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|  | **30th Oct – 3rd Nov 2017** | **6th Nov – 10th Nov 2017** | **13th Nov – 17th Nov 2017** | **20th Nov – 24th Nov 2017** | **27th Nov – 1st Dec 2017** | **4th Dec – 8th Dec 2017** | **11th Dec – 15th Dec 2017** | **18th Dec – 22nd Dec 2017** |
| Maths | **Y3/4 Addition and subtraction**  Add and subtract numbers mentally, including: a three digit number and ones; a three-digit number and tens; a three digit number and hundreds.  **Y5/6 Multiplication and Division**  Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. | **Y3/4 Addition and subtraction.**  Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.  **Y5/6 Multiplication and Division**  Identify common factors, common multiples and prime numbers. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.  See White Rose | **Y3/4 Addition and subtraction**  Estimate the answer to a calculation and use inverse operations to check answers. Estimate and use inverse operations to check answers to a calculation. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.  **Y5/6 Multiplication and Division**  Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.  See White Rose | **Y3/4 Addition and subtraction**  Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.  **Y5/6 Multiplication and Division**  Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign Solve problems involving addition, subtraction, multiplication and division.  See White Rose | **y3/4 Multiplication and Division**  Count from 0 in multiples of 4 and 8 Count in multiples of 6, 7 and 9 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.  **Year 5/6 Statistics** Solve comparison, sum and difference problems using information presented in a line graph. Interpret and construct pie charts and line graphs and use these to solve problems. See White Rose | **y3/4 Multiplication and Division**  Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.  **Year 5/6 Statistics**  Complete, read and interpret information in tables including timetables. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Calculate the mean as an average.  See White Rose | **Y3/4/5/6 Ma M 4** Estimate, compare and calculate different measures; volume/capacity (l/ml) (Potions Topic LINK)  **Y3/4 Multiplication and Division**  **Y5/6 Measurement: Perimeter, Area and Volume**  Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm2 , m2 estimate the area of irregular shapes. Recognise that shapes with the same areas can have different perimeters and vice versa.  See White Rose | **Y3/4 Consolidation**  **Y5/6 Measurement: Perimeter, Area and Volume**  Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Estimate volume [for example using 1cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3 , m3 and extending to other units (mm3 , km3 )  See White Rose |
| English | **En R C 2c** Draw inferences about characters’ feelings, thoughts and motives from their actions and justify with evidence.  **En R C 2f** Identify how language, structure and presentation contribute to meaning.  **En W C 1a** Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  **En W C 3a** Assess the effectiveness of their own and others’ writing and suggest improvements. | **En SL 2** Ask relevant questions to extend their understanding and knowledge.  **En R C 3** Retrieve and record information from non-fiction.  **En W C 2d** In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).  **En W C 1a** Discuss writing similar to that which they are planning to write in order to understand and learn from structure, grammar and vocabulary.  **En W C 3a** Assess the effectiveness of their own and others’ writing and suggest improvements. | **En SL 2** Ask relevant questions to extend their understanding and knowledge.  **En R C 3** Retrieve and record information from non-fiction.  **En W C 2d** In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).  **En W C 1a** Discuss writing similar to that which they are planning to write in order to understand and learn from structure, grammar and vocabulary.  **En W C 3a** Assess the effectiveness of their own and others’ writing and suggest improvements. | **En R C 1a** Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  **En W C 1a** Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.  **En W C 1b; En R C 1a; En SL 11**  **En W C 2a** Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentences structures. | **En W C 1a, 1b**  **En W C 3b** Propose changes to grammar and vocabulary  to improve consistency, including the accurate use of pronouns in sentences.  **En SL 9; En W C 5**  **En W C 3a** Assess the effectiveness of their own and others’ writing and suggest improvements.  **Co 6; En SL 1** | **En W C 1a** Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  **En R C 1a; En W C 1b**  **En W C 2a** Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures.  **En R C 1g; En W C 5**  **En W C 3a** Assess the effectiveness of their own and others’ writing and suggest improvements.  **En SL 11; En W C 3b**  **En W C 5** Read aloud their own writing, to a group or to the whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear.  **En SL 1, 11**  **En SL 10** Gain, maintain and monitor the interest of the listener(s).  **En R C 1f; PSHE 5f**  “Alice in Wonderland” Trip | **En R C 1e** Identify themes and conventions in a wide range of books.  **En R C 3; Co 5**  **En R C 3** Retrieve and record information from non-fiction.  **En W C 1b; Co 5, 7; Sc SM 1**  **En W C 2b** Organise paragraphs around a theme.  **En W C 1a, 1b; Sc SM 1** | **En W C 2d** In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).  **En W C 1a**  **En W C 5** Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  **En W C 3a, 3b, 4** |
| SPAG |  |  |  |  |  |  |  |  |
| Science | **Sc SM 1** Compare and group materials together, according to whether they are solids, liquids or gases.  **Sc WS 2** Set up simple practical enquiries, comparative and fair tests.  **Sc WS 3** Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, (e.g. thermometers and data loggers). |  | **Sc WS 7** Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **Sc WS 6** Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. | **Sc SM 1** Compare and group materials together, according to whether they are solids, liquids or gases.  **Sc WS 5** Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. | **Sc WS 7** Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.  **Sc WS 6** Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  **Sc SM 1** Compare and group materials together, according to whether they are solids, liquids or gases.  **Sc WS 5** Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. |  | **Sc WS 2** Set up simple practical enquiries, comparative and fair tests.  **Sc WS 3**  **Sc SM 2** Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius (˚C).  **Sc WS 2, 3, 4, 5**  **Sc SM 1** Compare and group materials together, according to whether they are solids, liquids or gases.  **Sc WS 5** |  |
| TOPIC |  |  |  |  |  | **Hi 6** Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.  **En R C 3; Co 5, 7; DT M 2** |  |  |
| Music | Hold own part in a performance (e.g. simple round) | Sing in tune, breathe correctly pronounce words clearly. Sing songs – Low A to D | Breathe in correct place. Sing whole songs from memory, hold a part in a four part round. | Sing in tune to wide range of pitch – e.g. stand by me. Sing simple two part harmonies, holding a part in a small group | Hold notes on for correct length of time (Low A to E) | Christmas Rehearsals | Christmas Rehearsals | Christmas Rehearsals |
| R.E |  |  |  |  |  |  |  |  |
| ICT | use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts |
| P.E. | Swimming  Invasion games/hockey/dodge ball | Swimming  Invasion games/hockey/dodge ball | Swimming  Invasion games/hockey/dodge ball | Swimming  Invasion games/hockey/dodge ball | Swimming  Invasion games/hockey/dodge ball | **PE 4** Perform dances using a range of movement patterns.  **En SL 11; Mu 5** | Swimming  Invasion games/hockey/dodge ball | Swimming  Invasion games/hockey/dodge ball |
| PHSCE | “Getting on & Falling Out”  Friendship | “Getting on & Falling Out”  Friendship | “Getting on & Falling Out”  Working Together | “Getting on & Falling Out”  Working Together | “Getting on & Falling Out”  Managing feelings - anger | “Getting on & Falling Out”  Managing feelings - anger | “Getting on & Falling Out”  Resolving Conflict | “Getting on & Falling Out”  Resolving Conflict |
| French | Greetings at the start of a lesson; some classroom phrases. | Some classroom phrases. | Consolidation of previous two weeks | Colours *rouge*, *bleu*; some new classroom phrases; *Comment t’appelles-tu?* *Je m’appelle Albert*. | **:** *Comment ça s’écrit?* Colours *vert, jaune;* numbers *1 - 2 - 3.* | Consolidation of previous two weeks | Numbers (4 - 5 – 6)  colours (*rose* and *noir*.) | *Voici, et, un renne, le Père Noël, un chat, un chien, un sapin, un cadeau, zéro.* |
| Art/  Design | **AD 2** Improve mastery of art and design techniques, including drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint and clay). | **AD 2** Improve mastery of art and design techniques, such as drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). | **AD 2** Improve mastery of art and design techniques, such as drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). | **AD 2** Improve mastery of art and design techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay).  **Co 6; Sc SM 2** |  | **DT M 1** Select from and use a wider range of tools and equipment to perform practical tasks accurately.  **Sc SM 2**  **AD 3**Learn about great artists, architects and designers in history.  **En SL 1, 7; AD 2** | **AD 2** Improve mastery of art and design techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint and clay).  **Sc SM 2; Sc WS 5; En SL 5** | **DT M 2** Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  **Sc WS 3** |