



	Week 1	Week 2	Week 3	Week 4	Week 5
<b>English</b>	Dragons  Non-Chronological reports  Features of a report Asking questions Answering questions	Dragons  Non-Chronological reports  Drafting reports Writing and editing	The Pebble in my Pocket (Read up to 6 <sup>th</sup> Double page spread)  Non - Fiction  Identifying text features Unpicking sentence structure Technical vocabulary  Extended piece – Journey of a river'	The Pebble in my Pocket (Read up to 12 <sup>th</sup> Double page spread)  Non-Fiction  Features of fact files Technical vocabulary Write a fact file on a dragonfly (as featured in the text) Share write Cave paintings <i>Ancient Caves and Monuments - local</i>	The Pebble in my Pocket (Read final 3 <sup>rd</sup> of the book)  Non-Fiction  Identifying text features Unpicking sentence structure Technical vocabulary  Extended piece – Journey of the pebble
<b>Guided Reading</b>  <i>Cressida Crowell - national</i>	How to Train a Dragon Intro, author work chapters 1 and 2	How to Train a Dragon  Chapters 3-6	How to Train a Dragon  Chapters 7-10	How to Train a Dragon  Chapters 11-15	How to Train a Dragon  Chapters 16-19 and epilogue
Maths  Fluency- Times table facts	Statistics- Tally charts, bar graphs, pictograms	Statistics- Tally charts, bar graphs, pictograms (Year 4 Line graphs	Year 3 Calculation  Year 4 Decimals and percentages	Year 3 Calculation  Year 4 Decimals and percentages	Year 3 Calculation  Year 4- decimals and percentages

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<b>Science Year 3</b>  <b>Animals including Humans</b>	<b>Nutrition</b>  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.  To sort foods into food groups and find out about the nutrients that different foods provide.	<b>Food Labels</b>  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.  To explore the nutritional values of different foods by gathering information from food labels.  School cook - local	<b>Skeletons</b>  Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  To sort animal skeletons into groups, discussing patterns and similarities and differences.  Rontgen, discovered x-rays – Global	<b>Human Skeleton</b>  Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.  To investigate an idea about how the human skeleton supports movement.	<b>Muscles</b>  Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  To explain how bones and muscles work together to create movement.  Leonardo da Vinci, muscle pictures and studies - Global

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<p><b>Science</b>  <b>Animals including humans</b>  <b>(Teeth)</b></p> <p>To identify the different types of teeth in humans and their simple functions.  To construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Digestive system</b></p> <p>Introducing Science topic- match vocabulary and images of the digestive system.</p> <p>Working scientifically skills: Asking relevant questions</p>	<p><b>Functions of digestive organs</b></p> <p>Recognise the parts of the digestive system and the purpose of each organ linked to digestion.</p> <p>Working scientifically skills: Identifying and classifying. Labelled diagrams</p>	<p><b>Types and functions of teeth</b></p> <p>To study our own teeth and share what we notice about size and shape. To name and research the purpose of different types of teeth.</p> <p>Working scientifically skills: Research. Making careful observations.</p> <p>Career- Dentist/dental nurse</p>	<p><b>Investigation- Tooth decay</b></p> <p>To investigate tooth decay using egg shells and different liquids.</p> <p>Working scientifically skills: Planning comparative tests. Setting up simple tests.</p>	<p><b>Food chains</b></p> <p>To investigate tooth decay using egg shells and different liquids.</p> <p>Working scientifically skills: Planning comparative tests. Setting up simple tests.</p>

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<b>Computing Year 3</b>	Word Processing To change the case of the text.	Word Processing To align text.	Word Processing To use bullets and numbering.	Word Processing To use the <ctrl> key.	Word Processing To insert and format text boxes.
	Dance Mat typing – level 1 Stage 1: f, d, s, a, j, k, l, ; g h Stage 2: e i Stage 3: r u	Dance Mat Typing - level 2 Stage 4: t y Stage 5: w o Stage 6: q p	Dance Mat Typing – level 3 Stage 7: v m Stage 8: b n Stage 9: c ,	Dance Mat Typing level 4 Stage 10: x z ' ' ' ' ' ' Stage 11: / . Stage 12: Shift keys - how to make capital letters	Dance Mat Typing Review levels 1-4
<b>Computing Year 4</b> <i>Aardman animation Nick Parks</i>	Comic Life	Comic Life	Comic Life	Comic Life	Comic Life
	Explore the app comic life	Design and begin creating comic linked to Volcanoes.	Create comic linked to Volcanoes.	Edit Volcano comic	Review and share with peers.
<b>History</b>	Geography focus	Geography focus	Geography focus	Geography focus	Geography focus

