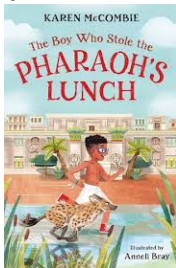
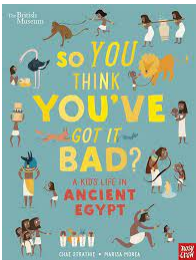
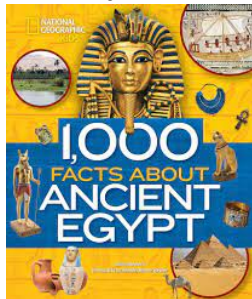




Term	Year Group	Duration	English	Guided Reading	Mathematics	Science	Learning Journey Subjects	Discrete Subjects
Spring	Yea r3/4	11 weeks	Narrative Historical fiction setting/character description - Egyptian Tomb Persuasion - letter to persuade	Egyptians (fiction/non-fiction) Class novel - pharaoh's lunch	Multiplication and Division Length, Perimeter and Area Fractions Decimals		History Design Technology (Textiles)	PE Science RE (Spr 2) PSHE Computing

Key Texts			
Inset book image 	Inset book image 	Inset book image 	Inset book image 
Text Title:	Text Title:	Text Title:	Text Title:

Launch Event	Reignite Event	Showcase Event
Artefact investigation	Leeds City Museum - school trip	Show

	Maths	English	Science	History	Computing	DT	French	Music	RE	PE	PSHE
5.1.26	Multiplication and Division	Narrative	I can describe magnets as having two poles. Predict whether two magnets will	Hook - artefact investigation	<u>Programming</u> To explain how a sprite moves in an existing	LO: To learn about Egyptian writing and design some of our own	Learn how to name (with accurate pronunciation) and remember five high frequency	Young Voices - singing practise (all)		OAA: LO: to use clear communication , strength and flexibility to	How to manage feelings -how everyday things can affect feeling



			attract or repel each other, depending on which poles are facing.		project		infinitive verbs in French.			complete a task	
										Dance LO: to represent the character of Matilda in our movements	• how feelings change over time and can be experienced at different levels of intensity
12.1.2 6	Multiplication and Division	Historical fiction	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	LO: Label a timeline using key images and a summary of key events.	To create a program to move a sprite in four directions	LO: To learn about Egyptian writing and design some of our own	Learn how to name and remember five more infinitive verbs in French.	Young Voices - singing practise (all)		LO: to represent Matilda's magical powers in a duet	• the importance of expressing feelings and how they can be expressed in different ways
										LO: to work with others to recognise and match colours and symbols	
19.1.2 6	Multiplication and Division	Historical fiction	I can answer questions about the uses of our bones. can identify and classify parts of the human skeletal system.	LO: Describe the characteristics of the Pharaohs	To adapt a program to a new context		Consolidate all ten infinitive verbs and will start to attempt to put them into sentences describing what they can do in French.	Young Voices - singing practise (all)		LO: to represent the character of Miss Trunchbull in our movements	• how to respond proportionately to, and manage, feelings in different circumstances
										LO: to follow and create action pathways using an Action Map Key	



26.1.2 6	Length and perimeter	Historical fiction	SE- I can identify bones in the body and the hand.	LO: Describe the beliefs held by Ancient Egyptians	To develop my program by adding features	LO: To explore different sowing patterns and begin to understand the process of a cross stitch	Revise and consolidate all ten verbs and how to put them into a sentence, using je peux + infinitive verb.	Young Voices - singing practise (all) verses		LO: to demonstrate Miss Trunchbull's punishments in a duet	• ways of managing feelings at times of loss, grief and change
										LO:to work with others and identify what went well and what we could do to improve	
2.2.26	Length and perimeter	Persuasion	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	LO: Begin to explain the reasons why the Ancient Egyptians mummified certain people and what they believed about the afterlife.	To identify and fix bugs in a program		Pupils describe what they can and cannot do in French using the ten verbs and will learn how to extend these sentences with the conjunctions 'et' (and) & 'mais' (but)	Young Voices - singing practise (all)		LO: to put our ideas together to create a class dance	• how to access advice and support to help manage their own or others' feelings
										LO:to work together in different roles to build, defend, and knock down castles in a team game	
9.2.20 26	Fractions	Persuasion	I can use secondary sources (internet clips) to find out about how muscles work	LO: Begin to describe why the River Nile was so important to the Ancient Egyptians.	To design and create a maze-based challenge	LO: To explore different sowing patterns and begin to understand the				LO: to perform a class dance	



						process of a cross stitch				LO:to safely take part in trust-based activities	
Half term	Half term										
19.2.2 4	Fractions	persuasion	I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	School Trip - Leeds City Museum	<u>Data logging</u> To explain that data gathered over time can be used to answer questions	LO; To use cross stitch to create a pattern	Name (with accurate pronunciation) and remember the first five (of a total of ten) fruits in French.		Lesson 1: How do many Hindus describe ultimate reality?	Gymnastics Y3 Unit 1 LO:to show full extension during a balance	How can our choices make a difference to others and the environment?
										LO: to move in and out of contrasting shapes with fluency	how people have a shared responsibility to help protect the world around them
26.2.2 4	Fractions	Persuasion	I can look for patterns in my results and compare the nutritional values of different foods.	LO:Begin to compare the working life of the Ancient Egyptians from different perspectives or viewpoints and begin to understand the reasons for the social structure.	To use a digital device to collect data automatically	LO; To use cross stitch to create a pattern	Five more nouns for fruits in French		Lesson 2: How might the idea of Brahman being in everything affect how you Live?	LO:to perform a sequence using different types of rolls.	• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • how everyday choices can
										LO:to perform powerful jumps from low apparatus	



											affect the environment
4.3.24	Fractions	Character/setting description	I can describe the simple functions of the digestive system in humans	LO: I can use historical evidence to make a judgement on why the Pyramids were built	To explain that a data logger collects 'data points' from sensors over time	LO; To use cross stitch to create a pattern	Move from singular noun to plural noun and consolidate all ten fruits		Lesson 3: What can we find out about some Hindu deities?	LO:to perform in unison with a partner to mount apparatus Gymnastics Y4 Unit 1 LO:to perform a 6-element sequence that uses changes in speed and direction.	• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
11.3.24	Mass and capacity	Character/setting description	I can identify different teeth in humans and name their functions.		To recognise how a computer can help us analyse data	LO; To use cross stitch to create a pattern	Develop further linguistic progression by learning how to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit		Lesson 4: How do many Hindus understand deities?	LO:to use the STEP principle to create and perform a partner sequence. LO:to perform actions taking weight on hands	• how to show care and concern for others (people and animals)
18.3.24	Mass and capacity	Biography	I know how to keep my teeth healthy	LO: Begin to compare the collapse of	To identify the data needed to	Evaluate Textiles	Introduced to the negative opinion "Je		Lesson 5: What can we learn about deities	LO:to develop a sequence	• how to carry out personal



				Ancient Egypt with other civilisation which came to an end.	answer questions		n'aime pas..." ("I do not like...") and "Est-ce que tu aimes...?" ("Do you like...?")		from Ganesh?	using compositional ideas, e.g. pathways LO:to co-operate as a group to refine a short sequence.	responsibilities in a caring and compassionate way
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