**Date:** Summer Term (1) **Teacher:** Miss Callaghan and Mrs Clarke

Topic focus: Emperors and Empires

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|  | **Week 1** | **Week 2**  | **Week 3** | **Week 4** | **Week 5** |
| Maths Y3Decimals, including money Time  | DecimalsAdd and subtract amounts of money to give change, using both £ and p in practical contexts | DecimalsAdd and subtract amounts of money to give change, using both £ and p in practical contexts  | DecimalsAdd and subtract amounts of money to give change, using both £ and p in practical contexts  | TimeTell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight  | TimeKnow the number of seconds in a minute and the number of days in each month, year and leap year.Compare durations of events [for example to calculate the time taken by particular events or tasks]. |
| Maths Y4Decimals, including moneyTime | DecimalsRecognise and write decimal equivalents of any number of tenths or hundredths.Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths | DecimalsCompare numbers with the same number of decimal places up to two decimal places Round decimals with one decimal place to the nearest whole numberRecognise and write decimal equivalents to ¼ ½ 1/3  | DecimalsEstimate, compare and calculate different measures, including money in pounds and penceSolve simple measure and money problems involving fractions and decimals to two decimal places.  | TimeConvert between different units of measure [for example, kilometre to metre; hour to minute]Read, write and convert time between analogue and digital 12- and 24-hour clocks. | Time solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. |
| EnglishNarrative (Issues and Dilemmas)PlayscriptExplanation | Narrative: discussing and recording ideasindicating possession by using the possessive apostrophe with singular and plural nounsusing fronted adverbialsusing the present perfect form of verbs in contrast to the past tenseusing and punctuating direct speech | Narrative:Organising paragraphs around a themecomposing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structuresIn narratives, creating settings, characters and plotusing and punctuating direct speechassessing the effectiveness of their own and others’ writing and suggesting improvements | Playscript:discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammarparticipate in discussions, presentations, performances, roleplay/improvisations and debatesuse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideasdiscussing and recording ideasusing fronted adverbials (as stage directions) | Playscript:in non-narrative material, using simple organisational devicesextending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, althoughusing commas after fronted adverbialsassessing 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 sentencesproofread for spelling and punctuation errors read their own writing aloud, to a group or the whole class, using appropriate intonation & controlling the tone & volume so that the meaning is clear. | Explanation:discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammarusing conjunctions, adverbs and prepositions to express time and causeindicating possession by using the possessive apostrophe with singular and plural nouns |
| Class readerGuided reading textReading Vipers focus | MatildaMaximum GladiatorPredict and Explain | Vocabulary and Retrieve | Infer and Summarise | **Consolidation** | Benjamin Zephania: Who’s Who?VIPERS |
| SciencePlants | Plant Nutrition and ReproductionIdentify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. | Plant Nutrition and ReproductionInvestigate the way in which water is transported within plants.Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. | Plant Nutrition and ReproductionSet up simple practical enquiries, comparative and fair tests. | Plant Nutrition and ReproductionMake systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.Set up simple practical enquiries, comparative & fair tests. | Plant Nutrition and ReproductionExplore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |
| R.EHinduismWhat does it mean to be a Hindu in Britain today? | Describe Hindu beliefs about God Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti).Offer informed suggestions about what Hindu murtis express about God.Begin to make links between Hindu beliefs and the aims of life (e.g. karma). | Describe two of the four aims in Hindu life; Dharma and Moksha Describe how Hindus show their faith within their families in Britain today (e.g. home puja)Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith. | Describe the Hindu belief in Karma Begin to make links between Hindu beliefs and the aims of life (e.g. karma).Begin to make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. | Describe how vibrant British Hindu life is Consider questions about how it could be hard for British Hindu children to live across two cultures, but it could also be exciting and enriching.Think and talk about the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking. | BIG Question: What does it mean to be a Hindu in Britain today? |
| Geography |  |  |  |  | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |
| History | The Roman empire and its impact on Britain:AD and BC dates.Roman Empire Chronology.Sequence dates and information from several historical periods on a timeline. | The Roman empire and its impact on Britain:Everyday life in Ancient Rome.Ask well composed historical questions about aspects of everyday life in ancient periods | The Roman empire and its impact on Britain:The Founding of Ancient Rome.Make deductions and draw conclusions about the reliability of a historical source or artefact, Identify and discuss different viewpoints in a range of historical materials; primary and secondary sources | The Roman empire and its impact on Britain:Ruling RomeDescribe the hierarchy and different roles in past civilisations. | The Roman empire and its impact on Britain:Growth and Expansion of the Roman Empire.Describe the achievements and influence of the ancient Romans on the wider world. |
| Art | Exploring MosaicsLearn about great artists, architects and designers in history. | Gathering IdeasCreate sketchbooks to record their observations and use them to review and revisit ideas. | Making a Mosaic Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). | Making a MosaicImprove their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). | EvaluatingEvaluate and analyse creative works using the language of art, craft and design. |
| DT |  |  |  |  |  |
| P.E. | Athletics:use running, jumping, throwing and catching in isolation and in combination | Athletics:use running, jumping, throwing and catching in isolation and in combination | Athletics:use running, jumping, throwing and catching in isolation and in combinationcompare their performances with previous ones and demonstrate improvement to achieve their personal best. | Athletics:use running, jumping, throwing and catching in isolation and in combinationcompare their performances with previous ones and demonstrate improvement to achieve their personal best. | Athletics:use running, jumping, throwing and catching in isolation and in combinationcompare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| MusicMama Mia | Mamma Mia Song by Abba Introduction:Listen with attention to detail and recall sounds with increasing aural memoryPupils should be taught to sing and play musically with increasing confidence and control.Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansDevelop an understanding of the history of music.Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.Improvise and compose music for a range of purposes using the inter-related dimensions of music.Use and understand staff and other musical notations  | Dancing Queen by AbbaListen with attention to detail and recall sounds with increasing aural memory Pupils should be taught to sing and play musically with increasing confidence and control. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations | The Winner takes it allListen with attention to detail and recall sounds with increasing aural memory Pupils should be taught to sing and play musically with increasing confidence and control. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations | WaterlooListen with attention to detail and recall sounds with increasing aural memory Pupils should be taught to sing and play musically with increasing confidence and control. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations | Super TrooperOr Thank you for the MusicListen with attention to detail and recall sounds with increasing aural memory Pupils should be taught to sing and play musically with increasing confidence and control. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations |
| PSHE | R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.  | R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support well-being. R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary  | R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge | L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced  | R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships  |
| French | Presenting Myself:Je me presente (1)Listen attentively to spoken language and show understanding by joining in and responding.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 to build sentences; and how these differ from or are similar to English.  | Presenting Myself:Je me presente. (2)Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.Speak in sentences, using familiar vocabulary, phrases and basic language structures.  | Presenting Myself:Les Numeros 1-10. Listen attentively to spoken language and show understanding by joining in and responding.  | Presenting Myself:Je me presente. (4) Les Numeros 11-20.Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.Write phrases from memory, and adapt these to create new sentences, to express ideas clearly | Presenting Myself:Quel age as tu?Present ideas and information orally to a range of audiences.Read carefully and show understanding of words, phrases and simple writingBroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. |