



Year 3/4/5/6 Planning 2018-2019 (Autumn 1) Year C

Topic theme	Angry Earth		
Key Subjects	Science – changes in matter; geography volcanoes / earthquakes; performance poetry and recount; art Batik / wax. Yr 3/4 Trip field around local areas clunch pit and spring Royston heath		
Comm 5/6	See yellow highlights throughout		
Comm 3/4	See yellow highlights throughout		
Spelling 5/6	<p>See 6 week programme planning 5 lessons spread over 2 weeks Words ending ‘-able’/‘-ably’, and ‘-ible’/‘-ibly’ Adding suffixes beginning with vowels to words ending in ‘-fer’ SATS practice papers for one week Proofreading in smaller chunks (sentences, paragraphs)</p>	<p>Punctuation and grammar Paragraphs Connectives Modal verbs What is the audience? Direct speech punctuated correctly Conjunctions Choose nouns and pronouns for clarity and cohesion and to avoid repetition. Formal and informal Adapt sentence construction to different purposes and readers Term main clause – highlight it in sentences Devices to build cohesion in and across paragraphs</p>	<p>Strategies for learning words: Words from statutory and personal spelling lists Dependable, comfortable, understandable, reasonable Enjoyable, reliable, available, recognise (able), noticeable, changeable Forcible, legible, possible, possibly, horrible, horribly terrible, terribly, visible, visibly, incredible, incredibly Sensible, sensibly Referring, referred, referral, preferring, preferred Transferring, transferred, referee, reference, preference transference</p>
Spelling 3/4	<p>See 6 week programme planning 5 lessons spread over 2 weeks Suffixes from Year 2 (‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’) Revise prefix ‘un-’ Teach prefix ‘dis-’ (disappoint, disagree, disobey) Rarer GPCs: words with the /ei/ sound spelt ‘ei’ (vein), ‘eigh’ (eight), ‘aigh’ (straight) or ‘ey’ (they) Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</p> <p>Non negotiables: Every class must have a spelling book for work in class and a Have a go spelling book. Each lesson must be 20 minutes long – week 1 x 3 lessons Week 2 x 2. Friday class assembly time can be used for one lesson. The other 2 sessions need to be during the literacy lesson after break for the longer session.</p>	<p>Punctuation and grammar From Year 2: Apostrophes for contractions – revise full stops and capital letters Inverted commas/speech marks for direct speech. Capital letters to start direct speech Commas to mark grammatical boundaries within sentences Conjunctions Adverbs Vowels and consonants Prefix and suffix</p>	<p>Strategies for learning words: Words from statutory and personal spelling lists fruit (s) potato (es) question(s) quarter (s) promise (s) height (s) extreme (s) breath (s) breathe (s) address (es) box (es) wish (es) coach (es) dis appear dis position dis continue un popular un natural interest (ed/ing) remember (ed/ing) answer (ed/ing) appear (ed/ing) consider (ed/ing) experiment (ed/ing) learn (ed/ing) mention (ed/ing) group (ed/ing) decide (ing) describe (ing) arrive (ing) imagine (ing) exercise (ing) increase (ing) imagine (ing) notice (ing) surprise (ing) suppose (ing) separate (ing) believe (ing) strange (er) vein weigh weight reign eight eighth neighbour they obey straight</p>
Read 5/6	<p>Key Skills: Performance Poetry: Learn a wide range of poetry by heart. Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Recount: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Identify how language, structure and presentation contribute to meaning.</p>	<p>Performance poetry texts: James Carter, Michael Rosen, Slam Poetry (Hamilton Trust). Volcano/earthquake themed poems (natural disasters) Recount texts: Diary, memoir, biography Shared text: The Hatchet – Gary Paulsen</p>	

