

Subject PLANNER

Academy:	Class: Sea Turtles	Year Groups: 3/4/5	Term: Summer 2017
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Subject	Week 1 Return to school on Tues 18 th April.	2	3 Bank holiday 1 st May. How Hill 3 rd - 5 th May.	4	5 Ford Castle 15 th -19 th May.	6 Half term 29 th May (Return 5 th June).	7 Summer 2.	8	9	10	11	12 Trip to Easton College 12 th July.	13 26 th July (final week).
Key Skills	Class stories (linked to topic): Fiction - An Eagle in the Snow (Michael Morpurgo), The Lion and the Unicorn (Shirley Hughes), Poetry - What are we fighting for? (Brian Moses and Roger Stevens).												
	Weekly comprehension cards on a 1-1 basis, weekly reading with a school adult.												
	Reading	The Rainbow Bear by Michael Morpurgo Zoo by Anthony Browne The Ice Bear by Nicola Davies			Window by Jeannie Baker Various poems	Ford Castle 15 th -19 th May.	Window by Jeannie Baker Various poems	Africa is not a Country by Margy Burns Knight Mufaro's Beautiful Daughters retold by John Steptoe The Pot of Wisdom – Ananse Stories retold by Adwoa Badoe			Off By Heart – Poems for YOU to remember chosen by Roger Stevens	Example of a recount.	Final week left blank for finishing off, addressing gaps, trips and assessment.
	Writing	Non-fiction: Persuasive Writing. Write own piece of persuasive writing.			Poetry: Creating images.	Ford Castle 15 th -19 th May.	Poetry: Creating images.	Fiction: Stories from other cultures. Write own story from another culture.			Poetry: Poetry by Heart. Read and learn a poem.	Non-Fiction: Recounts. Recount of Trip to Easton College.	
	Vocab:	Word of the week. New vocabulary introduced throughout the term as it arises during lessons (including Science and Topic).											
Spelling:	Daily spelling practise (LCWC), weekly spelling tests, and weekly handwriting practise.												
Grammar and punctuation:	Learning the grammar for Years 3 and 4 in Appendix 2. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense.			Using grammatical terminology specifically by using and recognising adjectives, nouns and adverbs; understanding and using adverbials and fronted adverbials; using and understanding grammatical terminology	Ford Castle 15 th -19 th May.	Using grammatical terminology specifically by using and recognising adjectives, nouns and adverbs; understanding and using adverbials and fronted adverbials; using and understanding grammatical terminology	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, using fronted adverbials, using commas after fronted adverbials, using conjunctions, adverbs and prepositions to express time and cause			Using and understanding LKS2 grammar accurately and appropriately, choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition, identifying and using fronted adverbials, using commas after fronted adverbials, using conjunctions, adverbs and prepositions to express time and cause	Time connectives. Past Tense.		
Speaking Listening	Regular activities: talk partners used in most lessons.												

