

	Week 1 1.9.23	Week 2 08.9.23	Week 3 15.9.23	Week 4 22.9.23	Week 5 29.10.23	Week 6 6.10.23	Week 7 13.10.23	Week 8 20.10.23	
Curriculum Focus Area	Where in the World? <i>A focus on Science, Design Technology, Geography and Computing.</i> <i>Pupils will study the human body, learn about the importance of diet, exercise and nutrition, whilst exploring where their food comes from and the impact of food miles on the Earth.</i>							Time Traveller Week 1	
School Events Key Events			Year 5/6 Residential		10.10.23 Mental Health Day	Recycle Week		INSET Day 24 th	
	Black History Month								
JIGSAW	Being Me, In My World								
Year 3	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I value myself and know how to make someone else feel welcome and valued	I can face new challenges positively, make responsible choices and ask for help when I need it I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions	I understand why rules are needed and how they relate to rights and responsibilities I know how to make others feel valued	I understand that my actions affect myself and others and I care about other people's feelings I understand that my behaviour brings rewards/consequences	I can make responsible choices and take action I can work cooperatively in a group	I understand my actions affect others and try to see things from their points of view I am choosing to follow the Learning Charter			
Year 4	I know my attitudes and actions make a difference to the class team I know how good it feels to be included in a group and understand how it feels to be excluded	I understand who is in my school community, the roles they play and how I can take on a role in a group and contribute to the overall outcome	I understand how democracy works through the School Council I can recognise my contribution to making a Learning Charter for the whole school	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand how rewards and consequences motivate people's behaviour	I understand how groups come together to make decisions I can take on a role in a group and contribute to the overall outcome	I understand how democracy and having a voice benefits the school community I understand why our school community benefits from a Learning Charter and can help others to follow it			
RE Focus	Yr 3 L2.1 What do Christians learn from the Creation story?	To be able to place the concepts of God and Creation on a timeline of the Bible's big story.	To be able to make links between Genesis 1 and what Christians believe about God and Creation.	To be able to recognise that the story of the Fall in Genesis 3 explains why things go wrong in the world	To be able to describe what Christians do because they believe God is creator	Harvest preparations	Harvest preparations	Post learning tasks	
	Yr 4 L2.3 What is the 'Trinity' and why is it important for Christians?	To begin to recognise what a 'Gospel' is.	LO: To be able to understand what texts about Trinity and Baptism mean	To be able to give examples of what images about the Trinity mean to some Christians today	To be able to describe how Christians show their beliefs about God the Trinity in worship in different ways.	Harvest preparations	Harvest preparations	Post learning tasks	
Modern Foreign Languages Key Stage 2	Greetings and Feelings								
	Hello! To greet people in different ways. • I can say hello for different times of day. • I can use formal or informal language appropriately. • I can use gestures to support my conversation.	What's your name? To exchange names in French. • I can introduce myself to someone else. • I can ask another person their name. • I can use gestures to support my conversation.	How are you? To discuss how I am feeling. • I can use 'Comment ça va?' as a question. • I can choose the appropriate phrase to say how I feel	Goodbye! To choose appropriate phrases for the situation. • I can say goodbye in a variety of ways. • I can use formal and informal language.	Counting 0-10 To recognise and repeat sounds and words accurately. To use songs to support my learning. • I can say the numbers 0-10 in French. • I can listen and repeat carefully. • I can join in when the numbers are in a song. • I can use music to help me remember new words	How old are you? To apply my knowledge to make sentences. To listen and respond to someone's question. • I can use number words in my sentences. • I can make up new sentences. • I can ask how old someone is. • I can say my own age.			

