

## TOPIC: ROTTEN ROMANS!

<b>Subjects</b>	<b>Week: 1 25.4.22</b>	<b>Week: 2 2.5.22</b>	<b>Week: 3 9.5.22</b>	<b>Week: 4 16.5.22</b>	<b>Week: 5 23.5.22</b>
<b>SPELLING</b> Mrs Long	<b>READ WRITE INC SPELLINGS</b>	<b>READ WRITE INC SPELLINGS</b>	<b>READ WRITE INC SPELLINGS</b>	<b>READ WRITE INC SPELLINGS</b>	<b>READ WRITE INC SPELLINGS</b>
<b>READING</b> Mrs Long	<b>History Hackers</b> Roman Adventure	<b>History Hackers</b> Roman Adventure	<b>History Hackers</b> Roman Adventure	<b>History Hackers</b> Roman Adventure	<b>History Hackers</b> Roman Adventure
<b>SPAG</b> Mrs Long	<b>YEAR 3 &amp; 4 ADVERBS, TIME, PLACE AND CAUSE</b>	<b>YEAR 3 &amp; 4 PREFIXES-IN</b>	<b>YEAR 3 &amp; 4 SUFFIXES-ATION</b>	<b>YEAR 3 &amp; 4 CO-ORDINATING CONJUNCTIONS</b>	<b>YEAR 3 &amp; 4 INVERTED COMMAS</b>
<b>ENGLISH WRITING</b> Mrs Long/ Ms Osborne	THE WRITE STUFF ROMAN DIARY-THE JOURNAL OF ILIONA A YOUNG SLAVE	THE WRITE STUFF ROMAN DIARY-THE JOURNAL OF ILIONA A YOUNG SLAVE	THE WRITE STUFF ROMAN DIARY-THE JOURNAL OF ILIONA A YOUNG SLAVE	THE WRITE STUFF ROMAN DIARY-THE JOURNAL OF ILIONA A YOUNG SLAVE	THE WRITE STUFF ROMAN DIARY-THE JOURNAL OF ILIONA A YOUNG SLAVE
<b>MATHS</b> Mrs Long/ Ms Osborne	WHITE ROSE MATHS NUMBER FRACTIONS LO- Measurement: Y3 Mass & Capacity/Temperature Y4 Symmetry	WHITE ROSE MATHS NUMBER FRACTIONS AND DECIMALS LO- Measurement: Y3 Mass & Capacity/Temperature Y4 Symmetry	WHITE ROSE MATHS NUMBER FRACTIONS AND DECIMALS LO- Measurement: Y3 Mass & Capacity/Temperature Y4 Symmetry	WHITE ROSE MATHS NUMBER PLACE VALUE LO- Measurement: Y3 Mass & Capacity/Temperature Y4 Symmetry	WHITE ROSE MATHS JL-NUMBER PLACE VALUE  LO- Measurement: Y3 Mass & Capacity/Temperature Y4 Symmetry
<b>MUSIC</b> Mrs Long	SUMMER PRODUCTION HANSEL AND GRETEL	SUMMER PRODUCTION HANSEL AND GRETEL	SUMMER PRODUCTION HANSEL AND GRETEL	SUMMER PRODUCTION HANSEL AND GRETEL	SUMMER PRODUCTION HANSEL AND GRETEL

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<b>COMPUTING</b> <b>Mrs Long</b>	<b>NCC Scheme of work</b> Unit 3.5 Programming A-Sequence in music	<b>NCC Scheme of work</b> Unit 3.5 Programming A-Sequence in music	<b>NCC Scheme of work</b> Unit 3.5 Programming A-Sequence in music	<b>NCC Scheme of work</b> Unit 3.5 Programming A-Sequence in music	<b>NCC Scheme of work</b> Unit 3.5 Programming A-Sequence in music
<b>SCIENCE</b> <b>Mrs Carney</b>	<b>States of Matter</b> Lesson 1 – How can we compare and group materials together? What are their differences? Identifying solids, liquids and gases. (Recap)	<b>States of Matter</b> Lesson 2 – What happens to certain materials when they are heated or cooled?	<b>States of Matter</b> Lesson 3 – What effect does temperature have on changing state?	<b>States of Matter</b> Lesson 4 – What causes freezing and melting?	<b>States of Matter</b> Lesson 5 - What are evaporation and condensation? What part do they play in the Water Cycle?
<b>ART</b> <b>Ms Osborne</b>	Drawing objects	Drawing objects	Drawing objects	Drawing objects	Drawing objects
<b>DT</b> <b>Ms Osborne</b>					
<b>RE</b> <b>Mrs Wilkinson</b>	GOSPEL (UC) What kind of world does Jesus want?	GOSPEL (UC) What kind of world does Jesus want?	GOSPEL (UC) What kind of world does Jesus want?	GOSPEL (UC) What kind of world does Jesus want?	GOSPEL (UC) What kind of world does Jesus want?
<b>FRENCH</b> <b>Mrs Wilkinson</b>	ilanguages: Definite ( <i>le, la, les</i> ) and indefinite ( <i>un, une, des</i> ) articles <i>Je voudrais</i> (I would like) Extending sentences with <i>mais</i>	ilanguages: Definite ( <i>le, la, les</i> ) and indefinite ( <i>un, une, des</i> ) articles <i>Je voudrais</i> (I would like) Extending sentences with <i>mais</i>	ilanguages: Definite ( <i>le, la, les</i> ) and indefinite ( <i>un, une, des</i> ) articles <i>Je voudrais</i> (I would like) Extending sentences with <i>mais</i>	ilanguages: Definite ( <i>le, la, les</i> ) and indefinite ( <i>un, une, des</i> ) articles <i>Je voudrais</i> (I would like) Extending sentences with <i>mais</i>	ilanguages: Definite ( <i>le, la, les</i> ) and indefinite ( <i>un, une, des</i> ) articles <i>Je voudrais</i> (I would like) Extending sentences with <i>mais</i>

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<b>PE</b> <b>Mrs</b> <b>Alderslade</b>	SWIMMING ATHLETICS	SWIMMING ATHLETICS	SWIMMING ATHLETICS	SWIMMING ATHLETICS	SWIMMING ATHLETICS
<b>HISTORY</b> <b>Mrs Long</b>	ROMAN EMPIRE	ROMAN EMPIRE	ROMAN EMPIRE	ROMAN EMPIRE	ROMAN EMPIRE
<b>PSHE</b> <b>Mrs Phillips</b>	1 DECISION RELATIONSHIPS	1 DECISION RELATIONSHIPS	1 DECISION RELATIONSHIPS	1 DECISION RELATIONSHIPS	1 DECISION RELATIONSHIPS

## APPENDIX 2

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ] 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, <u>a</u> rock, <u>an</u> open box] <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> ]
<b>Sentence</b>	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> ]
<b>Text</b>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation 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> ]
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech

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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