

Autumn A Week by Week Plan

W/B	Maths	English	Topic
01.09	See separate time table		
08.09	<p>Place value, more / less, number sequences Year 3 – Tu, HTU, more able Th H T U. 10, 100 more / less, odd, even, multiples and more able fraction sequences (e.g. $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$) Year 4 – as above. Negative numbers, decimal place, 10,100,1000 more, squared, triangular, multiples, etc.</p> <p>Include problem solving</p>	<p>City introduction. On Westminster Bridge – Wordsworth</p> <ul style="list-style-type: none"> • Read and analyse the poem • Draw the setting • Discuss structure • Consider another setting (e.g. On Millfields Hill) • Write in the style of Wordsworth • Key focus - vocabulary 	<p>Science : Construct a simple circuit, name and label the components. Introduce the symbols for each component. ICT: Scratch – remind the children what an algorithm, debugging is and give the children the tablets to work on Lightbot. Children to record algorithm. PE: Val Sabien Year 3 Unit 1. Games. Oak swimming. Geography: Four countries of Great Britain. Discuss coastal areas, seas, etc. History: What do we already know about Roman Britain? What do we want to know more about? Mind map. Art: introduce the work of Lowry. RE: What religions / cultures do we think are followed in Britain? P4C link – what do we believe?</p> <p>Rotation SS – P4C AK: Music SW: French</p>
15.09	<p>Addition strategies (mental and written strategies) Year 3 – adding 2 and 3 digit numbers. Number line strategy as a must, more able to check with vertical partitioning method. Year 4 – As above. More able extended with 4 digit and decimal numbers.</p> <p>Include problem solving</p>	<p>Inspired by Lowry’s artwork.</p> <ul style="list-style-type: none"> • Look at examples of Lowry’s artwork. • Discuss and reflect • Collect vocabulary • Drama and dialogue • Focus on a character – develop characterisation • Plan and write a story around that character 	<p>Science : investigation – which materials conduct electricity. Which make the best insulators? Sorting activity. ICT: Show the children a simple game with a problem and the class to debug the problem together. Model how to create the game. PE: Continue games. Oak swimming. Geography: The continents and oceans of the World. History: Similarities and differences about a ‘street’ before and after the Roman invasion.</p>

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			<p>Art: interpret Lowry's work through sketching. RE: What do we know about Islam?</p> <p>Rotation SS – P4C AK: Music SW: French</p>
22.09	<p>Subtraction strategies (mental and written strategies) Year 3 – number line method counting back to find a large difference and on to find a small difference. Year 4 – consolidate the above. Move to compact methods when secure.</p> <p>Include problem solving</p>	<p>Persuasive texts. How to persuade the reader – develop the key skills of persuasive writing (see Talk For Writing)</p> <ul style="list-style-type: none"> • Why visit Bromsgrove? <p>Follow three stage programme in Talk For Writing.</p>	<p>Science : Use findings from last week's investigation to design and create a powerful torch. ICT: Children to create game. PE: Continue games. Oak swimming. Geography: identify countries and capital cities of Europe. History: Who was Julius Caesar? Art: Begin to create their own interpretation of Lowry's work – e.g. Bromsgrove High Street. RE: What do we know about Hinduism?</p> <p>Rotation SS – P4C AK: Music SW: French</p>
29.09	<p>Multiplication strategies (mental and written strategies) DAILY TIMES TABLES - TARGETS Year 3 – U x U, how we can double 2s and 4s to solve 8s, if I know $2 \times 4 = 8$ I know $20 \times 4 = 80$, etc. Arrays / models and images if necessary for less able. Year 4- As above, move to grid method and decimal numbers to 1 place for more able.</p> <p>Include problem solving</p>	<p>Continue the three stage approach as above.</p>	<p>Science : Evaluate last week's investigation. How could we make the torch more powerful? Will it work in the rain? Etc. ICT: Children to share and evaluate each other's games. PE: Continue games. Oak swimming. Geography: Discuss the make of the USA and explore the diversity of the landscape of America. History: The Celt rebellion – introduce Boudicca. Art: Continue art project. RE: What do we know about Judaism?</p>

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06.10	<p>Division strategies (mental and written strategies) Year 3 – using x2, x5, x10 to solve division calculations mentally by sharing and grouping and recording on a number line. Use models and images for less able. Year 4 – As above number line where necessary moving to chunking.</p> <p>Include problem solving</p>	Continue using the skills learnt last week. Independent writing – persuading the reader to (application).	<p>Science : Create a switch enabling a circuit to work. ICT: Internet research. Link to Literacy – what will you be persuading the reader to do? PE: Continue games. Oak swimming. Geography: Continue to find out about America – South America, North America. History: Hadrian’s Wall – why was it built? Art: continue art project. RE: What do we know about Buddhism?</p> <p>Rotation SS – P4C AK: Music SW: French</p>
13.10	<p>Time Year 3 – quarter, half past and quarter to. Nearest five minutes. Year 4 – as above. Counting on lengths of time, reading from timetables.</p> <p>Include problem solving</p>	Pie Corbett – The Monster Over The Hill Learn and retell.	<p>MALVERN PE: OAA activities. Geography: Explore Worcestershire and the hills and landscape (ie. Malvern) Art: continue art project</p>
20.10	<p>Include problem solving Fractions Year 3 – $\frac{1}{4}$ $\frac{1}{2}$ of shapes and quantities, finding simple equivalent fractions, order fractions. Year 4 – consolidate the above. Fractions of amounts, equivalent fractions, convert improper and mixed fractions for the more able.</p>	Convert Pie Corbett story The Monster Over The Hill into a play script.	<p>ICT: Hour of code – Flappy Birds. PE: Complete games unit. Oak swimming. Geography: Complete work to date. History: Complete work to date. Art: complete art project. RE: What do we know about Christianity?</p> <p>Rotation</p>

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