TRANSITION WEEK

Half term

Music	Pathway 4: Performance (through contemporary song)						
	Perform in ensemble contexts introducing 2-part rounds that can be held correctly.	Build accuracy in pitch, duration and tempo whilst singing.	Develop the expectation that words will be pronounced correctly when singing, e.g. ensuring vowels are held rather than the consonants.	Perform on instruments with increasing accuracy and stage presence for a given pitch, tempo and duration.	Combine sounds to create longer repeatable patterns for others to copy.	Begin to introduce a performance of own work or that of others narrating the structure and genre of the music.	Perform their composition whether in song or music taking account of the responses of the audience in a variety of settings as a solo, group or with whole school.
Computing	Programming and Algorithms						
						<p>To use reasoning to predict the behaviour of simple programs</p> <p>To understand that an algorithm is a sequence of precise commands as a program on a digital device</p> <p>To describe and write an algorithm for a simple task (no more than 5 steps)</p> <p>To explain what a program is and understand that programs execute by following precise and unambiguous instructions</p> <p>To investigate how the sequence of commands can impact or change an algorithm and its outcome</p> <p>To begin to debug programs that accomplish specific goals</p>	<p>To use repetition in programs</p> <p>To begin to use logical reasoning to predict behaviour of a simple, 4 step program and give reasons for this</p> <p>To reorder a sequence of instructions and correct errors in programs</p> <p>To understand that correcting errors is called debugging a program</p>
South gate	Flexibility and balance/health						

Year 3 and 4		Yoga	<p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>To use a range of jumps in their sequences.</p> <p>To choose ideas to compose a movement sequence independently and with others.</p> <p>To recognise and describe how the body feels during and after different physical activities.</p> <p>To recognise and describe the effects of exercise on the body.</p>	<p>To create a sequence including jumps and rolls</p> <p>To move with coordination, control and care</p> <p>To explain what they need to stay healthy.</p> <p>To explain why it is important to warm up and cool down.</p> <p>To know some reasons for warming up and cooling down</p>	<p>To create interesting body shapes while holding balances with control and confidence.</p> <p>To develop the quality of their actions, shapes and balances</p> <p>To begin to use turns whilst travelling in a variety of ways.</p> <p>To begin to use equipment to vault.</p>	<p>To begin to use equipment to vault.</p> <p>To choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>To move with coordination, control and care.</p>	<p>To use gymnastics skills when learning parkour</p> <p>To be introduced to country dancing</p> <p>To copy, remember and repeat actions</p> <p>To begin to compare and adapt movements to create a longer sequence</p>	<p>To begin to improvise with a partner to create a simple dance</p> <p>To change the speed and level of actions</p> <p>To use different transitions within a dance motif</p> <p>To move in time with music and begin to improve movements based on the music heard</p> <p>To perform with some awareness of rhythm and beat</p> <p>To use simple dance vocabulary to compare and improve work</p> <p>To use balance and flexibility in a game of benchball</p>
Literacy			Fi					
Year 3		Narrative – Fables	Instructions	Diary Entry	Short Burst VGP focus			
Year 4		Narrative – Leaf	Persuasive Letter	Diary Entry				
Maths		3: Number sense and exploring calculation strategies (U1) 4: Reasoning with 4 digit numbers (U1)		3: Place Value (2) 4: Addition and Subtraction (U2)		3: Graphs (3) 4: Interpret Data (4)		
South Gate Year 3		<p>(Unit 1 pre learning)</p> <p>To link and apply known facts to develop number sense</p> <p>To derive new facts from number bonds</p> <p>To deepen understanding of the number system</p> <p>To recognise the value of each digit in a 2-digit number</p>	<p>To use <, > and = when comparing numbers</p> <p>To find number bonds for numbers up to 20</p> <p>To add and subtract 2-digit numbers without regrouping</p> <p>To add and subtract 2-digit numbers with regrouping</p>	<p>To use 'round and adjust' to add and subtract near multiples of ten</p> <p>(U2 pre learning)</p> <p>To use near doubles as an efficient mental addition strategy</p> <p>To use an 'adding on' strategy to find the difference</p>	<p>To identify and represent 3-digit numbers</p> <p>To partition numbers in different ways</p> <p>To order and compare 3-digit numbers</p> <p>To add and subtract ten and 100</p>	<p>To round 2- and 3-digit numbers to the nearest multiple of ten</p> <p>To find all possible numbers that could have been rounded to a multiple of ten</p> <p>To round 3-digit numbers to the nearest multiple of 100</p> <p>To apply place value knowledge to problem solving</p> <p>(U3 pre learning)</p>	<p>To find all possible solutions to a problem (U2 post learning)</p> <p>To read and interpret pictograms with units greater than one</p> <p>To present data from a table in a pictogram, with symbols representing more than one</p> <p>To read and interpret scaled bar charts</p>	<p>To collect data using a tally and present it in tables and scaled bar charts</p> <p>To interpret and present data in pictograms and scaled bar charts</p> <p>Consolidation (U3 post learning)</p>

