

y11		Week 1 3.11.23	Week 2 10.11.23	Week 3 17.11.23	Week 4 24.11.23	Week 5 1.12.23	Week 6 08.12.23	Week 7 15.12.23	
Curriculum Focus Area		Shaping the World: Places, People, and Power.							Christmas RE Focus
School Events Key Events		INSET day 3 rd Bonfire Night	Anti Bullying Week Remembrance Day	Children in Need 21 st November					
JIGSAW		Celebrating Difference							
Year 3		I understand that everybody's family is different and important to them I appreciate my family/the people who care for me	I understand that differences and conflicts sometimes happen among family members I know how to calm myself down and can use the 'Solve it together' technique	I know what it means to be a witness to bullying I know some ways of helping to make someone who is bullied	I know that witnesses can make the situation better or worse by what they do I can problem-solve a bullying situation with others	I recognise that some words are used in hurtful ways I try hard not to use hurtful words (e.g. gay, fat)	I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels		
Year 4		I understand that, sometimes, we make assumptions based on what people look like I try to accept people for who they are	I understand what influences me to make assumptions based on how people look I can question why I think what I do about other people	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I know how it might feel to be a witness to and a target of bullying	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can problem-solve a bullying situation with others	I can identify what is special about me and value the ways in which I am unique I like and respect the unique features of my physical appearance	I can tell you a time when my first impression of someone changed when I got to know them I can explain why it is good to accept people for who they are		
RE	Yr 3	Why is Muhammad important to Muslims today? Lesson 1: Who is Muhammad & why is he important to these people?	What was Muhammad's context – where and when did he live?	How do we find out about Muhammad?	What example did Muhammad give to Muslims? The Hadith and the Sunnah	What does it mean for Muhammad to be the 'Seal of the Prophets'?	Why is Muhammad important to Muslims today? Drawing together pupils' learning		
	Yr 4	What do Muslims believe about God and how do they respond? Lesson 1: Where do Muslims learn about God? What do they learn?	What does the idea of the oneness of God (tawhid) mean to Muslims?	How do the 99 Names help Muslims understand what God is like?	How do Muslims use the 99 Names?	How do Muslims see art as communicating ideas of God?	What do Muslims believe about God and how do they respond? Drawing learning together		
French Year 3		Instructions and Body Parts (Year 3) Transport & Directions (Year 4)							
		Classroom Instructions Listen attentively to spoken language and show understanding by joining in and responding	My Body Read carefully and show understanding of words, phrases and simple writing; appreciate stories, songs, poems and rhymes in the language	Actions Listen attentively to spoken language and show understanding by joining in and responding.	Colours Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Clothes 1: What's in Your Wardrobe? Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material.	Clothes 2: What Are You Wearing? Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary; understand basic grammar of feminine and masculine.	Revision/ Christmas	
Year 4		Transport Present ideas and information orally to a range of audiences - types of transport.	How Do You Go to School? Understand basic grammar appropriate to the language. (Conjugation of high-frequency verbs)	Directions Develop accurate pronunciation and intonation so that others understand	I Like to Move It! Describe people, places, things and actions orally and in writing.	How Do I Get to...? Engage in conversations; ask and answer questions,	We All Go Together! Understand basic grammar (conjugation of high-frequency verbs)	Revision/ Christmas	

			when reading aloud or using familiar words and phrases.		in the context of travelling around a town.	when talking about travel.		
Music	Pathway 1: Listening & Responding (through art and musical analysis)							
	Find the pulse, use your imagination.	Copying rhythm and pitch	To learn a song	To compose lyrics to add to a song	To perform and share	To share what I like and dislike about a song		
Computing	Online Safety							
Year 3	(3) I can explain what is meant by the term 'identity'. (3) I can explain how people can represent themselves in different ways online	(3) I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	(3) I can explain how to search for information about others online (3) I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. (3) I can explain who someone can ask if they are unsure about putting something online.	(3) I can describe appropriate ways to behave towards other people online and why this is important. (3) I can give examples of how bullying behaviour could appear online and how someone can get support.	(3) I can describe ways people who have similar likes and interests can get together online. (3) I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. (3) I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	(3) I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. (3) I can explain how someone's feelings can be hurt by what is said or written online. (3) I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.		
Year 4	(4) I can explain how my online identity can be different to my offline identity. (4) I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	(4) I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	(4) I can describe how to find out information about others by searching online. (4) I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	(4) I can recognise when someone is upset, hurt or angry online. (4) I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). (4) I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	(4) I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) (4) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	(4) I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.		

