

Class 3 Spring 2

Unit organiser

Class 3 – Year 3 & 4

Knowledge and Skills: The bigger picture

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths	<p><u>Y3- Length and Perimeter</u> Equivalent lengths (m and cm) Equivalent length (cm and mm) Compare lengths Add lengths</p> <p><u>Y4- Length and Perimeter</u> Perimeter of rectilinear shapes Find missing lengths in rectilinear shapes Calculate the perimeter of rectilinear shapes. Perimeter of regular polygons</p>	<p><u>Y3- Length and Perimeter</u> Subtract lengths What is perimeter? Measure perimeter Calculate perimeter Consolidate perimeter unit</p> <p><u>Y4- Length and Perimeter</u> Consolidate length and perimeter Problem solving and reasoning of length and perimeter</p> <p><u>Y4- Fractions</u> Understand the whole Count beyond 1</p>	<p><u>Y3- Fractions</u> Understand the denominator of unit fractions Compare and order unit fractions Understand the numerators of unit fractions Understand the whole</p> <p><u>Y4- Fractions</u> Partition a mixed number Number lines with mixed number Compare and order mixed numbers Consolidate comparing and ordering mixed numbers</p>	<p><u>Y3- Fractions</u> Compare and order non-unit fractions Fractions and scales Fractions on a number line Count in fractions on a number line</p> <p><u>Y4- Fractions</u> Understand improper fractions Convert mixed numbers to improper fractions Convert improper fractions and mixed numbers Equivalent fractions on a number line</p>	<p><u>Y3- Fractions</u> Equivalent fractions on a number line Equivalent fractions as a bar model Consolidate fractions Problem solving and reasoning of fractions</p> <p><u>Y4- Fractions</u> Equivalent fraction families Add two or more fractions Add fractions and mixed numbers Subtract two fractions</p>	<p><u>Y3- Mass and Capacity</u> Use scales Measure mass in grams Measure mass in kilograms and grams Equivalent masses (kilograms and grams)</p> <p><u>Y4- Fractions</u> Subtract from whole amounts Subtract from mixed numbers Consolidate fractions Problem solving and reasoning of fractions</p>
Reading	<p><u>Biomes of the World</u> Introduce, summarise the text and fluency Fluency, vocabulary and word meaning Fluency and retrieval skills Fluency, retrieve and provide a reason</p> <p><u>Layers of the Ocean</u> Independent questions</p>	<p><u>A Voyage of Discovery</u> Introduce, summarise the text and fluency Fluency and retrieval skills Fluency and summarising skills Fluency and inference skills</p> <p><u>The Great Adventurer</u> Independent questions</p>	<p><u>Africa</u> Introduce, summarise the text and fluency Fluency, vocabulary and word meaning Fluency and retrieval skills Fluency and summarising skills</p> <p><u>The World- Continents and Oceans</u> Independent questions</p>	<p><u>Hansel and Gretel</u> Introduce, summarise the text and fluency Fluency, retrieving and recording information Fluency, retrieving and recording information Fluency and inference skills</p> <p><u>Mabel's Egyptian Adventure</u> Independent questions</p>	<p><u>The Rainforest Doesn't Talk</u> Introduce, summarise the text and fluency Fluency, vocabulary and word meaning Fluency, vocabulary and word meaning Fluency, retrieving and recording information</p> <p><u>Treasures on the Beach</u> Independent questions</p>	<p><u>Iron Age Celts</u> Introduce, summarise the text and fluency Fluency, vocabulary and word meaning Fluency and retrieval skills Fluency and summarising skills</p> <p><u>Ancient Egyptian Pharaohs</u> Independent questions</p>
Writing	<p><u>Real- Life Mysteries</u> Organising paragraphs around a theme Choosing nouns and pronouns appropriately Identifying structure, vocabulary and grammar</p>	<p><u>Real- Life Mysteries</u> Using the present perfect form of verbs in contrast to the past tense Experience Day Plan to write through discussion and experience</p>	<p><u>Real- Life Mysteries</u> Draft and write using the present perfect form of verbs Evaluate and edit writing Proof reading for spelling and punctuation errors</p>	<p><u>The Boy, The Mole, The Fox and The Horse</u> Gather new and interesting vocabulary Use fronted adverbials and similes to write effective sentences. Utilising inverted commas and repetition for direct speech</p>	<p><u>The Boy, The Mole, The Fox and The Horse</u> Understanding how to use apostrophes for possession Incorporating feelings within dialogue Create a shared write of a setting description</p>	<p><u>The Boy, The Mole, The Fox and The Horse</u> Plan a narrative Write an opening to a narrative using fronted adverbials and expanded noun phrases for description. Draft and write using inverted commas, direct speech</p>



