

| Spring term 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Mathematics | Area (Y4) Length and Perimeter (Y3) Length and perimeter – Year 3 Area and Perimeter – Year 4 I See Maths – Inventing measures Measures tasks | Area (Y4) Length and Perimeter (Y3) Length and perimeter – Year 3 Area and Perimeter – Year 4 I See Maths – Different measures Measure tasks 2 | Fractions I See Maths – Why fractions? Fractions tasks 1 | Fractions I See Maths – Comparing fractions Fractions tasks 2 | Money Decimals (Y4) Money workbook – Year 3 Decimals workbook – Year 4 Money workbook – Year 4 | Statistics (Y3) Statistics workbook – Year 3 Statistics workbook – Year 4 |
| Reading | Song of the dolphin boy | Song of the dolphin boy | Song of the dolphin boy | Song of the dolphin boy | Song of the dolphin boy | Song of the dolphin boy |
| Writing | <p style="text-align: center;">Genre: Biography, Narrative, Poetry</p> <p>Grammar and punctuation: Inverted commas – Espresso Primary – introduction to inverted commas , using inverted commas for speech Fronted Adverbials – Espresso Primary – using fronted adverbials Subordinating conjunctions – BBC Bitesize – subordinating conjunctions Commas – Espresso Primary – using commas to clarify meaning Similes and metaphors - Espresso Primary – Simile hunt Noun phrases (Year 4) – Espresso Primary – expanded noun phrases Apostrophes – Espresso Primary – using apostrophes Paragraphs – Espresso Primary – introduction to using paragraphs , organising ideas using paragraphs Standard English – Espresso Primary – using standard English verb forms Determiners – Espresso Primary – using a or an</p> | | | | | |

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| | <p>Spellings: Year 3 and 4 statutory spelling list 100 High frequency words and 200 next frequency words</p> <p><u>FOR ESPRESSO PRIMARY LINKS, MAKE SURE YOU ARE ALREADY LOGGED INTO ESPRESSO PRIMARY ONLINE BEFORE CLICKING THE LINK OR THE LINK WILL NOT WORK.</u></p> <p>Go to the Espresso Primary website: www.discoveryeducation.co.uk</p> <p>Click on 'Login' and select 'Espresso'</p> <p>Espresso Username: student23996</p> <p>Espresso Password: hookstone</p> | | | | | |
| Art | Andy Warhol / Kumi Yamashita (light and shadow) Andy Warhol – Tate Kids Kumi Yamashita – Light and Dark profile | Andy Warhol / Kumi Yamashita (light and shadow) | Andy Warhol / Kumi Yamashita (light and shadow) | Andy Warhol / Kumi Yamashita (light and shadow) | Andy Warhol / Kumi Yamashita (light and shadow) | Andy Warhol / Kumi Yamashita (light and shadow) |
| Geography/History | <ul style="list-style-type: none"> • To locate the coldest places on Earth. • To explain why they are so cold. • To describe what they look like. https://discoveringantarctica.org.uk/introducing-antarctica/ | <ul style="list-style-type: none"> • Where is the Antarctic? • What is the landscape of the Antarctic? • Does anyone live in the Antarctic? https://www.bas.ac.uk/science/science-and-society/education/antarctic-factsheet-geographical-statistics/ | <ul style="list-style-type: none"> • To recall different types of wildlife found in the Arctic. • To explain how Antarctic animals are adapted to their environment. • To explain what impact seasonal change can have | <ul style="list-style-type: none"> • Understand what the race to the South Pole was. • Amundson / Shackleton / Scott https://kids.britannica.com/kids/article/Antarctica/272892#196460-toc https://www.dkfindout.com/uk/history/explorers/who-was-first-to-south-pole/ | <ul style="list-style-type: none"> • Learn about Shackleton's expedition in the Endurance https://kids.britannica.com/kids/article/Ernest-Henry-Shackleton/598856 | <ul style="list-style-type: none"> • What are the challenges facing the Arctic today? • What will the Arctic look like in the future? • What can we do to make a positive contribution to the future of the Arctic? https://central.espresso.co.uk/espresso/mod |

