



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (4 days)
Wider Curriculum	Learning Online	Learning Online				Themed Week – Art in Heaven
Writing	<p>Fantasy Story – Leon and the Place Between</p> <p>Use a text to make predictions and ask questions</p> <p>Expand sentences to add details using adverbs and adjectives</p> <p>Recognise and use different word classes to add description</p> <p>Empathise with a character, giving reasons from the text to support own opinions</p>	<p>Fantasy Story – Leon and the Place Between</p> <p>Recognise and write expanded noun phrases</p> <p>Use of comma to punctuate correctly</p> <p>Use of prepositions to add detail in setting descriptions</p> <p>Use causal conjunctions to expand sentences</p>	<p>Fantasy Story – Leon and the Place Between</p> <p>Using verbs and adverbs to develop and describe a character</p> <p>Planning a story</p> <p>Setting descriptions</p> <p>Using inverted commas for speech in a story</p> <p>Use of paragraphs</p> <p>Use all learnt to write final end piece of the unit</p>	<p>Discussion Texts / Biographies</p> <p>Identify features</p> <p>Respond appropriately to others in a discussion</p> <p>Use information to make notes for own writing</p> <p>Use the indefinite articles a and an correctly</p> <p>Vary sentence structure (punctuating correctly)</p> <p>Use appropriate sentence openers</p> <p>Gather opinions for both sides of argument</p> <p>Use of paragraphs</p>	<p>Discussion Texts / Biographies</p> <p>Begin to express cause using: conjunctions when before after while so because</p> <p>Use of paragraphs</p> <p>Make some improvements to Y3 grammar and punctuation after discussing it with a partner</p>	



Reading	<p>Guided Reading – Whole Class GR Tutankhamun</p> <p>Read books at an age-appropriate interest level.</p> <p>Make predictions about a text.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Locate and retrieve information to answer questions.</p>	<p>Read at a speed where they can focus on understanding rather than decoding individual words.</p> <p>Locate and retrieve information to answer questions.</p> <p>Read sentences using punctuation correctly (full stops).</p>	<p>Use punctuation such as exclamation marks and questions marks to inform intonation.</p> <p>Read sentences using punctuation correctly (full stops).</p> <p>Briefly summarise the content of a paragraph.</p> <p>Locate and retrieve information to answer questions.</p> <p>Infer characters feelings from what they say and do.</p>	<p>Locate and retrieve information to answer questions.</p> <p>Infer characters feelings from what they say and do.</p> <p>With support look for meaning of words in a dictionary.</p> <p>Begin to explain author intent.</p>	<p>Locate and retrieve information to answer questions.</p> <p>Infer characters feelings from what they say and do.</p> <p>Justify their view with support from the text.</p>		
	SPAG	<p>Identify and class word types</p>	<p>Homophones</p>	<p>Direct Speech – use of inverted commas</p>	<p>Suffixes – ly, -ation, -ous</p>	<p>Present perfect tense</p>	
	Maths	<p>Length and Perimeter</p> <p>Equivalent lengths m – cm , mm – cm</p> <p>Comparing lengths same and different units of length</p> <p>Add lengths (to solve problems)</p>	<p>Length and Perimeter</p> <p>Subtract lengths (to solve problems)</p> <p>Measure perimeter</p> <p>Calculate perimeter</p>	<p>Fractions</p> <p>Recap – Making equal parts</p> <p>Recap – Recognise/Find half.</p> <p>Recap – Recognise/Find quarters</p> <p>Recap – Recognise/Find Third</p>	<p>Fractions</p> <p>Recognise unit and non unit fractions</p> <p>Understand how much is needed to make a whole</p> <p>Recognise and count in tenths</p> <p>Recognise tenths as a decimal</p>	<p>Consolidation Week</p> <p>Recap and cover anything covered during lockdown that needs recovering.</p>	