	Mental Maths	Multiplication and Division (Unit 8): -Counting in steps of 50 and 100 -Revising multiplication and division facts -Solving problems -Multiplication HTO x 0 using partitioning, grid method and written method -Solving word problems	Fractions/Decimals (Unit 8): -Subtracting fractions -Equivalent fractions -Decimal hundredths -Dividing by 10 and 100	Measurement (perimeter) (unit 8): -Perimeters of rectangles -Drawing and calculating perimeters -regular perimeters -perimeters of 2D shapes -perimeter of rectangles -finding and calculating area	Number and Place Value (Unit 9) STARTERS: -Number lines -Partitioning 3-digit numbers -rounding to the nearest 10, 100 or 1000 -negative numbers -roman numerals Addition and Subtraction (unit 9): Adding and subtracting mentally -Column addition and subtraction -Problem solving -written addition and subtraction -ordering and adding money	Properties of Shapes (Unit 9): -Horizontal and vertical lines -Perpendicular and parallel lines -Properties of 2D and 3D shapes -compare and classify triangles, parallelograms, rhombuses, trapeziums, kites and quadrilaterals	Multiplication and Division (Unit 10): -Multiplication using partitioning, the grid method and the expanded written method -Problem solving -Multiplication HTO x O formal written method -Word problems	Fractions (Unit 10): -Fraction word problems -Equivalent fractions -Tenths -Equivalent fractions -Adding and subtracting fractions	Measurement (volume and capacity) (Unit 10): -Measure and compare, add and subtract capacities -Estimate and compare capacity	Addition and Subtraction (incl. money) (Unit 11): -Column addition -Adding and subtracting money -Problem solving -Column addition and subtraction -Ordering and subtracting money -Problem solving	Addition and Subtraction (Year 3 Unit 11): -Column subtraction STARTERS: -Add and subtract numbers mentally Decimals (Year 4 Unit 11): -Decimal tenths and hundredths -Comparing and rounding decimals -Dividing by 10 and 100 -Decimals problems	Measurement (time) (Year 3 Unit 11): -Read and write the time to the minute -estimate, compare and measure time -Using a calendar Geometry – position and direction (Year 4 Unit 11): -Use coordinate to describe the position of a point -Plot specified points	Multiplication and Division (Unit 12): - Multiplication: Expanded written method - Multiplication: Formal written method -Word problems. -Division TO ÷ O using partitioning -Division TO ÷ O using the formal written method -Division HTO ÷ O using partitioning -Division using the expanded written method	Multiplication and Division (Unit 12): - Division: Partitioning - Division: expanded then formal written method -Word problems -Division using the formal written method -Word problems Also need to cover statistics again.
	Computing	Summer 2: Superheroes (100 computing lessons): <ul style="list-style-type: none"> use search technologies effectively use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 						Spring 2: Introduction to Scratch (100 computing lessons): <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 and repetition in programs use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 						
Scientific & Technological Understanding	Science	Living in Environments (PlanBee Lesson 1) I can identify a variety of habitats and explore why organisms live in different habitats.	Living in Environments (PlanBee Lesson 2) I can group organisms according to their characteristics.	Living in Environments (PlanBee Lesson 3) I can classify animals into specific groups according to their characteristics.	Living in Environments (PlanBee Lesson 4) I can use a classification key to identify animals.	Living in Environments (PlanBee Lesson 5) I can identify and classify a variety of British plants.	Living in Environments (PlanBee Lesson 6) I can explore the human impact on habitats and environments.	Circuits and Conductors (PlanBee Lesson 1) I can investigate circuits and their different components.	Circuits and Conductors (PlanBee Lesson 2) I can investigate the differences between mains and battery-powered circuits.	Circuits and Conductors (PlanBee Lesson 3) I can recognise some common conductors and insulators, and associate metals with being good conductors.	Circuits and Conductors (PlanBee Lesson 4) I can investigate the purposes of conducting and insulating materials.	Circuits and Conductors (PlanBee Lesson 5) I can use knowledge of conductors and insulators to create switches to complete a circuit.	Circuits and Conductors (PlanBee Lesson 6) I can plan and carry out an experiment to see how to change the brightness of a bulb.	
Humanities	History	Children in WW2 (PlanBee Lesson 1) I can find out what World War II was and where and when it took place.	Children in WW2 (PlanBee Lesson 2) I can find out what the Blitz was and which areas were most likely to be affected.	No Session due to How Hill trip.	Children in WW2 (PlanBee Lesson 3) I can learn about the effects of air raids and the causes of evacuation.	No Session due to Ford Castle trip.	Children in WW2 (PlanBee Lesson 4) I can find out about the experiences and feelings of evacuees.	Children in WW2 (PlanBee Lesson 5) I can find out what rationing was, why it was necessary and how it impacted on people's lives.	Children in WW2 (PlanBee Lesson 6) I can learn about the experiences of Jewish children during the war and that the war created many refugees.	Children in WW2 (PlanBee Lesson 7) I can consider how the war affected people's everyday lives.	N/A for the rest of this half term.			
	Geography	N/A this half term.			Chn who are not going to How Hill to do a project 'Exploring Madagascar' (PlanBee)	N/A this half term.			In the Desert (PlanBee Lesson 1) I can find out what deserts are and where in the world they are located.	In the Desert (PlanBee Lesson 2) I can investigate the weather and climate of deserts.	In the Desert (PlanBee Lesson 3) I can find out about desert formations.	In the Desert (PlanBee Lesson 4) I can find out how deserts are used by humans.	In the Desert (PlanBee Lesson 5) I can find out about people who live in deserts.	In the Desert (PlanBee Lesson 6) I can find out about the causes and effects of desertification.

	RE	What is a pilgrim? Engage and enquire.	Why do we go on journeys? Explore.	No Session due to How Hill trip.	What is the journey of life? Explore.	No Session due to Ford Castle trip.	Why do people go on pilgrimages? Walsingham? Explore.	Does it have to be a religious place? Explore.	Why is going on Hajj important to Muslims? Explore.	Do you have to be religious to be a pilgrim or go on a pilgrimage? Explore.	What is the importance of the River Ganges to Hindus? Explore.	Revisit big question: What is a pilgrim? Evaluate and Express.		
The Arts	Art and DT			Art linked with 'Exploring Madagascar' (PlanBee) project.		Art project.		DT: cooking – food from WW2 (linked to work on rationing). Potato Pete's Irish potato cakes.	DT linked with Science: -Steady hand game -Quiz -Light up cards					
	Drama	Opportunities for drama included in English lessons and across the curriculum e.g. hot-seating, role-play, performances etc.												
	Music	See Mrs Johnson's plans: Junk band samba- interlocking rhythmic patterns using junk instruments in an ensemble.												
	PE	See coach's plans.												
Social & Emotional Wellbeing	PSHCE	E-safety.												
	FRENCH	Finish Rigolo 1 Unit 10 Lesson 4 - Ou vas-tu? Weather and places in France	Rigolo 1 Unit 11: On mange! Shopping for food	Rigolo 1 Unit 11: On mange! Asking how much something costs	Rigolo 1 Unit 11: On mange! Talking about activities at a party	No Session due to Ford Castle trip.	Rigolo 1 Unit 11: On mange! Giving opinions about food and various activities	Rigolo 1 Unit 12: Le cirque Talking about francophone countries	Rigolo 1 Unit 12: Le cirque Talking about the languages we speak	Rigolo 1 Unit 12: Le cirque Identifying different items of clothing	Rigolo 1 Unit 12: Le cirque Describing items of clothing	Rigolo 1 12: Le cirque Recap.	Rigolo 1 Unit 12: Le cirque Recap.	