

English Language Text: <i>The Firework Maker's Daughter</i> by Philip Pullman	Term 3	Mathematics
<p style="text-align: center;">Reading</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by increasing their familiarity with a wide range of books and retelling some of these orally. Identify themes and conventions in a wide range of books and discussing words and phrases that capture the reader's interest and imagination.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Read further age-appropriate exception words • Retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read. • Explain and discuss their understanding of what they have read and words they have encountered. • Ask questions to enhance understanding of the text. • Draw inferences such as characters' feelings thoughts and motives from their actions • Explain and justify their personal opinions about the text • Make basic comparisons within and across texts • Identifying main ideas drawn from more than one paragraph and summarise these. • Ask and answer appropriate questions related to the text. 	<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts . • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<p style="text-align: center;">Multiplication and Division</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers multiplied by one-digit numbers, using mental and progressing to formal written methods. • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. <p>Year 4:</p> <ul style="list-style-type: none"> • Recall multiplication and division facts for multiplication tables up to 12×12. • Use place value, known and derived facts to multiply and divide mentally, including:

<p>Year 4:</p> <ul style="list-style-type: none"> • Read further age-appropriate exception words • Retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read. • Distinguish between statements of fact and opinion. • Discuss and explain their understanding of the meaning of vocabulary in context. • Deduce characters' feelings, thoughts and motives from their actions • Comment how language, including figurative speech is used to contribute to meaning. • Explain and justify personal opinion • Ask and answer appropriate questions related to the text. • Identify main ideas drawn from more than one paragraph and summarise these. • Make basic comparisons within and across different texts. 	<p>Art and Design</p> <p>Painting</p> <p>Focus Artist: Georges Seurat</p> <ul style="list-style-type: none"> • Discuss how and why other artists, craftspeople and designers have used colour, shape, pattern and form. • Use sketch books to gather visual imagery, experiment with techniques and develop ideas and designs. • Mix a variety of colours and know which primary colours make secondary colours. • Make and match colours with increasing accuracy. • Use a developed colour vocabulary, e.g. tint, tone, shade, hue. • Experiment with different effects and textures. • Plan and create different effects and textures with paint 	<p>multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers.</p> <ul style="list-style-type: none"> • Recognise and use factor pairs and the commutative law in mental calculations. • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
<p>Writing</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs around a theme and in narratives, creating settings, characters and plot.</p>		<p>Science</p> <p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> • To recognise that living things can be grouped in a variety of ways. • To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • To recognise that environments can change and that this can sometimes pose dangers to living things.

Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements, proof-reading for spelling and punctuation errors.

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.

Year 3:

- Write effectively for a range of purposes and audiences, using appropriate language.
- In narratives, develop settings characters and plot.
- Include dialogue in narrative, punctuated with inverted commas.
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when/if/because/although.
- Use adverbs and prepositions to express time and cause.
- In non-narrative writing, use simple organisational devices e.g headings/sub-headings.
- Begin to use accurate verb tenses and subject-verb agreement in pieces of writing.
- Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions and singular possession.
- Accurately spell most of the words on the KS1 spelling list and some on the Y3/4 spelling list
- Apply the Y3/4 spelling rules that have been taught, including accurately spelling words with some prefixes.

according to what they need for the task.

- Work confidently on a range of scales e.g. thin brush on small picture etc.
- Choose paints and implements appropriately.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Refine and alter ideas and explain choices using art vocabulary
- Annotate work in sketchbook.

PE

**Cricket
Gymnastics**

<p>Year 4:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader. • In narratives, describe the settings and characters, using a range of descriptive devices. • Include correctly punctuated dialogue in narrative. • Show appropriate use of fronted adverbials, correctly including the appropriate use of the comma. • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. • Organise paragraphs around a theme and in non-fiction writing, use appropriate organisational devices. • Choose noun or pronouns appropriately for clarity and cohesion. • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes. 		
<p style="text-align: center;">Grammar & Punctuation</p> <p>Develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p style="text-align: center;">History</p> <ul style="list-style-type: none"> • How do we know about the Shang Dynasty? • How did the Shang Dynasty begin? • What was life like for people in the Shang Dynasty? 	<p style="text-align: center;">PSHE</p> <p>How can we manage our feelings?</p> <ul style="list-style-type: none"> • How everyday things can affect feelings. • How feelings change over time and can be experienced at different levels of intensity. • The importance of expressing feelings and how they can be expressed in different ways. • How to respond proportionately to, and manage, feelings in different circumstances.

<ul style="list-style-type: none"> • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand grammatical terminology accurately and appropriately in discussing their writing and reading. 	<ul style="list-style-type: none"> • What did the Shang people believe? • Who was Fu Hao? • How did the Shang Dynasty end? 	<ul style="list-style-type: none"> • Ways of managing feelings at times of loss, grief and change. • How to access advice and support to help manage their own or others' feelings.
<p style="text-align: center;">Spelling</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Homophones and near homophones • Creating negative meaning by adding prefix mis- • Creating negative meaning by adding prefix dis- <p>Year 4:</p> <ul style="list-style-type: none"> • Homophones and near homophones • Adding the prefix sub- (meaning 'under') • Adding the prefix super- (meaning 'above') • Using a plural possessive apostrophes with plural words • Words with the 's' word spelt 'sc' 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> • To read simple rhythms • Developing rhythm reading • Composing rhythms • Performing rhythms • Understanding pulse and rhythm. 	<p style="text-align: center;">R.E.</p> <p>Sikhism: What is important for Sikh people?</p> <ul style="list-style-type: none"> • What do Sikhs believe about God? • How does Sikh history impact on their beliefs and actions? - How did the Sikh religion begin? - How did Nanak become Guru Nanak? • What is the Khalsa? • What signs do Sikh's use to show their faith?