 11.11.19	Week: 3 18.11.9	Week: 4 25.11.19	Week: 5 2.12.19	Week: 6 9.12.19	Week: 7 16.12.19
Spellings	YEAR 3 & 4 SPELLING LIST	YEAR 3 & 4 SPELLING LIST	YEAR 3 & 4 SPELLING LIST	YEAR 3 & 4 SPELLING LIST	YEAR 3 & 4 SPELLING LIST	YEAR 3 & 4 SPELLING LIST	YEAR 3 & 4 SPELLING LIST
Guided reading	HISTORY HACKERS VICTORIAN VENTURE	HISTORY HACKERS VICTORIAN VENTURE	HISTORY HACKERS VICTORIAN VENTURE	HISTORY HACKERS VICTORIAN VENTURE	HISTORY HACKERS VICTORIAN VENTURE	HISTORY HACKERS VICTORIAN VENTURE	HISTORY HACKERS VICTORIAN VENTURE
SPAG	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using the present perfect form of verbs in contrast to the past tense Difference between non-standard and standard English choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using the present perfect form of verbs in contrast to the past tense Difference between non-standard and standard English choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using the present perfect form of verbs in contrast to the past tense Difference between non-standard and standard English choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using the present perfect form of verbs in contrast to the past tense Difference between non-standard and standard English choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using the present perfect form of verbs in contrast to the past tense Difference between non-standard and standard English choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition indicating 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using the present perfect form of verbs in contrast to the past tense Difference between non-standard and standard English choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using the present perfect form of verbs in contrast to the past tense Difference between non-standard and standard English choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

	<p>☑ indicating possession by using the possessive apostrophe with plural nouns</p> <p>☑ using fronted adverbials using commas after fronted adverbials</p> <p>☑ using and punctuating direct speech</p>	<p>☑ indicating possession by using the possessive apostrophe with plural nouns</p> <p>☑ using fronted adverbials using commas after fronted adverbials</p> <p>☑ using and punctuating direct speech</p>	<p>☑ indicating possession by using the possessive apostrophe with plural nouns</p> <p>☑ using fronted adverbials using commas after fronted adverbials</p> <p>☑ using and punctuating direct speech</p>	<p>☑ indicating possession by using the possessive apostrophe with plural nouns</p> <p>☑ using fronted adverbials using commas after fronted adverbials</p> <p>☑ using and punctuating direct speech</p>	<p>☑ indicating possession by using the possessive apostrophe with plural nouns</p> <p>☑ using fronted adverbials using commas after fronted adverbials</p> <p>☑ using and punctuating direct speech</p>	<p>possession by using the possessive apostrophe with plural nouns</p> <p>☑ using fronted adverbials using commas after fronted adverbials</p> <p>☑ using and punctuating direct speech</p>	<p>☑ indicating possession by using the possessive apostrophe with plural nouns</p> <p>☑ using fronted adverbials using commas after fronted adverbials</p> <p>☑ using and punctuating direct speech</p>
English / History	<p>THE STORIES OF CHARLES DICKENS</p> <p>THE VICTORIANS</p>	<p>THE STORIES OF CHARLES DICKENS</p> <p>THE VICTORIANS</p>	<p>THE STORIES OF CHARLES DICKENS</p> <p>THE VICTORIANS</p>	<p>THE STORIES OF CHARLES DICKENS</p> <p>THE VICTORIANS</p>	<p>THE STORIES OF CHARLES DICKENS</p> <p>THE VICTORIANS</p>	<p>THE STORIES OF CHARLES DICKENS</p> <p>THE VICTORIANS</p>	<p>THE STORIES OF CHARLES DICKENS</p> <p>THE VICTORIANS</p>
MATHS	<p>MULTIPLICATION AND DIVISION</p>	<p>MULTIPLICATION AND DIVISION</p>	<p>FRACTIONS AND DECIMALS</p>	<p>FRACTIONS AND DECIMALS</p>	<p>FRACTIONS AND DECIMALS</p>	<p>TIME</p>	<p>STATISTICS</p>