Read 3/4	Key Skills: Draw inference from reading. Recall and summarise main ideas. Retrieve and record information from non-fiction, using titles, headings, subheadings and indexes. Identify main ideas drawn up from more than one paragraph and summarise these. Identify how language, structure and presentation contribute to meaning. Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology)	Poetry held over until next half term. Recount texts: Recounted field trip to volcano or in local area, recount earthquakes, reporting newspaper reports, looking at real life journalist and eyewitness accounts from natural disasters. Pompeii Shared text: Book Study – Michael Morpurgo Running Wild – recount of a boy after a tsunami
Write 5/6	Key Skills: Recount: Identify the audience for writing. Note, develop and research ideas. Write paragraphs that give the reader a sense of clarity. Use passive verbs to affect the presentation of information in a sentence. Use and understand active and passive voice. Write fluently and legibly with a personal style. Use knowledge of morphology and etymology in spelling and understanding that some words need to be learned specifically. Use relative clauses beginning with who, which, when, whose, that or with an implied (omitted) relative pronoun. Ensure correct use of tenses throughout a piece of writing. Performance Poetry: Create vivid images by using alliteration, similes, metaphor and personification. Spell some words with silent letters e.g. knight, psalm, solemn. Use commas to clarify meaning or avoid ambiguity in writing. Understand the term 'synonym'. Perform compositions, using appropriate intonation and volume.	Shared Text: The Hatchet – Gary Paulsen Performance Poetry: James Carter, Michael Rosen, Slam Poetry (Hamilton Trust). Recount: Diary, memoir, biography, Escape from Pompeii
Write 3/4	Key Skills Use the main features of a type of writing (identified in reading). Compose and rehearse ideas orally. Use the perfect form of verb to mark relationships of time and cause. Use connectives that signal time. Sequence paragraphs. Use a mixture of simple, compound and complex sentences. Join letters, deciding which letters are best left unjoined. Use prefixes and suffixes and understand how to spell them. Extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although. Understand the words 'conjunction. Use conjunctions, pronouns and adverbs to express time.	Shared text: Book Study – Michael Morpurgo Running Wild – recount of a boy after a tsunami Performance Poetry: Held over until next half term Recount: Recounted field trip to volcano or in local area, recount earthquakes, reporting newspaper reports, looking at real life journalist and eyewitness accounts from natural disasters. Pompeii
Maths 5/6	See separate plans A1 – E1	
Maths 3/4	See separate plans A1 – E1	
Science 5/6 Context: Yr 5 Properties and Changes of materials	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, conductivity (thermal and electrical) and response to magnets. Describe what happens when dissolving occurs. Describe how to separate mixtures and solutions into their components. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible. Offer alternative explanations when others don't understand. Science extended writing opportunity: Non-chronological report on different types of materials (and their properties)	
Science 3/4 Context: Yr 4 States of Matter	Compare and group materials together according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees C. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Ask for specific additional information to clarify. Science extended writing opportunity: Next half term	
Humanities 5/6 Context: Geography, Angry Earth, Volcanoes and Natural Disasters.	Explain the meaning of words, offering alternatives. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features. Name and locate earthquake zones and volcanoes in North and South America (including mountains). Describe how locations around the world are changing and describe some of the reasons for change. Describe geographical diversity across the world. Describe and understand key information about volcanoes and earthquakes. Geography/History extended writing opportunity: Earthquake explanation including Richter scale History: Use sources of evidence to deduce evidence about the past. Select suitable sources of evidence giving reasons for choices. Use dates and times accurately in describing events. Vocabulary to communicate: dates, times periods, era, chronology, continuity. Change, century, decade, legacy. Use original ways to present information and ideas.	
Humanities 3/4 Context: Geography, Angry Earth, Volcanoes and Natural Disasters.	Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features. Locate earthquake / volcano sites in Europe and identify their main physical and human characteristics. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and date time zones. Describe some characteristics of these geographical areas. Geography/History extended writing opportunity: Volcano explanation	
DT / Art 5/6 Context: Batik (Art)	Art extended writing opportunity: Review of artists' work in a gallery. To improve mastery of art and design techniques with a range of materials (wax, dying). Collect information sketches resources and present ideas imaginatively in a work book. Comment on artworks with a fluid grasp of visual language. Create an accurate pattern showing fine detail.	
DT / Art 3/4 Context: Batik (Art)	Shape and stitch materials, colour fabric, develop ideas, explore ideas in variety ways, adapt and refine ideas, creating mood with colour, mix colours effectively, replicate patterns, make precise repeating patterns. DT: object for Batik is select most appropriate techniques to decorate textiles. Shape and stitch materials Use basic cross stitch and back stitch Colour fabric Quilt, pad and gather fabric Create weavings	