PE	Team work (OAA)						
	To take part in outdoor and adventurous activity challenges within a team (trust activities) To take part in outdoor and adventurous activity challenges within a team (sporting competition)	Using body movements to create letter shapes. Using rope/similar to create shapes using a team mate's instructions To take part in outdoor and adventurous activity challenges within a team (sporting competition)	Know the eight points of the compass Use a key to accurately place things in the correct locations according to a plan	creating own treasure map Using coordinates to create a treasure map for another group to follow	To take part in outdoor and adventurous activity challenges within a team (sporting competition)	Climbing centre (TBC)	To take part in outdoor and adventurous activity challenges within a team (Christmas trust activities)
Literacy Year 4	Setting description: The Dream Giver		Poetry: Classic Haikus and Tankas	Instructions: How to perform a magic trick Leon and The Place Between		Christmas activities	
	Cold Write Learn the text Story Map Key features Description	Description Plan Hot write Revise and Edit Share	Explore Innovate Write Perform	Cold Write Learn the text Story Map Key features SPAG	Numerical connectives Conjunctions Editing Exploring Plan	Hot write Revise Edit Share	
Year 3	Poetry: Benjamin Zephaniah	Character Description: Jack Christmas		Persuasive letter: Write a letter to Father Christmas			
	Explore Innovate Write Perform	Cold write Learn the text Map Key features Description	SPAG focus	Plan Draft Revise Edit Share	Cold write Learn the text Key features Persuasive vocabulary 'a' and 'an' Conjunctions	Plan Draft Revise Edit Share	Christmas activities
Maths							
South Gate (3 / 4)	3. Addition and subtraction Add or subtract single digit numbers to or from a 3-digit number	Unit 5: Length and perimeter (2 weeks) Working in cm and mm Converting Approximating	Accurate measuring Calculating perimeter	Unit 6: Multiplications and division (2 weeks) Represent multiplication and division in contexts Explore the relationships between times tables	Apply knowledge of factors Connect multiplication and division	Unit 7: Calculating with multiplication and division (week 1 of 3) Working with factors.	Christmas Activities
	4: Multiplication and Division (U3) U3 To identify patterns in and between multiplication tables To investigate using knowledge of multiplication facts To explore patterns in the nine times table To represent multiplication facts for seven To recognise and use factor pairs in mental calculations	To multiply and divide by 10 To multiply and divide by 100 To use known and derived facts to multiply mentally To combine multiplication and addition to explore the distributive law	To use the distributive law to multiply a 2-digit number by a 1-digit number To multiply three 1-digit numbers To understand the procedure of short multiplication To multiply a three-digit number by a one-digit number using formal written layout	To multiply a three-digit number by a one-digit number using formal written layout (with regrouping) To explore, use and apply a range of multiplication strategies. To use place value, known facts and derived facts to divide mentally To use a range of mental strategies to divide U3 post learning assessment	Area and perimeter: To measure and calculate perimeters of rectangles in cm and mm To draw 2-D shapes with differing perimeters in cm To calculate perimeters of rectangles in m and cm To measure and calculate perimeters of composite rectilinear shapes in cm and mm To measure and calculate perimeters of composite rectilinear shapes in m and cm To understand that area is a measure of surface, measured in square units	To find the areas of rectangles using multiplication or counting To calculate and compare the areas of rectangles including squares, using square centimetres (cm ²) To calculate and compare the areas of rectangles including squares, using square metres (m ²) To investigate the relationship between area and perimeter	

History Windrush	Be able to give some reasons for the journey of the Empire Windrush To know how many passengers travelled on the Empire Windrush and who were they?	To recognise some of the challenges the Windrush generation faced? To know about Floella Benjamin To understand and compare the perspective for adults and children from the Windrush generation.	To know some of the ways the Windrush generation has impacted Britain					
Geography Region of Europe Study				Northern Italy To identify some of the countries in Europe and locate them on a map. To know about some of physical and human features of Europe	To locate Italy and Northern Italy on a map and describe how far it is from where I live. To use maps to identify human and physical features of northern Italy.	To describe the location and features of Venice and explain how it is affected by tourism. To compare northern Italy with my region of the UK.		