

Year: 3 / 4 Team

Half-Termly Plan

Term: Autumn 1

<i>Week Beginning</i>	1/9/14 Week 1 (3 day week)	8/9/14 Week 2	15/9/14 Week 3 African dance workshop.	22/9/14 Week 4	29/9/14 Week 5	6/10/14 Week 6	13/10/14 Week 7 Assessment week.	20/10/14 Week 8 Performance afternoon.
<i>Topic</i>	Rules and routines. Assessment.	Geog – can they use an atlas/ map to locate Africa? ART – Research art in other cultures Music – listen and respond to African music – learning African songs PE – follow rules and instructions in PE hall. Listen to music and respond to what they can hear through movements. Science – To describe basic parts of the skeleton. RE – ISLAM PSHE – Introduce Africa	Geog- physical features of Africa. ART - Sketching animals from Africa Music – listen with detail and record sounds PE – observe and take part in African dance work shop. Science – To observe and compare animals with and without skeletons RE – ISLAM PSHE – interview with African workshop dancer.	Geog – human features of Africa ART – explore colour mixing and painting techniques (create wash background) Music - appreciate and understand a wide range of music from different traditions PE – create movements with a partner. Science – To look at joints and how bones and muscles help us move - practical RE – ISLAM PSHE – third world country	Geog – why do localities have certain features? ART – compose art work base on style of artists (Tinga Tinga paintings) Music – create repeated patterns with instruments. PE – create movements to match pace and rhythm. Science - To look at joints and how bones and muscles help us move - recording RE – ISLAM PSHE – poverty	Geog - Can they explain why a place is like it is? DT – Research African artefacts and design Music – compose melodys using picture notations PE – To sequence movements in a dance. Science – To find out about healthy and balanced diets RE – ISLAM PSHE - RACISM	Geog – Can they explain how the lives of people living in Africa differs to theirs? DT – Make – select from range of tools and equipment Music - combine different sounds PE – Evaluate their dance and peers performances. Science – assessment. RE – ISLAM PSHE - Equality	Geog – Can they explain how the lives of people living in Africa differs to theirs? DT – finishing touches and evaluate products. Music and PE – perform music to dance Science – video record movements from dance in performance then edit them together to make a short film about joints. RE – ISLAM PSHE – compare Africa to England
<i>Main Text Type</i>	Auto – biography about themselves.	Biography on famous African people.	Setting description of Africa.	Tourist brochure – non chronological report	Explanation about body parts.	Rhyming poem – Giraffes can't dance.	ASSESSMENT	Letter – thanks you letter / recount from week 2
<i>Maths</i>	Number work and pre assessment.	Addition	Subtraction	Multiplication	Division	Fractions	ASSESSMENT	Shape

Year 3 Term 1

Revisit and Review: Common exception words from Year 2.

Prefixes and Suffixes: Revise prefix un-. *(select from Support for Spelling Unit Y2 T3 i)*

New prefixes: pre-, dis-, mis-, re-. Revise suffixes from Year 2: -s, -es, -ed, -ing, -er. *(Spelling Bank p.4,6,7, 8, 18,23)*

(Support for Spelling Unit Y2T1 ii and Unit Y3T3 ii)

Teaching rarer GPCs: Words with the /ei/ sound spelt ei, eigh, or ey (ey - **they**, ei - **vein**, eigh - **eight**, aigh - **straight**)

i - in, y - **gym** (o - **women**, u - **busy**, ui - **build**, e - **pretty**)

u - **up**, o - **son**, (ou - **young**, oe - **does**, oo - **blood**)

Words ending with the /g/ sound spelt -gue and

the /k/ sound spelt -que (French in origin)

Homophones: brake/break, grate/great, eight/ate, weight/wait, son/sun *(Support for Spelling Unit Y4 T1 i)*

Apostrophe: Revise contractions from Year 2 eg can't, didn't. *(Support for Spelling Unit Y4 T3 i and Spelling Bank p.15,19)*

Proof reading: Focus: checking after writing spelling of KS1 common exception/ tricky words.

Learning Spellings *(Spelling Bank p.16)*

Children:

- Learn words taught in new knowledge this term.
- Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. Group other words for cross curricular teaching.
- Learn words from personal list.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from **Y3/4 word list groups**.

Year 4 Term 1.

Revisit and Review: Revise strategies at the point of writing.

Teaching rarer GPCs: Revise /ei/ sound spelt ei, eigh, or ey, words with the // sound spelt ch, The /ʌ/ sound spelt ou (all from Y3)

Word endings: Words with endings sounding like /ʒə/ or /tʃə/ eg measure

Prefixes and Suffixes: Prefixes in-, il-, im-. *(Spelling Bank p 57)* Suffixes: Adding suffixes beginning with vowel letters to words of more than one syllable -ing,

-en, -er, -ed. *(Spelling Bank p 21)*

	<p>Homophones: peace/piece, main/mane, affect/effect. (<i>Spelling Bank p22</i>)</p> <p>Apostrophe: Possessive apostrophe with plural words eg girls', boys', babies'.</p> <p>Proof reading: Teach proof reading strategies eg Spuddy work; spelling buddies.</p> <p>Learning Spellings</p> <p>Children:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. Learn words from personal list. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups. 						
<p><i>Phonics</i> <i>INTERVENTION</i></p>	Assessment of phase 3	Digraph oo	Digraph ee	Digraph igh	Digraph ng	Digraph oi	Assessment of previously taught digraphs.