

**Main Topic/Theme: MAGICAL WORLDS**

Subjects	Week: 1 3.9.18	Week: 2 10.9.18	Week: 3 17.9.18	Week: 4 24.9.18	Week: 5 1.10.18	Week: 6 8.10.18	Week: 7 15.10.18	Week: 8 22.10.18
<b>Spellings</b>	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
<b>Guided reading</b>	SHORT READS PETER PAN	SHORT READS SKELLIG	SHORT READS FIVE CHILDREN AND IT	SHORT READS THE GREAT NOISE	SHORT READS THROUGH THE DRAGON GLASS	SHORT READS GULLIVER'S TRAVELS	SHORT READS THE INCREDIBLE POWERS OF MONTAGUE TOWERS	
<b>SPAG</b>	<ul style="list-style-type: none"> <li>☑ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>☑ using conjunctions, adverbs and prepositions to express time and cause</li> <li>☑ using the present perfect form of verbs in contrast to the past tense</li> <li>Difference between non-standard and standard English</li> <li>☑ choosing nouns or</li> </ul>	<ul style="list-style-type: none"> <li>☑ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>☑ using conjunctions, adverbs and prepositions to express time and cause</li> <li>☑ using the present perfect form of verbs in contrast to the past tense</li> <li>Difference between non-standard and standard English</li> <li>☑ choosing nouns or pronouns</li> </ul>	<ul style="list-style-type: none"> <li>☑ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>☑ using conjunctions, adverbs and prepositions to express time and cause</li> <li>☑ using the present perfect form of verbs in contrast to the past tense</li> <li>Difference between non-standard and standard English</li> <li>☑ choosing nouns or pronouns</li> </ul>	<ul style="list-style-type: none"> <li>☑ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>☑ using conjunctions, adverbs and prepositions to express time and cause</li> <li>☑ using the present perfect form of verbs in contrast to the past tense</li> <li>Difference between non-standard and standard English</li> <li>☑ choosing nouns or pronouns</li> </ul>	<ul style="list-style-type: none"> <li>☑ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>☑ using conjunctions, adverbs and prepositions to express time and cause</li> <li>☑ using the present perfect form of verbs in contrast to the past tense</li> <li>Difference between non-standard and standard English</li> <li>☑ choosing nouns or pronouns</li> </ul>	<ul style="list-style-type: none"> <li>☑ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>☑ using conjunctions, adverbs and prepositions to express time and cause</li> <li>☑ using the present perfect form of verbs in contrast to the past tense</li> <li>Difference between non-standard and standard English</li> <li>☑ choosing nouns or pronouns</li> </ul>	<ul style="list-style-type: none"> <li>☑ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>☑ using conjunctions, adverbs and prepositions to express time and cause</li> <li>☑ using the present perfect form of verbs in contrast to the past tense</li> <li>Difference between non-standard and standard English</li> <li>☑ choosing nouns or pronouns</li> </ul>	<ul style="list-style-type: none"> <li>☑ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>☑ using conjunctions, adverbs and prepositions to express time and cause</li> <li>☑ using the present perfect form of verbs in contrast to the past tense</li> <li>Difference between non-standard and standard English</li> <li>☑ choosing nouns or pronouns</li> </ul>

	pronouns appropriately for clarity and cohesion and to avoid repetition ☑ indicating possession by using the possessive apostrophe with plural nouns ☑ using fronted adverbials using commas after fronted adverbials ☑ using and punctuating direct speech	appropriately for clarity and cohesion and to avoid repetition ☑ indicating possession by using the possessive apostrophe with plural nouns ☑ using fronted adverbials using commas after fronted adverbials ☑ using and punctuating direct speech	appropriately for clarity and cohesion and to avoid repetition ☑ indicating possession by using the possessive apostrophe with plural nouns ☑ using fronted adverbials using commas after fronted adverbials ☑ using and punctuating direct speech	appropriately for clarity and cohesion and to avoid repetition ☑ indicating possession by using the possessive apostrophe with plural nouns ☑ using fronted adverbials using commas after fronted adverbials ☑ using and punctuating direct speech	appropriately for clarity and cohesion and to avoid repetition ☑ indicating possession by using the possessive apostrophe with plural nouns ☑ using fronted adverbials using commas after fronted adverbials ☑ using and punctuating direct speech	appropriately for clarity and cohesion and to avoid repetition ☑ indicating possession by using the possessive apostrophe with plural nouns ☑ using fronted adverbials using commas after fronted adverbials ☑ using and punctuating direct speech	appropriately for clarity and cohesion and to avoid repetition ☑ indicating possession by using the possessive apostrophe with plural nouns ☑ using fronted adverbials using commas after fronted adverbials ☑ using and punctuating direct speech	appropriately for clarity and cohesion and to avoid repetition ☑ indicating possession by using the possessive apostrophe with plural nouns ☑ using fronted adverbials using commas after fronted adverbials ☑ using and punctuating direct speech
<b>English / History</b>	HARRY POTTER AND THE PHILOSOPHER'S STONE BY JK ROWLING	HARRY POTTER AND THE PHILOSOPHER'S STONE BY JK ROWLING	HARRY POTTER AND THE PHILOSOPHER'S STONE BY JK ROWLING	HARRY POTTER AND THE PHILOSOPHER'S STONE BY JK ROWLING	HARRY POTTER AND THE PHILOSOPHER'S STONE BY JK ROWLING	ALADDIN AND THE ENCHANTED LAMP BY PHILIP PULLMAN THE WRITE STUFF	ALADDIN AND THE ENCHANTED LAMP BY PHILIP PULLMAN	ALADDIN AND THE ENCHANTED LAMP BY PHILIP PULLMAN
<b>MATHS</b>	PLACE VALUE	ADDITION AND SUBTRACTION	ADDITION AND SUBTRACTION	ADDITION AND SUBTRACTION	MULTIPLICATION AND DIVISION	MULTIPLICATION AND DIVISION	MULTIPLICATION AND DIVISION	FRACTIONS AND DECIMALS
<b>Music</b>	HARVEST PRAISE!	HARVEST PRAISE!	HARVEST PRAISE!	HARVEST PRAISE!	HARVEST PRAISE!	CHILDREN OF THE WORLD	CHILDREN OF THE WORLD	CHILDREN OF THE WORLD

