

## HALF TERMLY PLANNING

Date: Summer Term (2)    Teacher: Miss Callaghan and Mrs Clarke

Topic focus: Emperors

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>Please add National Curriculum objectives into each box. Fill black if not covered that week.</b>					
Maths Statistics Fractions	Interpret and present data using bar charts, pictograms and tables  solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.	Interpret and present data using bar charts, pictograms and tables  solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.	Year 3 - Properties of shape - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turn.  Year 4 - Position and Direction Describe positions on a 2D grid as coordinates in the first quadrant.	Year 3 - Properties of shape - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turn.  Y4 - Position and Direction Describe movement between positions as translations of a given unit to the left, right, up and down.	Year 3 - Properties of shape Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four make a whole turn. Identify whether angles are greater than or smaller than a right angle.  Y4 - Position and Direction Plot specific points, and draw sides to complete a given polygon.	Year 3 - Properties of shape Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four make a whole turn. Identify whether angles are greater than or smaller than a right angle.  Y4 - Position and Direction Plot specific points, and draw sides to complete a given polygon.
English Newspaper Diary (Riddles)	<u>Newspaper</u>  listening to and discussing a wide range of fiction, poetry, plays, non-fiction and	<u>Newspaper</u>  composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an	<u>Diary</u>  discussing writing similar to that which they are planning to write in order to understand and learn from its structure,	<u>Diary</u>  composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an	<u>Riddles</u>  discussing writing similar to that which they are planning to write in order to understand and learn from its structure,	<u>Riddles</u>  composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

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	<p>reference books or textbooks</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>using and punctuating direct speech</p>	<p>increasing range of sentence structures</p> <p>organising paragraphs around a theme</p> <p>in non-narrative material, using simple organisational devices</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>using fronted adverbials, using a comma after a</p> <p>fronted adverbial. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>increasing range of sentence structures</p> <p>organising paragraphs around a theme</p>	<p>vocabulary and grammar</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>recognising some different forms of poetry</p>	<p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
Class reader	Matilda	Matilda	Matilda	Matilda	Matilda	Matilda
Guided reading text	The Warrior Princess (Chapter 1)	The Warrior Princess (Chapter 2) Decoding	The Warrior Princess (Chapter 3) Decoding	The Warrior Princess (Chapter 4) Decoding	The Warrior Princess (Chapter 5) Decoding	Non-fiction- Newspaper Reports Decoding

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Reading Vipers focus	Decoding  Retrieve  Infer	Vocabulary  Summarise	Infer  Predict	Explain  Retrieve	Infer  Explain	
Science  Plants	Year 3  Recording findings using simple scientific language, drawings  Year 4  To know common appliances that run on electricity.	Year 3  Recording findings using labelled diagrams, keys, bar charts, and tables  Exploring Light  Exploring Shadows  Recognise that they need light in order to see things and that dark is the absence of light.  To construct simple series electrical circuits identifying and naming basic parts including cells, wire	Year 3  Recording findings using bar charts and tables  Identify and Classify - Light Sources and reflectors  Opaque, Transparent and Translucent  Shadows  To notice that light is reflected from surfaces.	Year 3  Investigating reflective materials  Observing changes in shadows  To recognise that shadows are formed when the light from a light source is blocked by a solid object.	Year 3  Sun Safety  Research about light, reflectors and shadows  Investigating sun safety  To recognise that light comes from the sun and can be dangerous and that there are ways to protect the eyes.	Year 3  To find patterns in the way that the size of shadows change.
R.E	How and why do believers show their commitments during the journey of life?  Identify some beliefs about love, commitment and promises in two religious traditions and	How and why do believers show their commitments during the journey of life?  Offer informed suggestions about meaning and importance of ceremonies of commitment for	How and why do believers show their commitments during the journey of life?  Describe what happens in ceremonies of commitment eg baptism, sacred thread, marriage and say what those rituals mean.	How and why do believers show their commitments during the journey of life?  Make simple links between beliefs about love, commitment and how people in at least two religious traditions live - eg through celebrating	How and why do believers show their commitments during the journey of life?  Identify some differences in how people celebrate commitment eg marriage and Christian baptism.	How and why do believers show their commitments during the journey of life?  Revise questions and suggest answers about whether it is good for everyone to see life as a journey, and to make the milestones.

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	describe what they mean.	religious and non-religious people today.		forgiveness, salvation and freedom at festivals.	Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. Identify some differences in	Give good reasons why they think ceremonies of commitment are or are not valuable today.
Geography						
History	<p><u>The Roman empire and its impact on Britain:</u> Growth and Expansion of the Roman Empire. The First Invasions of Britain.</p> <p>Describe the achievements and influence of the ancient Romans on the wider world.</p>	<p><u>The Roman empire and its impact on Britain:</u> Emperors of the Empire (Local History Focus- Hadrian)</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p><u>The Roman empire and its impact on Britain:</u> Roman Army and the Conquest of Britain.</p> <p>Learn about the Roman Empire and its impact on Britain.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections,</p>	<p><u>The Roman empire and its impact on Britain:</u> Boudicca's Rebellion</p> <p>Learn about the Roman Empire and its impact on Britain.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections,</p>	<p><u>The Roman empire and its impact on Britain:</u> Struggle with Scotland and Hadrian's Wall.</p> <p>Learn about the Roman Empire and its impact on Britain.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections,</p>	<p><u>The Roman empire and its impact on Britain:</u> Roman Withdrawal</p> <p>Learn about the Roman Empire and its impact on Britain.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections,</p>
Art	<ul style="list-style-type: none"> <li>· Create sketchbooks to record their observations and use them to</li> </ul>	<ul style="list-style-type: none"> <li>· Learn about great artists, architects and designers in history.</li> </ul> <p>Gathering ideas</p>	<ul style="list-style-type: none"> <li>· including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</li> </ul>	<ul style="list-style-type: none"> <li>· including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</li> </ul>	<ul style="list-style-type: none"> <li>· including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</li> </ul>	<ul style="list-style-type: none"> <li>· Evaluate and analyse creative works using the language of art, craft and design. Evaluating.</li> </ul>