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<b>Geography</b> <b>Mount Vesuvius</b> Why did people leave Pompeii and why did they come back?  Knowledge Mythology of Jupiter Impact on Roman Empire Formation due to tectonic plates Volcanic Eruptions Digital Mapping  Escape from Pompeii- by Christina Balit	<b>What is a volcano and what impact would an eruption have on the local area?</b>  To use aerial photographs to write an observational report on a volcanic eruption.	<b>Where is Pompeii and how do I get there?</b> <b>Where is Mount Vesuvius?</b>  To use atlases, globes and digital mapping to locate Pompeii related to latitude and longitude.  Art: Margaret Godfrey – global volcano art using tissues and glue.	<b>What was the impact of Mount Vesuvius' eruption on the city of Pompeii in 79AD?</b>  To write a short historical report using geographical vocabulary and comprehension skills.  Art: Margaret Godfrey – global volcano art using tissues and glue.	<b>Why did the people of Pompeii return to the area?</b>  To develop an opinion on settlement and land use.	<b>What are the dangers to Pompeii today?</b>  To research Pompeii today using digital mapping, atlases and sources of geographical information.
<b>Art</b> <b>Drawing bodies</b>	Drawing people (outlines) using felt pens, showing a range of shapes and colours.  Artist Julian Opie	Drawing body shapes in charcoal.  Artist Henry Moore: National/historical-WW2 drawings.	Drawing bodies in pen. Use of sketchbook to develop skills.		Making paper clothes. Exploring pattern, shape and design.  Designer Vivienne Westwood
<b>DT</b>	Topic Starter- Papier mache Volcanoes			<b>DT Project Day</b> 3d clay models of eyes- linked to Dragon guided reading.	

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RE	What is Pentecost? Retell the story of the Pentecost.	How do artists express the idea of the Holy Spirit? Give pupils part of some artwork that shows the story (e.g. from <a href="http://www.artbible.info">www.artbible.info</a> ) and ask pupils to sketch the rest of the picture, from the story. Compare with the original artwork to see what they included and left out. How have artists expressed the idea of the power of the Holy Spirit and the impact on the disciples and listeners?	Who or what is the Holy Spirit? Why do Christians think the Holy Spirit is important now? Christians might say the Spirit of God is like a battery: Christians can't do God's work and live in God's way without the Holy Spirit's power. Find out more about Christian beliefs about the Holy Spirit (e.g. <a href="http://bit.ly/2mfD7fG">bit.ly/2mfD7fG</a> ) and list the ways in which Christians believe the Holy Spirit helps them.	How does the church celebrate Pentecost? Ask pupils to suggest ways in which Christians should celebrate this birthday — the giving of the Holy Spirit. List some activities Christians might do and say; where would this be, and why. Think about ways of capturing the excitement of that first Pentecost with sound, movement, colour, and so on.	Why do Christians believe God ruling their life is a good thing? Ask pupils to explain what difference they think the giving of the Holy Spirit at Pentecost made to Christians, then and now.
PE <b>Athletics- both sessions</b> <a href="#">Olympics- link all activities to Olympic events and the athletes competing. Watch video clips.</a>	Running- how can we use our bodies to run as fast as we can? Technique for sprinting.	Running- techniques when running- accelerate when starting a spring. How to use body and where to look and hold head.	Running- as part of a team. Relay practise and techniques.  Running- in a race, using a curved track.	Throwing- difference between throwing for accuracy and distance.	Jumping- using our bodies to jump as successfully as possible.
PSHE/SCARF <b>Being my best</b>	What makes me 'me'.  Recognising special features in ourself and each other.	SCARF hotel  Eating healthy	Harold's 7 Rs  Contributing to the care of the environment, including recycling, reusing.	Basic First Aid  Making emergency calls. <a href="#">History of the British Red Cross- images and information shared.</a>	Basic First Aid  <a href="#">British Red Cross</a> guidance – learn how to respond to range of first aid situations.

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Music	Carlyon Bay  Bob Marley (Global) and other musicians	Charanga unit 'Three little birds'  Three Little Birds by Bob Marley a. Warm-up Games b. Flexible Games c. Start to learn the song Three Little Birds  Who is Bob Marley? Share picture and information.	Charanga unit 'Three little birds'  Jamming by Bob Marley  Three Little Birds a. Warm-up Games b. Flexible Games c. Sing the song Three Little Birds d. Play instrumental parts	Charanga unit 'Three little birds'  Small People by Ziggy Marley  Three Little Birds a. Warm-up Games b. Flexible Games c. Sing the song Three Little Birds d. Play instrumental parts e. Improvise	Charanga unit 'Three little birds'  54 - 46 Was My Number by Toots and The Maytals  Three Little Birds a. Warm-up Games b. Flexible Games c. Sing the song Three Little Birds d. Play instrumental parts e. Improvise f. Compose	Charanga unit 'Three little birds'  Ram Goat Liver by Pluto Shervington  Three Little Birds a. Warm-up Games b. Flexible Games c. Sing the song Three Little Birds d. Play instrumental parts e. Improvise f. Play your composition(s) within the song End-of-unit performance
	Lansallos	Recorders	Recorders	Recorders	Recorders	Recorders
MfL (KS2) The People Around Me		Meet My Family	Have you got any pets?	The Alphabet	What's their name?	How do you spell?