<p>Science</p>	<p><u>LO: Can I identify forces acting on an object?</u></p> <p>Understand a force is a push or a pull and makes things move Understand forces in everyday life Use diagrams to show direction of force. Understand some forces need contact between two objects</p>	<p><u>LO: Can I investigate how things move on different surfaces?</u></p> <p>Understand friction slows objects down. Compare different material surfaces.</p>	<p><u>LO: Can I investigate magnets and how they repel and attract?</u></p> <p>Describe the poles of a magnet Understand how like poles repel and different poles attract</p>	<p><u>LO: Can I identify magnetic materials?</u></p> <p>Create an investigation to test different materials Sort materials into magnetic and non-magnetic Make a link to which type of materials in general are magnetic</p>	<p><u>LO Can I investigate the strength of different magnets?</u></p> <p>Understand some magnets can attract from a distance Plan and carry out an investigation to test the magnet strength</p>	
<p>RE</p>	<p><u>LQ What happened during Holy Week?</u></p> <p>Children recall events for Jesus at Easter and the parts of Holy Week. Drama to act out the events of Holy Week and freeze frame to share ideas about how Jesus/ Disciples would feel at the different events.</p>	<p><u>LQ How do Christians view Holy Week?</u></p> <p>Understand how Christians believe Jesus came to build a bridge between Heaven and Earth. Understand how Jesus taught and showed people how to live. Give examples/ explain how Jesus taught people to live during Holy week.</p>	<p><u>LQ How did Mary feel during Holy Week?</u></p> <p>Look at 3 different crosses used during holy week and what Christians believe them to mean. Understand Holy Week from Mary's point of view. Share ideas about how Mary would feel at the different events and reasons why. Create an emotion graph.</p>	<p><u>LQ How did Mary feel during Holy Week?</u></p> <p>Recap events of Holy week from Mary's point of view. Write a diary from Mary's point of view. Share the idea about Why is Good Friday called good because of the events that happened.</p>	<p><u>LQ What do Christians do to remember Holy Week?</u></p> <p>Share ideas about how people celebrate. Look at a church's order of service for Holy week. What happens in the church – how do they relate back to the original Holy Week. What do they do to celebrate. Look at how 2 Christian children celebrate and why it is important to them. Complete sheets linked to the children to explain ideas and thinking.</p>	<p><u>LQ Why do Christians call the day Jesus died 'Good Friday'?</u></p> <p>Think about how feelings change quickly and relate to Holy Week. How Christians feel during Holy week when completing different activities and remember the events. Write a poem for Christians for the events of Holy week to show how emotions change and what they remember.</p>
<p>IndoorPE</p>	<p><u>LO Can I perform movements to the rhythm of the music?</u></p> <p>Boxercise LO Can I cross arms to punch pads?</p>	<p><u>LO Can I perform basic travels, gestures, turns, jumps and balances with some composure and control?</u></p> <p>Boxercise LO Can I move my body to help direct punches?</p>	<p><u>LO Can I explore how to change actions and movements?</u></p> <p>LO Can I link basic movements and actions together to create simple movement pattern?</p> <p>Boxercise</p>	<p><u>LO: Can I select appropriate movements and actions which match the stimulus?</u></p> <p>Boxercise LO Can I jab and upper cut?</p>	<p><u>LO Can I compose short movement patterns with a beginning and end?</u></p> <p>Boxercise LO Can I explain how to use arms and legs in boxing?</p>	<p><u>LO Can I remember and perform short dance movement patterns?</u></p>