	Using fronted adverbials Using and punctuating direct speech	Draft and write using simple organisational devices Draft and write using commas after fronted adverbials	Redraft and publish a newspaper article Receive constructive feedback based upon a success criteria	Consider how to effectively use verbs and metaphors Use adverbial phrases and prepositions	Effectively use personification Write effective sentences incorporating conjunctions but and because	Draft and write using personification and similes Edit and publish a narrative
Science States of matter		Solids, Liquids and Gases K- Identify the properties of solids, liquids and gases. S- To compare and group different materials according to whether they are a solid, liquid or gas.	Changing States Investigation K- Consider whether all liquids behave the same. S- To investigate the viscosity of different liquids and carefully observe how they behave.	Materials that change states K- Understand that some materials change states when heated or cooled. S- Use a thermometer to accurately measure how different temperatures can impact different states of matter.	Do all liquids Evaporate? K- Understand and investigate how water evaporates. S- Associate the rate of evaporation with temperature.	The Water Cycle K- Identify and understand the different parts of the water cycle. S- Identify the part played by evaporation and condensation in the water cycle.
Geography Settlements		Where do people live and why? K- Understand the features of different settlements. S- Identify and compare common features of different types of settlements.	How does a geographer identify villages, towns and cities in the local area and the UK? K- Identify and locate different types of settlements within the local area. S- Using maps, locate different settlements and identify their key features.	How does a geographer describe the location and growth of settlements? K- Understand the location of different settlements across the UK. S- Identify different water supplies within larger settlements and examine how London has expanded.	How does a geographer describe the location and growth of Doncaster? K- Understand how developed from a town into a city. S- Locate Doncaster as a city in South Yorkshire. Using maps, compare how Doncaster has developed.	How does a geographer identify change in the settlements of the local area? K- Identify the features within the local community that have been adapted over time. S- Examine why changes to settlements have been made.
DT Structures- Castles	Creating and Repeating Patterns K- Know how to use a textile technique to create patterns and develop repeating patterns. S- Create and develop a pattern using a drawing as inspiration.	Fabric Design K- Understand how art is made for different purposes. S- Recognise and compare different methods of creating printed fabrics.	Features of a Castle K- Recognise how multiple shapes are combined to form a strong, stable structure. S- Recognise that a castle is made up from multiple 3D shapes. Draw and label a simple castle that includes the most common features.	Designing a Castle K- Design a castle. S- Design a castle with key features which fit a specific criteria and purpose.	Nets and Structures K- Understand what a net is and begin to construct 3D nets. S- Accurately score or cut along lines on the net of a 2d shape. Construct a variety of nets using geometric shapes.	Building a Castle K- Construct and evaluate a final product. S- Utilise skills to build a complex structure from simple geometric shapes. Evaluate work using simple questions and a set criteria.
Computing Online Safety Collaborative Learning	Sharing of Information K- Understand the ways personal information can be shared on the internet. S- Understand what privacy settings are and recognise that devices can communicate with one another to share personal information.	Teamwork K- Understand that software can be used to work online collaboratively. S- Contribute to teamwork sensibly and responsibly and recognise what behaviour is appropriate when collaborating online.	Sharing a Document K- Understand how to contribute to someone else's work effectively. S- Use collaborative word processing software to make suggestions or comments on someone else's work.	Slide Presentations K- Understand how to create effective presentations. S- Make a presentation which includes images and text and use transitions and animations to make slides more interesting.	Google Forms K- Understand how to create and share Google Forms. S- Create a Google Form and understand why a survey might be useful.	Shared Spreadsheets K- Understand how to use a shared spreadsheet to explore data. S- Export data to a spreadsheet and highlight data using conditional formatting.
Languages	K- Know numbers 1-10 and accurately complete simple sums. S- To accurately pronounce and write numbers 1-10 in French and use this knowledge to answer simple calculations.	K- Understand the meaning of j'ai and je suis. S- Accurately pronounce J'ai and je suis and effectively use them within a simple sentence.	K- To know how to accurately use il and elle within a sentence. S- Identify masculine and feminine pronouns and use them accurately when speaking and writing.	K- To ask questions using quel age as-tu? S- To ask and answer simple questions.	K- To understand the difference between definite (le, la, les) and indefinite (un, une) articles. S- Accurately use definite and indefinite articles within simple sentences.	K- To learn and understand Easter themed songs & stories. S- Perform Easter songs and stories in French.
Music Body and tuned percussion		Pitter Patter Raindrops K- Identify structure and texture in music.	Rainforest Body Percussion K- To use body percussion.	The Rhythm of the Forest Floor K- Create musical rhythms using body percussion.	The Loopy Rainforest K- To create simple tunes.	Sounds of the Rainforest K- Build and improve a composition. S- Work as part of a group to build the structure of our rainforest

		S- Understand what structure and texture means in relation to a piece of music. Identify the different sections within a piece of music.	S- Use body percussion to perform a boom clap click sequence and play in time with my partner.	S- Use body percussion to make two different rhythms and both rhythms consist of three or four sounds.	S- Know that a repeated melody or a loop is something that keeps repeating. Use tuned percussion instruments to create a short melody line.	inspired composition by considering: the best way to start and end, tempo (speed), dynamics (volume), texture (different layers), structure (organisation of the piece).
PE Y3- Swimming Y4- Dance and OAA	K- Copy and create actions in response to an idea and be able to adapt this using changes of space. S- Change the direction or pathway of your actions to make a performance look more interesting.	K- To develop a dance using matching and mirroring. S- Assign actions to counts to help create a dance. Counng with a partner to accurately copy a set of choreography.	K- Develop a dance phrase and routine using formations, canon and unison. S- Consider how actions can be performed and use changes in group formation and timing to make a dance look interesting.	K- Understand how dynamics, space and relationships. S- Carefully choose actions and consider how they can be performed.	K- To order and structure phrases to create a dance performance. S- Change level, direction, speed and timing to make actions more interesting.	K- To copy and repeat a set phrase in a 1960s style and perform a partner dance. S- Move to the same beat as your partner and choose actions that you can both perform and control.
RE Easter		<u>Palm Sunday</u> K- Understand the events of Palm Sunday. S- Consider the feelings and emotions on Palm Sunday and how these contrast the events later in the week.	<u>Holy week</u> K- Know how Christians remember and relive the events of Holy Week. S- Sequence the events of Holy week utilising the different gospel accounts.	<u>Maundy Thursday- Last Supper and The Betrayal</u> K- Understand the importance of Maundy Thursday. S- Identify the different symbols from Maundy Thursday and their significance.	<u>Good Friday and Saturday- Crucifixion and Burial</u> K- Identify the events of Good Friday and their significance for Christians. S- Reflect upon artwork depicting the crucifixion of Jesus.	<u>Easter Sunday- He is Risen</u> K- Understand why the festival of Easter is an important celebration for Christians. S- Make a comparison between Good Friday and the events and feelings from Easter Sunday.
PSHE/RSE Health and Wellbeing		<u>My Healthy Diary</u> K- Understand and plan for a healthy lifestyle including physical activity, rest and diet. S- Know what a balanced diet is and how what we eat can affect our mood and behaviour.	<u>Looking After Our Teeth</u> K- Understand how we can look after our teeth. S- Explain what to do to keep teeth healthy.	<u>Relaxation: Visualisation</u> K- Understand what relaxation feels like; To understand that relaxation techniques can be used anywhere. S- Describe and visualise what makes me feel calm and relaxed.	<u>Meaning and Purpose: My Role</u> K- Identify my own strengths and begin to see how they can affect others. S- Describe my strengths and explain how some skills are useful in a range of jobs and roles.	<u>Resilience: Breaking Down Problems</u> K-To break down barriers into smaller, achievable goals. S- Identify a problem or barrier, then break it down into smaller goals and create a plan.
Federation Vision	Inspiration					