<b>Computing</b>	<b>ipads</b> Google search engine and images Range of websites linked with topic-research <b>Scratch/Hour of Code</b> <b>Maths games</b> <b>Pen Pals-Handwriting</b>	<b>ipads</b> Google search engine and images Range of websites linked with topic-research <b>Scratch/Hour of Code</b> <b>Maths games</b> <b>Pen Pals-Handwriting</b>	<b>ipads</b> Google search engine and images Range of websites linked with topic-research <b>Scratch/Hour of Code</b> <b>Maths games</b> <b>Pen Pals-Handwriting</b>	<b>ipads</b> Google search engine and images Range of websites linked with topic-research <b>Scratch/Hour of Code</b> <b>Maths games</b> <b>Pen Pals-Handwriting</b>	<b>ipads</b> Google search engine and images Range of websites linked with topic-research <b>Scratch/Hour of Code</b> <b>Maths games</b> <b>Pen Pals-Handwriting</b>	<b>ipads</b> Google search engine and images Range of websites linked with topic-research <b>Scratch/Hour of Code</b> <b>Maths games</b> <b>Pen Pals-Handwriting</b>	<b>ipads</b> Google search engine and images Range of websites linked with topic-research <b>Scratch/Hour of Code</b> <b>Maths games</b> <b>Pen Pals-Handwriting</b>	<b>ipads</b> Google search engine and images Range of websites linked with topic-research <b>Scratch/Hour of Code</b> <b>Maths games</b> <b>Pen Pals-Handwriting</b>
<b>Science</b> Mrs Carney	<b>ANIMALS INCLUDING HUMANS</b> <u>Knowledge and Understanding:</u> identify that animals, including humans, 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)  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	<b>ANIMALS INCLUDING HUMANS</b> <u>Knowledge and Understanding:</u> identify that animals, including humans, 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)  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	<b>ANIMALS INCLUDING HUMANS</b> <u>Knowledge and Understanding:</u> identify that animals, including humans, 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)  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	<b>ANIMALS INCLUDING HUMANS</b> <u>Knowledge and Understanding:</u> identify that animals, including humans, 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)  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	<b>ANIMALS INCLUDING HUMANS</b> <u>Knowledge and Understanding:</u> identify that animals, including humans, 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)  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	<b>ANIMALS INCLUDING HUMANS</b> <u>Knowledge and Understanding:</u> identify that animals, including humans, 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)  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	<b>ANIMALS INCLUDING HUMANS</b> <u>Knowledge and Understanding:</u> identify that animals, including humans, 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)  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	<b>ANIMALS INCLUDING HUMANS</b> <u>Knowledge and Understanding:</u> identify that animals, including humans, 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)  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

<p>how different parts of the body have special functions)</p> <p><b>Working Scientifically:</b> 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 (including their pets) and decide ways of grouping them according to what they eat</p> <p>research different food groups and how they keep us healthy and design meals based on what they find out</p>	<p>of the body have special functions)</p> <p><b>Working Scientifically:</b> 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 (including their pets) and decide ways of grouping them according to what they eat</p> <p>research different food groups and how they keep us healthy and design meals based on what they find out</p>	<p>of the body have special functions)</p> <p><b>Working Scientifically:</b> 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 (including their pets) and decide ways of grouping them according to what they eat</p> <p>research different food groups and how they keep us healthy and design meals based on what they find out</p>	<p>of the body have special functions)</p> <p><b>Working Scientifically:</b> 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 (including their pets) and decide ways of grouping them according to what they eat</p> <p>research different food groups and how they keep us healthy and design meals based on what they find out</p>	<p>of the body have special functions)</p> <p><b>Working Scientifically:</b> 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 (including their pets) and decide ways of grouping them according to what they eat</p> <p>research different food groups and how they keep us healthy and design meals based on what they find out</p>	<p>of the body have special functions)</p> <p><b>Working Scientifically:</b> 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 (including their pets) and decide ways of grouping them according to what they eat</p> <p>research different food groups and how they keep us healthy and design meals based on what they find out</p>	<p>of the body have special functions)</p> <p><b>Working Scientifically:</b> 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 (including their pets) and decide ways of grouping them according to what they eat</p> <p>research different food groups and how they keep us healthy and design meals based on what they find out</p>	<p>of the body have special functions)</p> <p><b>Working Scientifically:</b> 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 (including their pets) and decide ways of grouping them according to what they eat</p> <p>research different food groups and how they keep us healthy and design meals based on what they find out</p>	<p>of the body have special functions)</p> <p><b>Working Scientifically:</b> 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 (including their pets) and decide ways of grouping them according to what they eat</p> <p>research different food groups and how they keep us healthy and design meals based on what they find out</p>
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