			<u>LO Can I build up stamina through skipping?</u>			
Outdoor/PE	<u>LO Can I use over arm to throw in a particular direction?</u>	<u>LO Can I throw under arm to throw in a particular direction?</u>	<u>LO Can I catch small balls when bounced?</u>	<u>LO Can strike a ball (self bowled) in a certain direction?</u>	<u>LO Can I apply skills in a striking game?</u>	
Computing	Can I add event controllers and sound to their code? Debugging errors	Can I combine code blocks using repeat and forever loops? Debugging errors	Can I create variables to store data? Debugging errors	Can I use <i>if</i> statements to make decisions? Debugging errors	Can I import images and use Boolean operators? Can I use sensing blocks?	
History						
Geography	To understand the eight points of the compass	To understand symbols on a map	Wellbeing week	Investigate human and physical features using an OS map.	Compare and contrast two local areas	
PSHE/P4C	<u>LI: To understand how exercise affects my physical health and the importance of my heart and lungs.</u>	<u>LI To understand the effects of smoking to people's health.</u>	LI: I know that the amount of calories, sugar and fat I put into my body will affect my health.	<u>LI: to identify things, people, places that I need to keep away from and know strategies to keep myself safe.</u>	<u>LI: to identify when something feels safe or unsafe.</u>	
Art						
DT	<u>LO Can I name and practice stitch types?</u> Children introduced to the topic and final outcome – links made	<u>LO Can I draw and label a clear design idea?</u> Looking at existing products, photos and real	<u>LO Do I understand the need for a pattern?</u> Children use a paper pattern to be able to cut out two pieces for the cape	<u>LO Can I stitch two pieces of material together?</u> <u>Can I sew on a button?</u>	<u>LO Can I evaluate the finished product against my original design?</u> Complete design	



	<p>as to why they learn sewing skills for real life situations. Children practice running, blanket and back stitch.</p>	<p>children discuss what they like/ dislike. Following a criteria they design a magicians cape for a toy. Add labels and reasons for decisions.</p>	<p>(understanding it is so each part can fit together – fit the toy designed for) HA – design their own pattern. Use the pattern to cut out 2 different types of fabric for their design. Add design features – HA sewing MA – sewing gluing LA – gluing</p>	<p>Children are shown how to sew a button on and create a fastening. Complete adding the design as previous lesson. Use the skills learnt at start of unit to be able to sew 2 pieces of fabric together to create the magicians cape.</p>	<p>Photo of final product for evidence. Use the original design and the design criteria to evaluate their final product.</p>	
Music	<p>Listen and Appraise – Bringing us together. Musical Activities – Bringing us together (start to learn song) Performance - Bringing Us Together (Sing)</p>	<p>Listen and Appraise – Good Times Musical Activities – Bringing us together. (Sing full song, start top learn instrument parts) Performance - Bringing Us Together (Sing and play)</p>	<p>Listen and Appraise – Ain't nobody Musical Activities – Bringing us together. (Sing, instruments and improvisation) Performance - Bringing Us Together (Sing the song, improvise using voices and instruments)</p>	<p>Listen and Appraise – We are family Musical Activities – Bringing us together. (Sing, instruments and composing) Performance - Bringing Us Together (Sing and perform compositions within the song)</p>	<p>Listen and Appraise – Ain't no stopping us now Musical Activities – Create own compositions. Performance – Prepare and perform end of unit performance.</p>	
Spanish	<p><u>LO can I learn some common animal names?</u> Introduce the animals and pronunciation of them. Practice by say and repeat. Play match up game. Children complete unscramble sheet to write names of animals in Spanish.</p>	<p><u>LO Can I revise names for animals?</u> Recap from previous lesson names of animals thought on screen games and practicing saying the words. Children practice playing snap and saying the names of the animals. Photopage.</p>	<p><u>LO Can I make nouns plural?</u> Practice saying the names of the animals by playing games and saying names of animals in a list. Use PowerPoint to explain and practice how to make animals into plurals. Children write the plurals for the animal names on the sheet. HA write the numbers to show how many.</p>	<p><u>LO Can I learn the definite article to make the</u> Share how other languages have two word for the either male or female. Use the PowerPoint to find out and say animal names with the correct definite article. Oral lesson.</p>	<p><u>LO Can I learn the colours in Spanish?</u> Use PowerPoint to introduce the colours and note the masculine and feminine articles. HA could link to colours of animals and say in a sentence. Complete a sheet adding colours and writing the names.</p>	