				To represent addition and subtraction problems using bar models (U1 post learning)					
Year 4		(U1 pre learning) To recognise the place value of each digit in a 4-digit number To order and compare numbers beyond 1,000 To order and compare numbers beyond 1,000 To find ten, 100 or 1,000 more or less than a given number	To round 4-digit numbers to the nearest ten (U2 pre learning) To round 4-digit numbers to the nearest 100 To round 4-digit numbers to the nearest 1,000 To use knowledge of place value and rounding to reason with 4-digit numbers (U1 post learning)	To derive addition and subtraction facts from known facts To derive addition and subtraction facts from known facts To choose appropriate strategies for addition To choose appropriate strategies for subtraction	To use column addition for 4-digit integers, regrouping in one column To use column addition for 4-digit integers, regrouping in multiple columns To use column subtraction for 4-digit integers, regrouping in one column To use column subtraction for 4-digit integers, regrouping in multiple columns	To subtract a 4-digit integer from a multiple of 1,000 (U4 pre learning) To represent addition and subtraction problems using bar models To represent addition and subtraction problems using bar models To use bar models to represent two-step addition and subtraction problems (U2 post learning)	To read, interpret and compare pictograms To construct pictograms To read, interpret and compare bar charts To construct bar charts	To read and interpret time graphs To construct time graphs To interpret time graphs To construct time graphs	
Geography						To understand that UK imports most of it's energy from other countries To identify different sources of food I can explain why food production is sometimes harmful to the planet I know what sustainable farming is I can explain why water is a precious resource and identify some of the threats to its availability and distribution.			
Science			To identify, name, draw and label all parts of the human body (ankles, knees, elbows, joints, bones, muscle, brain) WS: Identifying and Classifying To begin to recognise that humans may have adaptations of their bodies based on disability or additional needs Knowledge To give examples of how the human body changes as they grow older WS: Observation	To know the different types of teeth in humans Knowledge To identify the different functions of each tooth type: incisors – cutting; canines –tearing; premolars & molars – chewing & grinding. WS: Identifying and Classifying To understand that the teeth are necessary as part of the digestive process in animals. Knowledge To know how to keep teeth clean and understand what might happen if they are not looked after WS: Observation, Fair Test and Recording Data.	To know the simple functions of the digestive system in humans (mouth, stomach, intestines) Knowledge To understand the role of saliva and stomach acid in breaking down food to support digestion WS: Observation and Comparative To know that nutrients are absorbed by the body and waste is excreted through the anus via the rectum Knowledge				

DT		<p>To identify the five main food groups grains and starches, fruits and vegetables, meat and fish, dairy, fats and sugars</p> <p>To begin to relate the five main food groups to the food pyramid and be able to relate this to appropriate portion sizing.</p> <p>To begin to relate the five main food groups to the food pyramid and be able to relate this to appropriate portion sizing.</p> <p>To relate food choices and consumption to exercise and lifestyle choices e.g. a rugby player is likely to need more calories than an office worker</p> <p>To build upon previous basic kitchen skills: chopping food into medium and small dice and Julienne, slicing, mashing, beating, using heat with the supervision of a responsible adult</p> <p>To begin to consider what affects food taste and how this can be changed e.g use of salt/ acid/ fat/heat</p>				To recognise that food travels from different countries and this impacts on Global Warming (food miles)			
History – Time Travellers								<p>year 3 List some of reasons the Anglo Saxon's come to Britain. (Link bank to previous learning on Roman withdrawal from Britain) Know where the Anglo Saxons came from. Create a time line with key events from the Anglo Saxon era. To learn about Sutton Hoo and to use artefacts from it to learn about Anglo-Saxon culture.</p>	

								<p>Year 4 To know what life was like in Ancient Rome. To know who Julius Caesar was and how he ruled Rome To explain what happened at Pompeii To explain why Pompeii can tell us so much about Roman life To understand how the Romans came to Britain To know how the Romans changed Britain and how this has shaped Britain today.</p>	
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