

Curriculum Learning plan: Term 3

CYCLE A

Learning Sequence	1	2	3	4	5	6
Key question/ Focus						
English	To explore our class text and key characters in detail. The Lost Happy Endings by Carol Ann Duffy.	To explore figurative language to describe and use accurately punctuated speech.	To rewrite a new Happy Ending to our story using inspiration from our author and skills we have learned so far.	To explore our class text and the features of a non-fiction text (instructions). The Lost Happy Endings by Carol Ann Duffy.	To use apostrophes and adverbial phrases in my writing.	To write a set of instructions to explain and show what is needed to create a successful fairy tale.
Maths	Place Value <i>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks – this could be done through topic rather than maths</i> Rounding (Y4) need to support calculation x and division by 10,100 to support conversion of measure Read negative numbers on a number line in the context of temperature	Addition and subtraction linked to perimeter • Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Measure the perimeter of simple 2-D shapes	Multiplication linked to area • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Recall 6 and 9 x tables • 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.	Division • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Division for 6 and 9 x tables (Y4) • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times 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.	Fractions • Recognise and show, using diagrams, equivalent fractions with small denominators • Problem solve with equivalent fractions • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	
Science Forces and Magnets	To compare how things move on different surfaces.	To investigate if heavier objects need more force to move.	To investigate how magnets attract some materials, but not others.	To compare and group magnetic and non-magnetic materials.	To understand the poles of the earth and how they are used.	To research how a compass works.
History Why did the Romans settle in Britain?	What was it like to live in ancient Rome? To investigate life in Ancient Rome by looking at its buildings.	Why did the Romans invade and settle in Britain? To explore the causes of the Roman invasion of Britain.	How did Britain respond the Roman invasion? To investigate the different responses to the Roman invasion using a range of sources.	Why was the Roman army so successful? To explore how the Roman army was so successful using a range of sources.	What do artefacts suggest about the lives of Roman soldiers in Britain? To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.	What was the legacy of the Roman Empire in Britain? To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.
Art		Tints and shades. To understand how to darken or lighten a colour when mixing paint.	Three dimensions. To use tints and shades to give a three-dimensional effect when painting.	Painting techniques. To explore how paint can create very different effects.	Composition. To consider proportion and composition when planning a still life painting.	Still life. To apply knowledge of colour mixing and painting techniques to create a finished piece.
RE Why do some people pray?	Can I describe what believers say and do when they pray? To describe what believers say & do when they pray.	Can I connect belief and actions when praying? To make connections between what people believe about prayer & what they do when they pray.	Can I explain how prayer helps believers? To explain how praying helps religious believers.	Can I describe and comment on Christian, Muslim and Hindu prayer? To describe & comment on similarities & differences between Christians, Muslims & Hindus and how they pray.	Can I explain the significance of prayer? To consider & evaluate the significance of prayer in the lives of people today.	

PE		Bristol Rugby Training				
PE Basketball	To use space more effectively. To develop passing and catching techniques.	To show developing control when passing to another person using a variation of techniques. To catch and pass a ball with increasing accuracy.	To develop a wider range of evasion techniques.	To begin to use a wider variety of attacking & defending techniques & principles.	To combine a range of skills/ techniques in isolation or in a small game situation. To communicate, collaborate and compete as part of a small team.	To play a game competitively and fairly and begin to evaluate quality of play. To understand the concept of winners and losers in games.
	To describe how the body reacts at different times and how this affects performance. To explain why exercise is good for your health. To explain why it is important to warm up and cool down and give some reasons. To know the importance of strength and flexibility for physical activity.					
PSHE/RSHE Safety and changing bodies.	Be kind online To understand the importance of being kind online and what this looks like. Cyberbullying To understand that cyberbullying involves being unkind online.	Share aware. To understand the benefits and risks of sharing material online. Privacy and secrecy. To understand ways to keep safe on and near roads.	First aid – Bites and Stings. To understand how to help if someone has been stung or bitten.	Choices and influences. To understand the choices people can make and those which are made or influenced by others.	YEAR 3 ONLY – First Aid – emergencies and calling for help. To understand the role they can take in an emergency situation. YEAR 4 ONLY – Introducing Puberty. To recognise the physical differences between children and adults.	YEAR 3 ONLY – Road safety. To develop an understanding of safety on or near roads. YEAR 4 ONLY – Growing up. To recognise that change is a part of growing up.
Music Developing singing techniques (The Vikings).	Here come the Vikings. To learn to sing with others.	Clarinet Lessons To practise and begin to perform music on the clarinet.				
Computing Video trailers (Digital literacy)	Planning a book trailer To plan a book trailer.	Filming To take photos or videos that tell a story.	Editing the trailer To edit a video.	Transitions and text To add text and transitions to a video.	Video reviewing To evaluate video editing.	
French (KS2) In a French Classroom	Follow the French Teacher To understand and respond to simple classroom instructions.	Pencils and things in the French classroom. To say items that are in a school bag and recognise if they are masculine or feminine.	To have or have not in a French classroom. To ask and answer a question about something you have or do not have.	School bag French detectives. To read and understand short sentences.	In my French bag. To prepare and present a short spoken text.	