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| | <p><i>Home learning: Create a project about Antarctica. Research where it is, who has been there, what lives there, etc. Present your findings as either a written project, PowerPoint presentation, model, or any other way you like!</i></p> | <p>Use Google Earth to virtually visit the Antarctic.</p> | <p>on a place and its wildlife.</p> <p>https://discoveringantarctica.org.uk/ecosystems-and-foodwebs/beneath-the-waves/</p> <p>https://www.kidcyber.com.au/antarctic-animals</p> | <p>https://central.espresso.co.uk/espresso/modules/news/tv_news/history/120104h_scott.html?source=search-all-all-all-all&source-keywords=antarctica</p> | | <p>ules/t2_passport/antarctica/020319g_antarctica.html</p> <p>https://discoveringantarctica.org.uk/challenges/</p> |
| Science | <p>To discover through active investigation that without light you cannot see</p> <ul style="list-style-type: none"> To learn through investigation that light travels in straight lines To actively investigate the nature of white light through practical activities | <ul style="list-style-type: none"> Know what a light source is and that the sun is a light source which is so powerful that it will damage your eyes if you look at it (even with sunglasses) Predict and then investigate which colours show up best and least in the dark Investigate the effect of shining a torch on various objects including reflective materials | <ul style="list-style-type: none"> To investigate how light is reflected by different surfaces, looking for similarities and differences and noting observations To investigate the nature of reflections in mirrors through a variety of practical tasks including mirror writing, navigating mirror mazes and multiple mirror reflections | <ul style="list-style-type: none"> To investigate how objects made from different materials cast shadows To understand how a shadow changes depending on the object's orientation | <ul style="list-style-type: none"> To actively investigate how shadows change as the light source is moved To take measurements and look for patterns in data to answer scientific questions | <ul style="list-style-type: none"> To actively investigate the use of coloured acetate filters for mixing beams of coloured light and to look through To use all their previously gained knowledge and skills during this block of sessions to create a fabulous shadow puppet performance |

| Science objectives | What is light and what can it do? | What is a light source? | What is 'reflection'? | What are shadows? | Why do shadows change shape? | How can shadows show colour? |
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| Website Links | https://www.youtube.com/watch?v=iCmFWJjc4RA – 3 Little Piggies shadow puppet show. https://www.youtube.com/watch?v=37vPrNagz8M - video https://www.stevespanglerscience.com/lab/experiments/color-mixing-wheel-sick-science/ - instructions | http://www.bbc.co.uk/education/clips/zb3s34j - Clip on light sources and reflectors http://www.bbc.co.uk/education/clips/ztcg9j6 - Clip on reflective gear for roads At home shadow exploration - https://www.stem.org.uk/resources/elibrary/resource/35265/making-shadow-puppets#&gid=undefined&pid=2 Ideas on how to make a shoe box puppet theatre - https://www.youtube.c | What is reflection - https://www.youtube.com/watch?v=AUFbby7wN4 Exploration of reflection for home - https://buggyandbuddy.com/science-experiments-kids-reflections-mirrors/ | https://www.youtube.com/watch?v=iCmFWJjc4RA - Shadow puppet play of The Three Little Piggies; https://www.youtube.com/watch?v=pSVd_OAKTKc&ebc=ANyPxKqjSogX83SrKtC5Y2LPK8AYDbmck1M6AnX7FbIJRplL6gEuAEYAj3AheEsh80WETSRkVz3pMa_PxeYOIZFdGghDZoCg&nohtml5=False - Shadow puppet tutorial film clip. At home task – explore shadows you can make using your hands and different household objects. | https://www.youtube.com/watch?v=m8yb4hnA2dl -Film clip of Raymond Crowe making hand shadow puppets to “What a Wonderful World” Home task – Make shadow puppets and explore how shadows change when the puppet is closer to and further away from the light source. | http://www.bbc.co.uk/education/clips/z87jmp3 - shadow puppets. Think about the colours used. Could you make different colours? How? |

