

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Numeracy	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. <p>Small Steps</p> <ul style="list-style-type: none"> Comparing statements Related calculations Multiply 2-digits by 1-digit (1) Multiply 2-digits by 1-digit (2) Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (2) Divide 2-digits by 1-digit (3) Scaling How many ways? 			<p><u>Money and Measurement</u></p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Small Steps</p> <ul style="list-style-type: none"> Pounds and pence Converting pounds and pence Adding money Subtracting money Giving change 	<p><u>Statistics</u></p> <p>Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?']</p> <p>using information presented in scaled bar charts and pictograms and tables.</p> <p>Small Steps</p> <ul style="list-style-type: none"> Pictograms Bar Charts Tables 	
Literacy	<p>Spoken language</p> <p>Reading- word</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading - Comprehension</p> <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 					

- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Spelling

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - composition

- plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas
- draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and

rich vocabulary and an increasing range of sentence structures (English Appendix 2)

- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing-vocabulary, grammar and punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Spoken language

- discussing words and phrases that capture the reader's interest and imagination

Reading Comprehension

- identifying how language, structure, and presentation contribute to meaning

Spelling

- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for

Spoken Language

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Reading comprehension

- develop positive attitudes to reading and understanding of what

	<p>example, children's]</p> <p>Writing vocabulary, grammar and punctuation</p> <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 - <p>Writing composition</p> <ul style="list-style-type: none"> - organising paragraphs around a theme <p>Focus genre:</p> <ul style="list-style-type: none"> • Short Stories with a focus on the book:- Escape From Pompeii x 3 weeks • Non chronological reports x 3 weeks 	<p>they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Writing composition</p> <ul style="list-style-type: none"> - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Computing	<p><u>We are presenters Videoing performance</u></p> <ul style="list-style-type: none"> • select use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Work on various forms of output and input. • Use technology safely, respectfully and responsibly 	
IPC Includes: Science History Geography Art Music D & T	<p><u>Active Planet</u></p> <p>The tectonic plates that form the Earth's crust are always moving. Even the smallest movement can cause huge earthquakes, volcanoes and tsunamis that devastate communities across wide areas.</p> <ul style="list-style-type: none"> • In geography we'll be looking at how the Earth was found. What a volcano island is and where they are in the world what causes an earthquake and how they are measured. • In science we will be looking at solids, liquids and gases in volcanoes. What happens when a volcano erupts, what happens when rock melts and how volcanoes can give off poisonous gases.. • In music we will be finding out how to use instruments to make sound pictures and how to compose our own piece of music. • In history we will be looking at the devastation of Pompeii. • In art we be looking at hot and cold colours and about using different materials and techniques to represent a volcano. 	
Science	<p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	

	<p><u>Rocks</u></p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter
History	<p>Pupils should continue to develop a chronologically secure knowledge and understanding British and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> • the achievements of the earliest civilizations - The Romans - the devastation of Pompeii
Geography	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe and the America <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • describe and understand key aspects of: physical geography, including climate zones, <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Art	<ul style="list-style-type: none"> • improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil and clay]
Music	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music
D & T	<p><u>Design</u></p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p><u>Make</u></p> <ul style="list-style-type: none"> • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

PE	<p>Invasion Games (Outdoor)</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <p>Dance(Indoor)</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns
Languages	<p>To retell 'The Very Hungry Caterpillar' in French.</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
PSHE/Citizenship/SEAL	<p><u>Dear Diary</u></p> <ul style="list-style-type: none"> • Comfortable and uncomfortable feelings • Problems in relationships • Anti-bullying • Help and support
RE Devon Agreed Syllabus	<p>Children will be learning what Christians learn from the Creation Story. They will be exploring the Fall, the Ten Commandments and why it is important to say sorry.</p>
Environmental Work	<p>Maintaining the allotted area of the school grounds. Using the outdoor school environment where possible to enhance lessons and lesson objectives.</p> <p>Each class has an eco councillor who meets weekly to discuss environmental issues in school.</p> <p>Forest School</p>
Cultural Awareness	<p>To learn about the tradition and culture within our host country; USA</p> <p>To learn more about the area of the UK where we live.</p>