

Main Topic/Theme: LONG AGO...THE ROMANS

| Subjects | Week: 1 16.4.18 | Week: 2 23.4.18 | Week: 3 30.4.18 | Week: 4 7.5.18 | Week: 5 14.5.18 | Week: 5 21.5.18 |
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| 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 |
| Guided reading | HISTORY HACKERS ROMAN RESCUE | HISTORY HACKERS ROMAN RESCUE | HISTORY HACKERS ROMAN RESCUE | HISTORY HACKERS ROMAN RESCUE | HISTORY HACKERS ROMAN RESCUE | HISTORY HACKERS ROMAN RESCUE |
| 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 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 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 indicating possession by using the possessive apostrophe with plural nouns | <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 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 indicating |

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| | possession by using the possessive apostrophe with plural nouns ☑ using fronted adverbials using commas after fronted adverbials ☑ using and punctuating direct speech | possession by using the possessive apostrophe with plural nouns ☑ using fronted adverbials using commas after fronted adverbials ☑ using and punctuating direct speech | ☑ using fronted adverbials using commas after fronted adverbials ☑ using and punctuating direct speech | possession by using the possessive apostrophe with plural nouns ☑ using fronted adverbials using commas after fronted adverbials ☑ using and punctuating direct speech | possession by using the possessive apostrophe with plural nouns ☑ using fronted adverbials using commas after fronted adverbials ☑ using and punctuating direct speech | ☑ using fronted adverbials using commas after fronted adverbials ☑ using and punctuating direct speech |
| English / History | An Introduction to the Romans | Life in Britain before the Romans | The Roman Invasion of Britain | Roman Entertainment | Boudicca's Rebellion | The Roman Legacy |
| Mathematics | FRACTIONS AND DECIMALS | FRACTIONS AND DECIMALS | MEASURES-TIME | GEOMETRY-SHAPE | GEOMETRY-POSITION | STATISTICS |
| Music | JONAH A FISHY TAIL | JONAH A FISHY TAIL | JONAH A FISHY TAIL | JONAH A FISHY TAIL | JONAH A FISHY TAIL | JONAH A FISHY TAIL |
| Computing | ipads Google search engine and images Range of websites linked with topic-research Scratch/Hour of Code Maths games Pen Pals-Handwriting | ipads Google search engine and images Range of websites linked with topic-research Scratch/Hour of Code Maths games Pen Pals-Handwriting | ipads Google search engine and images Range of websites linked with topic-research Scratch/Hour of Code Maths games Pen Pals-Handwriting | ipads Google search engine and images Range of websites linked with topic-research Scratch/Hour of Code Maths games Pen Pals-Handwriting | ipads Google search engine and images Range of websites linked with topic-research Scratch/Hour of Code Maths games Pen Pals-Handwriting | ipads Google search engine and images Range of websites linked with topic-research Scratch/Hour of Code Maths games Pen Pals-Handwriting |
| Science Mrs Carney | SOUND -identify how sounds are made, associating some of them with something vibrating | SOUND -find patterns between the pitch of a sound and features of the object that | SOUND -find patterns between the volume of a sound and the strength of the vibrations that | STATES OF MATTER -compare and group materials together, according to whether they are solids, | STATES OF MATTER -observe that some materials change state when they are heated or cooled, | STATES OF MATTER -identify the part played by evaporation and condensation in the water cycle and |

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| | -recognise that vibrations from sounds travel through a medium to the ear | produced it | produced it -recognise that sounds get fainter as the distance from the sound source increases | liquids or gases | and measure or research the temperature at which this happens in degrees Celsius (°C) | associate the rate of evaporation with temperature |
| Art/DT Miss Osborne | Roman mosaics, artefacts and crafts | Roman mosaics, artefacts and crafts | Roman mosaics, artefacts and crafts | Roman mosaics, artefacts and crafts | Roman mosaics, artefacts and crafts | Roman mosaics, artefacts and crafts |
| RE Mrs Wilkinson | UNDERSTANDING CHRISTIANITY The Gospel-what kind of world does Jesus want? | UNDERSTANDING CHRISTIANITY The Gospel-what kind of world does Jesus want? | UNDERSTANDING CHRISTIANITY The Gospel-what kind of world does Jesus want? | UNDERSTANDING CHRISTIANITY The Gospel-what kind of world does Jesus want? | UNDERSTANDING CHRISTIANITY The Gospel-what kind of world does Jesus want? | UNDERSTANDING CHRISTIANITY The Gospel-what kind of world does Jesus want? |
| French Mrs Wilkinson | FRIENDS (including animals and verbs) | FRIENDS (including animals and verbs) | FRIENDS (including animals and verbs) | FRIENDS (including animals and verbs) | FRIENDS (including animals and verbs) | FRIENDS (including animals and verbs) |
| PE | SKIPPING | ROUNDERS | ROUNDERS | ATHLETICS | ATHLETICS | ATHLETICS |