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	review and revisit ideas.		Improve their mastery of art and design techniques, Practising techniques.	Improve their mastery of art and design techniques, Practising techniques.	Improve their mastery of art and design techniques, Practising techniques.	
Computing	Making Things Happen  · Understand the importance of clear and precise instructions	Making Things Happen  Use algorithms to control movement.	Making Things Happen  Create and debug simple programs.	Making Things Happen  Design and write simple programs.	Making Things Happen  Debug programs when they go wrong.	Making Things Happen  Use control commands to draw shapes.
P.E.	To use a range of different paces in races.  Lesson 1  NUFC To move in different ways speeds. To move in different directions. To accelerate	To perform effective sprint techniques including a sprint start.  Lesson 2  NUFC To move at different speeds when running. To recognise when to change speed, depending on distance. To demonstrate how to accelerate at appropriate times.	To perform a standing long jump and a standing triple jump.  To perform a standing vertical jump  Lesson 3  NUFC To jump using different techniques. To use their body in order to get distance in jumps. To jump over different sized objects.	To practise and refine safe jumping techniques.  Lesson 4  NUFC To be able to use different techniques to jump. To use body to get height in a jump. To jump over different sized objects.	To perform an overhead heave throw.  Lesson 5  NUFC To use different techniques to throw. To use body to throw further. To demonstrate how to improve to a partner.	To recap on any skills as needed.  Lesson 6  NUFC To recap and revisit different techniques and skills learnt. To complete final activity of their own choice.
Music	Lean on Me  Lesson 1. Listen and Appraise (begin to recognise the basic style indicators of Gospel music) • Listen and Appraise - Lean	Lean on Me  Lesson 2: • Listen and Appraise - He Still Loves Me by Walter Williams and Beyoncé:: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a	Lean on Me  Lesson 3: 1. Listen and Appraise (begin to recognise the basic style indicators of Gospel music) • Listen and Appraise - Shackles by Mary Mary: Play the song. Use your body to find	Lean on Me  Lesson 4: 1. Listen and Appraise (begin to recognise the basic style indicators of Gospel music) • Listen and Appraise - Amazing Grace by Elvis Presley: Play the song. Use your body	Lean on Me  Lesson 5: 1. Listen and Appraise • Listen and Appraise - Ode To Joy Symphony No 9 by Beethoven: Play the music. Use your body to find/feel the pulse whilst scrolling through/using the on-	Lean on Me  Lesson 6: 1. Listen and Appraise (begin to recognise the basic style indicators of Gospel music) • Listen and Appraise - Lean On Me by The ACM Gospel Choir: Play the song. Use your body to find

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	<p>On Me by Bill Withers: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections. • After listening, talk about the song and answer the questions together using correct musical language.</p>	<p>focus. After listening, talk about the song and answer the questions together using correct musical language. • Listen and Appraise - Lean On Me (if you want to): How are the songs different, how are they similar?</p>	<p>the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. • Listen and Appraise - Lean On Me (if you want to): How are the songs different, how are they similar?</p>	<p>to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. • Listen and Appraise - Lean On Me (if you want to): How are the songs different, how are they similar?</p>	<p>screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. • Listen and Appraise - Lean On Me (if you want to): How are the pieces of music different, how are they similar?</p>	<p>the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. • Listen and Appraise - Lean On Me (if you want to): How are the songs different, how are they similar?</p>
PSHE	<p>Changing Me</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p>	<p>Changing Me</p> <p>H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>	<p>Changing Me</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>Changing Me</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p>	<p>Changing Me</p> <p>to understand what a baby needs to live and grow. to express how I might feel if I had a new baby in my family</p>	<p>Changing Me</p> <p>To recognise how they feel about changes happening to them and know how to cope with these feelings</p> <p>Changing classes and/or school - transition. Hopes and fears.</p>
French	<p>La Famille</p> <p>Lesson 1: to learn the nouns of a range of family members in French.</p> <p>Tell somebody the members, names</p>	<p>La Famille</p> <p>Lesson 2: To continue and consolidate the nouns and definite articles/determiners for members of the family in French and to learn how to use the possessive</p>	<p>La Famille</p> <p>Lesson 3: To introduce the language required to ask and answer the target question: <i>As-tu des frères et sœurs?</i> (Do you have any brothers or sisters?)</p>	<p>La Famille</p> <p>Lesson 4: To consolidate the previously learnt language and to be able to introduce their family members by being able to say what their names are.</p>	<p>La Famille</p> <p>Lesson 5: To learn how to say and recognise numbers 1-70 (and 1-100 in the optional challenge section) in French.</p>	<p>La Famille</p> <p>Lesson 6: To revise all language covered so far and complete assessment for the unit.</p>

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	<p>and various ages of either their own or a fictional family in French.</p>	<p>adjective 'my' in French with increasing accuracy and understanding.</p> <p>Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</p>		<p>This will involve moving from 1st person singular, je m'appelle to 3rd person singular, [il/elle] s'appelle.</p> <p>Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</p>	<p>To revise numbers 1-70 in French and use this knowledge to be able to say how old our family members are. Children will therefore learn how to move from the 1st person singular conjugation of the verb avoir (to have) to the 3rd person singular form to be able to ask and answer the target question for the week: Quel age a...? (How old is...?)</p>	
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