Music	<p>IT'S CHRIIIIIISTMAS!</p>	<p>IT'S CHRIIIIIISTMAS!</p>	<p>IT'S CHRIIIIIISTMAS!</p>	<p>IT'S CHRIIIIIISTMAS!</p>	<p>IT'S CHRIIIIIISTMAS!</p>	<p>IT'S CHRIIIIIISTMAS!</p>	<p>IT'S CHRIIIIIISTMAS!</p>
Computing	<p>ipads</p> <p>Google search engine and images</p> <p>Range of websites linked with topic-research</p> <p>Scratch/Hour of Code</p> <p>Maths games</p> <p>Pen Pals-Handwriting</p>	<p>ipads</p> <p>Google search engine and images</p> <p>Range of websites linked with topic-research</p> <p>Scratch/Hour of Code</p> <p>Maths games</p> <p>Pen Pals-Handwriting</p>	<p>ipads</p> <p>Google search engine and images</p> <p>Range of websites linked with topic-research</p> <p>Scratch/Hour of Code</p> <p>Maths games</p> <p>Pen Pals-Handwriting</p>	<p>ipads</p> <p>Google search engine and images</p> <p>Range of websites linked with topic-research</p> <p>Scratch/Hour of Code</p> <p>Maths games</p> <p>Pen Pals-Handwriting</p>	<p>ipads</p> <p>Google search engine and images</p> <p>Range of websites linked with topic-research</p> <p>Scratch/Hour of Code</p> <p>Maths games</p> <p>Pen Pals-Handwriting</p>	<p>ipads</p> <p>Google search engine and images</p> <p>Range of websites linked with topic-research</p> <p>Scratch/Hour of Code</p> <p>Maths games</p> <p>Pen Pals-Handwriting</p>	<p>ipads</p> <p>Google search engine and images</p> <p>Range of websites linked with topic-research</p> <p>Scratch/Hour of Code</p> <p>Maths games</p> <p>Pen Pals-Handwriting</p>
Science Mrs Carney	<p>ANIMALS INCLUDING HUMANS</p> <p><u>Knowledge and Understanding:</u></p> <p>identify that animals, including humans,</p>	<p>ANIMALS INCLUDING HUMANS</p> <p><u>Knowledge and Understanding:</u></p> <p>identify that animals, including humans,</p>	<p>ANIMALS INCLUDING HUMANS</p> <p><u>Knowledge and Understanding:</u></p> <p>identify that animals, including humans,</p>	<p>ANIMALS INCLUDING HUMANS</p> <p><u>Knowledge and Understanding:</u></p> <p>identify that animals, including humans,</p>	<p>ANIMALS INCLUDING HUMANS</p> <p><u>Knowledge and Understanding:</u></p> <p>identify that animals, including humans,</p>	<p>ANIMALS INCLUDING HUMANS</p> <p><u>Knowledge and Understanding:</u></p> <p>identify that animals, including humans, need</p>	<p>ANIMALS INCLUDING HUMANS</p> <p><u>Knowledge and Understanding:</u></p> <p>identify that animals, including humans,</p>

<p>need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (learn about the importance of nutrition)</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement (be introduced to the main body parts associated with the skeleton and muscles, find out how different parts of the body have special functions)</p> <p><u>Working Scientifically:</u> identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons</p> <p>compare and contrast the diets of different animals</p>	<p>need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (learn about the importance of nutrition)</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement (be introduced to the main body parts associated with the skeleton and muscles, find out how different parts of the body have special functions)</p> <p><u>Working Scientifically:</u> identifying and grouping animals with and without skeletons and observing and comparing their movement; 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exploring ideas about what would happen if humans did not have skeletons</p> <p>compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat</p>	<p>need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (learn about the importance of nutrition)</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement (be introduced to the main body parts associated with the skeleton and muscles, find out how different parts of the body have special functions)</p> <p><u>Working Scientifically:</u> identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons</p> <p>compare and contrast the diets of</p>
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