Computing 5/6 Context: Logical Thinking	Explain a rule based algorithm in their own words. Use logical reasoning to detect errors in algorithms. Understand how data routing works on the internet. Understand how domain names fit into IP addresses. Understand how the internet makes the web possible. (www. Code.org) . Design write and debug programs. Use technology respectfully and responsibly.
Computing 3/4 Context: Logical Thinking	Can explain a simple sequence-based algorithm in their own words. Can use logical reasoning to detect errors in programs. Can understand that computer networks transmit information in a digital (binary) format. Can understand that the internet can provide a number of services in addition to the web (email, videoconferencing, online gaming, file sharing, instant messaging). Can explain an algorithm using sequence and repetition in their own words. Can use logical reasoning to detect and correct errors in programs. Can understand that the internet transmit information as packets of data." Can understand how the internet makes the web possible.
RE 5/6 Context Life's Big Questions	Ask questions and make suggestions to take an active part in discussion. Articulate and begin to apply the different responses to ethical questions from a range of different religions (Yr 5) Articulate and apply the different responses to ethical questions from a range of different religions (Yr 6) Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response (Yr 5) Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response (Yr 6)
RE 3/4 Context: Becoming an Adult	Make relevant comments or ask questions in a discussion or debate. Use key words and vocabulary related to Christianity and at least one other religion (Yr 3) Begin to compare directly different responses to ethical questions looking at a range of different religions (Yr 4) Ask and respond to questions about what individuals and faith communities do and why (Yr 3) Express views about why belonging to a faith community is valuable in their own lives (Yr 4)
PSHE 5/6 Myself and my relationships 15	Be able to recognise and describe feelings in themselves and others, including mixed emotions and moods. <ul style="list-style-type: none"> • be able to communicate effectively how they are feeling, including reasons for that feeling. • regularly use some strategies to manage their feelings, including calming and relaxing themselves. • begin to develop strategies for understanding and responding sensitively to others' emotions. • use some strategies to regain a more positive outlook if necessary, understanding why and when this might be helpful. • understand why and how they might become overwhelmed by strong emotions and have some strategies to help themselves, including asking for help. • be able to use a simple problem solving process and sometimes support others to do so too. • know what it feels and looks like to be assertive and understand some situations where being assertive might be important.
PSHE 3/4 Myself and my relationships 9	Be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class. <ul style="list-style-type: none"> • be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school. • be able to identify people at home, at school and in other contexts of their lives to include in their support networks. • know how they can access support and some ways they can help other people.
Class Assemblies 5/6	E-safety: Y3 - Identity, image and reputation: understand simple rules for sharing images and data, e.g. understand that photographs cannot be taken of others or shared online without seeking permission first, use strategies for creating and keeping strong, secure passwords, e.g. three to four random words joined together or using capitalisation and numbers E-safety: Y4 - Identity, image and reputation: understand how to protect themselves from online identity theft, e.g. security symbols such as a padlock, phishing, scam websites, understand that information put online leaves a digital footprint or trail, e.g. to aid identity theft, identify risks and benefits of installing software, e.g. identify possible risks of installing free and paid for software, for instance free software could download viruses to the device/computer
Class Assemblies 3/4	E-safety: Y5 - Identity, image and reputation: talk about the impact that the digital content created can have, e.g. think critically about the information shared online; be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online, explain why it is important to discuss their use of technology with an adult, e.g. discuss aspects of positive and negative reputation, maintain secure passwords on a regular basis applying the characteristics of strong passwords and refrain from using the same password more than once. E-safety: Y6 - Identity, image and reputation: explain what metadata of a photograph can include, e.g. date, time and location, identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location, identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon, identify the benefits and risks of giving personal information and device access to different software, understand how and why people use their information and online presence to create a virtual image of themselves as a user.
PE 5/6 Outdoor Context: Hockey	Are able to pass the ball with control 3-4 metres apart and can dribble the ball showing consistent control. Can pass the ball with control 3-4 metres apart and can dribble and shoot showing consistent control. Can pass the ball with control and can dribble, shoot and tackle showing consistent control and use space effectively. Can pass the ball with control and can dribble, shoot and tackle showing consistent control and use space effectively. Can pass, dribble, shoot and tackle showing consistent control and use the wide space effectively. Pupils successfully complete the set core task and play effectively in the game.
PE 3/4 Context: Hockey	Be accurate and have control when dribbling and passing in small-sided competitive games. Be able to control the ball when dribbling and passing and tackle successfully Know where and when to pass successfully avoiding the defender(s). Be able to control the ball when dribbling and passing through and towards targets. Be able to keep possession of the ball as a small team and aim/ score towards a target. Attempt the core task which is to pass the ball to a nominated player in the end zone of a pitch.
PE 5/6 Indoor Context: Dance Why Bully Me?	Have copied and repeated the taught motif. Can select and perform freeze frame images. Can combine a variety of dance actions together showing clear changes in speed, direction and level. Can create 2 contrasting movement phrases that show these of action and reaction. Can show the development of a motif through canon and unison and 1 other choreographic device. Can perform linked dance sections into a final composition that communicate the dance idea/theme. Can identify choreographic devices and use dance terminology when describing performance.
PE 3/4 Context: Dance Solar System	Perform movements used in the dance that communicates the solar system idea in a clear pathway. Perform a pair/group dance using the compositional principles of unison, meet and part. Perform a pair/group dance using the compositional principles of canon and observe and evaluate movements describing the contrasting dynamics. Perform sections 1 and 2 of the dance. Pupils can work as a team to create the final piece of the dance. Pupils are able to perform the whole dance.
Music 5/6	Sing or play from memory with confidence. Create songs with verses and chorus. Use the standard notation of crotchet, minim and semibreve to indicate how many notes to play. Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture and lyrics / melody.

Music 3/4	Sing from memory with accurate pitch. Compose and perform melodic songs. Devise non-standard symbols to indicate when to play and rest. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
MfL 5/6 TBC	Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules. Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. Apply the rules of the agreement adjectives in the singular and plural with some accuracy. Listen and show understanding of more complex familiar phrases and sentences. Listen and show understanding of more complex sentences containing familiar words and unfamiliar words. Follow the simple text of a familiar song or story and sing or read aloud.
MfL 3/4 TBC	Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words. Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules. Name a noun, adjective, verb, pronoun, conjunction in French. Listen and show understanding of single words through physical response. Listen and show understanding of short phrases through physical response. Join in with actions to accompany familiar songs, stories and rhymes and say some of the words.

Enrichment Opportunities:

Yr 3/4 Trip field around local areas clunch pit and spring Royston heath

Extension Opportunities:

Make volcanoes/earthquakes representations