

Main Topic/Theme: STEP INTO A PICTURE...BOOK

Subjects	Week: 1 31.8.20	Week: 2 7.9.20	Week: 3 14.9.20	Week: 4 21.9.20	Week: 5 28.9.20	Week: 6 5.10.20	Week: 7 12.10.20	Week: 8 19.10.20
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	YEAR 3 & 4 SPELLING LIST
Guided reading	ALL ABOUT ME HELPING HANDS	SHORT READS FICTION The Secret Garden	SHORT READS NON-FICTION Robots	SHORT READ POETRY Bird Poems	SHORT READS FICTION The Wind in the Willows	SHORT READS NON-FICTION Weather	SHORT READS POETRY Elephant poems	SHORT READS FICTION The Wonderful Wizard of Oz
Daily	Word of the Day Countdown Five lives	Word of the Day Countdown Five lives	Word of the Day Countdown Five lives	Word of the Day Countdown Five lives	Word of the Day Countdown Five lives	Word of the Day Countdown Five lives	Word of the Day Countdown Five lives	Word of the Day Countdown Five lives
SPAG	YEAR 3 & 4 ☐ 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	YEAR 3 & 4 ☐ 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	YEAR 3 & 4 ☐ 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	YEAR 3 & 4 ☐ 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	YEAR 3 & 4 ☐ 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	YEAR 3 & 4 ☐ 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	YEAR 3 & 4 ☐ 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	YEAR 3 & 4 ☐ 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

	<p>☐ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</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>SEE APPENDIX 2 BELOW</p>	<p>☐ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</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>SEE APPENDIX 2 BELOW</p>	<p>☐ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</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>SEE APPENDIX 2 BELOW</p>	<p>standard English</p> <p>☐ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</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>SEE APPENDIX 2 BELOW</p>	<p>standard English</p> <p>☐ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</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>SEE APPENDIX 2 BELOW</p>	<p>☐ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</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>SEE APPENDIX 2 BELOW</p>	<p>standard English</p> <p>☐ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</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>SEE APPENDIX 2 BELOW</p>	<p>standard English</p> <p>☐ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</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>SEE APPENDIX 2 BELOW</p>
English	<p>THE WRITE STUFF Journey</p> <p>The Incredible Book Eating Boy</p> <p>The Magic Paintbrush</p>	<p>THE WRITE STUFF Journey</p> <p>The Incredible Book Eating Boy</p> <p>The Magic Paintbrush</p>	<p>THE WRITE STUFF Journey</p> <p>The Incredible Book Eating Boy</p> <p>The Magic Paintbrush</p>	<p>THE WRITE STUFF Journey</p> <p>The Incredible Book Eating Boy</p> <p>The Magic Paintbrush</p>	<p>THE WRITE STUFF Journey</p> <p>The Incredible Book Eating Boy</p> <p>The Magic Paintbrush</p>	<p>THE WRITE STUFF Journey</p> <p>The Incredible Book Eating Boy</p> <p>The Magic Paintbrush</p>	<p>THE WRITE STUFF Journey</p> <p>The Incredible Book Eating Boy</p> <p>The Magic Paintbrush</p>	<p>THE WRITE STUFF Journey</p> <p>The Incredible Book Eating Boy</p> <p>The Magic Paintbrush</p>
MATHS	PLACE VALUE ASSESSMENT	PLACE VALUE ASSESSMENT	ADDITION AND SUBTRACTION	ADDITION AND SUBTRACTION	MULTIPLICATION AND DIVISION	MULTIPLICATION AND DIVISION	MULTIPLICATION AND DIVISION	FRACTIONS AND DECIMALS

Music	HARVEST FESTIVAL UNIT 1: PULSE	HARVEST FESTIVAL UNIT 1: PULSE	HARVEST FESTIVAL UNIT 1: PULSE	HARVEST FESTIVAL UNIT 1: PULSE	HARVEST FESTIVAL UNIT 1: PULSE	LIGHTS, CAMEL, ACTION 2 UNIT 1: PULSE	LIGHTS, CAMEL, ACTION 2 UNIT 1: PULSE	LIGHTS, CAMEL, ACTION 2 UNIT 1: PULSE
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	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	Animals, Including Humans	Animals, Including Humans	Animals, Including Humans	Animals, Including Humans	Animals, Including Humans	Animals, Including Humans	Animals, Including Humans	Animals, Including Humans
Art/DT Ms Osborne	Illustration and Sculpture	Illustration and Sculpture	Illustration and Sculpture	Illustration and Sculpture	Illustration and Sculpture	Illustration and Sculpture	Illustration and Sculpture	Illustration and Sculpture
RE Mrs Wilkinson	HINDUISM L2.7 What does it mean to be a Hindu in Britain today? Core	HINDUISM L2.7 What does it mean to be a Hindu in Britain today? Core	HINDUISM L2.7 What does it mean to be a Hindu in Britain today? Core	HINDUISM L2.7 What does it mean to be a Hindu in Britain today? Core	HINDUISM L2.7 What does it mean to be a Hindu in Britain today? Core	HINDUISM L2.7 What does it mean to be a Hindu in Britain today? Core	HINDUISM L2.7 What does it mean to be a Hindu in Britain today? Core	HINDUISM L2.7 What does it mean to be a Hindu in Britain today? Core
French Mrs Wilkinson	Getting to know you!	Getting to know you!	Getting to know you!	Getting to know you!	Getting to know you!	Getting to know you!	Getting to know you!	Getting to know you!
PE Mrs Alderslade	CRICKET	CRICKET	CRICKET	CRICKET	CRICKET	CRICKET	CRICKET	CRICKET
Geography	Mountains, Volcanoes and Earthquakes	Mountains, Volcanoes and Earthquakes	Mountains, Volcanoes and Earthquakes	Mountains, Volcanoes and Earthquakes	Mountains, Volcanoes and Earthquakes	Building Locational Knowledge: Europe	Building Locational Knowledge: Europe	Building Locational Knowledge: Europe

APPENDIX 2

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]</p> <p>Word families based on common words, 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>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<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 present perfect form of verbs 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>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>

Year 3: Detail of content to be introduced (statutory requirement)	
Terminology for pupils	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)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections 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>]
Sentence	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>) Fronted adverbials [for example, <i>Later that day</i> , <i>I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial