

| | | <ul style="list-style-type: none"> Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants. Grow the necessary vegetables to create a healthy meal. Work scientifically Measure, compare, add and subtract lengths, capacity. | Maths. | | | |
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| Outcome | Context | Skills / Knowledge | Subjects | Week | Supporting Activities Home Learning | Supporting Texts |
| Create their own invention | Explore famous inventors and inventors. | <ul style="list-style-type: none"> 'Which invention has changed our lives the most?' Investigate famous inventions and inventors throughout History. Notice how some forces need contact between two objects but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the | History Science | 7 - 11 | Invention planning, design and make. Debate writing; which invention is the most important. | |

| | | <p>basis of whether they are attracted to a magnet and identify some magnetic materials.</p> <ul style="list-style-type: none"> • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. • Use the present perfect form of verbs • Use expanded noun phrases and relative clauses to add detail to their writing. | English | | | |
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| Outcome | Context | Skills / Knowledge | Subjects | Week | Supporting Activities Home Learning | Supporting Texts |
| Eggy Challenge | Launch a powered boat to carry an egg safely. | <ul style="list-style-type: none"> • Use research and design criteria to inform the design of functional, appealing products that are fit for purpose. • Investigate and explore a range of existing products. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes. | DT | 9-12 | Boat production, testing. Water safety. Lifeboat visit. | |

Use fronted adverbials with commas.

| Outcome | Context | Skills / Knowledge | Subjects | Week | Supporting Activities Home Learning | Supporting Texts |
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| Children become increasingly aware of e-safety | E-safety sessions | <ul style="list-style-type: none"> • Understand computer networks, such as the internet • Use search technology effectively • Be discerning about digital content • Use technology safely, respectfully and responsibly. • Recognise acceptable/unacceptable behaviour • Identify ways to report | Computing PSHE | 4-6 | Espresso Purple Mash | |
| Outcome | Context | Skills / Knowledge | Subjects | Week | Supporting Activities Home Learning | Supporting Texts |
| Become a confident Mathematician | Pure Maths activities | <ul style="list-style-type: none"> • Recognise the place value of each digit in a four-digit number. • Compare and order numbers up to 1000. • Identify, represent and estimate numbers using different representations. • Read and write numbers up to 1000 in numerals and in words. | Maths | 1-2 7-14 | Accelerated Maths Mathletics Sparx Multiplication Table practice | |

| | | <ul style="list-style-type: none"> Count from 0 in multiples of 4,8, 50 and 100; find 10 more or less than a given number. Add or subtract mentally a near multiple of 10. Know by heart all addition and subtraction facts to 20. Estimate the answer to a calculation and use inverse operations to check answers. | | | | |
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| Outcome | Context | Skills / Knowledge | Subjects | Week | Supporting Activities Home Learning | Supporting Texts |
| Daily Maths | Developing recall ability and calculation methods in each of the four main operations (addition, subtraction, multiplication, division) | <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication 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 | Maths | All Year | Fast Times Tables Fast Arithmetic | |

| | | <ul style="list-style-type: none"> Understand division and recognise that division is the inverse of multiplication | | | | |
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| Outcome | Context | Skills / Knowledge | Subjects | Week | Supporting Activities Home Learning | Supporting Texts |
| Become a confident and avid reader | Pupils will complete a range of reading activities in conjunction with weekly reading mentor meetings | <ul style="list-style-type: none"> Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words they meet. Read exception words, noting the unusual correspondences between spelling and sound. Listen and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. Read books that are structured in different ways and reading for a range of purposes. Use dictionaries to check the meaning of words they have read. Increase their familiarity with a wide range of books. Discuss words and phrases that capture the reader's interest and imagination. | English | All Year | Accelerated Reader Read Write Inc English activities rotation | |

| | | <ul style="list-style-type: none"> • Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. • Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Identify themes and conventions in a wide range of books. • Apply their knowledge of root words, prefixes and suffixes. | | | | |
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| Outcome | Context | Skills / Knowledge | Subjects | Week | Supporting Activities Home Learning | Supporting Texts |
| Be a more able speller | Pupils will complete a range of spelling activities to progress towards an understanding of the Year 3/4 spelling list | <ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Spell further homophones • Spell words that are often misspelt | English | All Year | Spelling Practice Read Write Inc Spelling Book 3 Spellodrome | |

| | | <ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Write from memory simple dictated sentences, that include words and punctuation taught so far. Use the first two or three letters of a word to check its spelling in a dictionary. | | | | |
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| Outcome | Context | Skills / Knowledge | Subjects | Week | Supporting Activities Home Learning | Supporting Texts |
| Develop a clear, joined handwriting style | Pupils will complete a range of handwriting activities to progress | <ul style="list-style-type: none"> Use prefixes and suffixes and understand how to add them. Spell further homophones Spell words that are often misspelt Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Write from memory simple dictated sentences, that include words and punctuation taught so far. | English | All Year | Nelson Handwriting Handwriting practice English activities rotation | |

| | | <ul style="list-style-type: none"> Use the first two or three letters of a word to check its spelling in a dictionary. | | | | |
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| Outcome | Context | Skills / Knowledge | Subjects | Week | Supporting Activities Home Learning | Supporting Texts |
| Year 3/4 Games | Pupils will participate in a range of team, individual and adventurous activities during the year rotating every half-term | <ul style="list-style-type: none"> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination. | PE | All Year | Climbing Fencing Running Athletics Tennis Cricket Rounders Daily Exercise home learning task | |
| Outcome | Context | Skills / Knowledge | Subjects | Week | Supporting Activities Home Learning | Supporting Texts |
| Swim at least a distance of 25m confidently and independently. | Pupils will attend weekly swimming lessons to develop their swimming skills and water-safety knowledge. | <ul style="list-style-type: none"> Swim competently, confidently and efficiently over a distance of at least 25 metres. Use a range of strokes effectively including breaststroke, front crawl and backstroke. Perform safe self-rescue in different water-based situations. | PE | Half-school year | | |
| Outcome | Context | Skills / Knowledge | Subjects | Week | Supporting Activities Home Learning | Supporting Texts |