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| | | om/watch?v=4Vig2wEIEFo | | | | |
| PSHE | Living in the wider world | | | | | |
| | What are rules? What are our classroom /school rules? How does our behaviour affect others? How can I be polite and respectful? What are good/bad manners? Do I know the difference between fair and unfair, kind and unkind and right and wrong? Do I know what to do and who to go to if I am worried? What makes a positive, healthy relationship that makes us feel comfortable? How do we recognise and respond appropriately to a wider range of feelings? How do I keep safe on-line? How will I grow and change this year? (new opportunities, responsibilities, independence, emotions, body etc.) What strengths skills and interests do I have? | | | | | |
| | Key questions What makes a community? What facilities are in my community? What different groups do I belong to? What is a diverse community? What does respect mean? How do we show respect for others? Why do we have rules and laws in school and also in our wider society? What are consequences? What are human rights? How do they protect people and children? What are my rights and responsibilities? What's the difference between rights and responsibilities? What job do I want to do in the future? | | | Children will learn: <ul style="list-style-type: none">that a community is made up of different groups with a sense of belonginghow different groups make up the school and wider community making a diverse communityhow a community helps everyone to feel includedhow the contributions that different people make helps to make people feel includedhow to be respectful towards people who may live differently to them | | Resources and links |

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| | <p>What skills do I have that may lead to specific jobs? What job would I be good at?</p> <p>Can I set my own goals for what I would like to achieve?</p> <p>How do I/my family manage money?</p> | <ul style="list-style-type: none"> • how people's different views should be respected • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • about how they have rights and responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn • that there is a wide range of jobs people have • that people can have more than one job at once and change jobs over a lifetime • about the common myths and gender stereotypes related to jobs • to challenge stereotypes through examples of role models in different jobs • about different skills needed to do different jobs • to recognise their interests, skills and achievements and | |
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| | | | | how these might link to future jobs how to set realistic goals that they would like to achieve | | |
| RE | What makes Jesus an inspiration to some people? | | | | | |
| | What does 'being inspired' mean? Who inspires you? Why? Explain that Jesus is an inspiration to Christians. | Discuss the different symbols that are used in Christianity. Candles, light, sheep, shepherds, angels, bread, wine, crosses etc. Can you symbolise yourself? What would you be? Why? | Why is Jesus inspiring? Is it because of his teachings? BBC Bitesize. What makes a good teacher? Why was Jesus a good teacher? Share the parable of the 2 builders. Recount/discuss/s toryboard etc. Create a wall of bricks displaying the foundations in your life. | Is Jesus inspiring because he helped people to be happy? Refer to the Beatitudes Jesus taught at his sermon on the mount. (Google Beatitudes) What would your list of Beatitudes be? | Is Jesus inspiring because of his miracles? Share Jesus and the Blind Man. Discuss/ storyboard/ recount. Why do some people find it hard to believe in miracles? | Read more of the miracles of Jesus. Write/draw a miracle that you would like to see happen. |

| Spring term 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
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| Mathematics | Fractions | Fractions | Multiplication and Division | Assessment Week | Multiplication and Division |
| Reading | Climate Rebels The Mousehole Cat – Antonia Barber | Climate Rebels The Mousehole Cat – Antonia Barber | Climate Rebels The Pied Piper – Michael Morpurgo | Climate Rebels The Pied Piper – Michael Morpurgo | Climate Rebels The Pied Piper – Michael Morpurgo |

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| Writing | Genre: Newspaper, Narrative, Instructions | | | | |
| | Grammar and punctuation: Inverted commas Fronted Adverbials Subordinating conjunctions Commas Similes and metaphors Noun phrases (Year 4) Apostrophes Paragraphs Standard English Determiners | | | | |
| DT | Wood Sun dial / Bird Feeder | Wood Sun dial / Bird Feeder | Wood Sun dial / Bird Feeder | Wood Sun dial / Bird Feeder | Wood Sun dial / Bird Feeder |
| Geography | Europe | Europe | Europe | Europe | Europe |
| History | Ancient Greece The Odyssey / The Iliad Greek Myths by Marcia Williams | Ancient Greece The Odyssey / The Iliad | Ancient Greece The Odyssey / The Iliad | Ancient Greece The Odyssey / The Iliad | Ancient Greece The Odyssey / The Iliad |
| Science | Magnetism | Magnetism | Magnetism | Magnetism | Magnetism |
| PSHE | | | | | |
| Music | The Magic Flute – Mozart The Fire Bird – Stravinsky The Royal Fireworks Suite | | | | |