

Half Term Overview Planner

Teachers: Mrs Hext

Year Group: 3/4

Academic Year: 2016 - 2017

Term: Spring 1st Half

Subject	Week 1 <i>WB 02.01.17</i>	Week 2 <i>WB 09.01.17</i>	Week 3 <i>WB 16.01.17</i>	Week 4 <i>WB 23.01.17</i>	Week 5 <i>WB 30.01.17</i>	Week 6 <i>WB 06.02.17</i>
English	<p>Reading - covered in guided/individual reading sessions</p> <p>Word Reading:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comprehension:</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> ○ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ using dictionaries to check the meaning of words that they have read ○ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ○ identifying themes and conventions in a wide range of books ○ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ○ discussing words and phrases that capture the reader's interest and imagination ○ recognising some different forms of poetry [for example, free verse, narrative poetry] 			<p>Writing - Key skills</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <p>Writing - Spelling</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Speaking and Listening - Poetry</p> <ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • select and use appropriate registers for effective communication. <p>Writing - Poetry</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas 		

- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
 - retrieve and record information from non-fiction
 - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proof-read for spelling and punctuation errors
 - 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.
- develop their understanding of the concepts set out in English Appendix 2 by:
- using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
 - indicate grammatical and other features by:
 - using commas after fronted adverbials
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Writing – Non-chronological Report

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
 - draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
 - evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
- develop their understanding of the concepts set out in English Appendix 2 by:
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense

		<ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: <ul style="list-style-type: none"> ○ using commas after fronted adverbials ○ indicating possession by using the possessive apostrophe with plural nouns ○ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
<p>All writing will be linked to our topic 'Active Planet'</p>		
<p>Year 3 - Key Skills, Poetry (Inc. Performance Poetry), Non-chronological report</p>		
<p>Year 4 - Key Skills, Poetry (Inc. Performance Poetry), Non-chronological report</p>		
<p>Numeracy</p>	<p>3 Week Sequence - Additive Reasoning 3.6</p> <ul style="list-style-type: none"> • Add and subtract numbers mentally, including: <ul style="list-style-type: none"> - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds • Add and subtract numbers with up to three digits • Estimate the answer to a calculation and use inverse operations to check answers • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Add and subtract amounts of money to give change, using both £ and p in practical contexts • Interpret and present data using bar charts, pictograms and tables • Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables <p>3 Week Sequence - Number Sense 3.7</p> <ul style="list-style-type: none"> • identify, represent and estimate numbers using different representations • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10 • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators <ul style="list-style-type: none"> • Add and subtract fractions with the same denominator within one whole (for example, $5/7 + 1/7 = 6/7$) • Compare and order unit fractions and fractions with the same denominator • Solve problems that involve all of the above 	<p>3 Week Sequence - Additive Reasoning 4.6</p> <ul style="list-style-type: none"> • Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate • Estimate calculation and use inverse operations to check answers • Solve addition and subtraction problems in contexts, deciding which operations and methods to use and why • Estimate, compare and calculate different measures, including money in pounds and pence • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Solve comparison, sum and difference problems using information presented in scaled bar charts and pictograms tables and other graphs <p>3 Week Sequence - Number Sense 4.7</p> <ul style="list-style-type: none"> • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten • Recognise and show, using diagrams, families of common equivalent fractions • Add and subtract fractions with the same denominator • Recognise and write decimal equivalents of any numbers of tenths or hundredths • Recognise and write decimal equivalents to $1/4$, $1/2$ and $3/4$ • Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • Round decimals with one decimal place to the nearest whole number • Compare numbers with the same number of decimal places up to two decimal places • Convert between different units of measure (for example, kilometre to metre).

IPC Geography	<p>Know how particular localities have been affected by human activities</p> <p>Know how particular localities have been affected by natural features and processes</p> <p>Be able to use geographical terms</p> <p>Be able to make simple maps and plans of familiar locations</p> <p>Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>Be able to use secondary sources to obtain geographical information</p> <p>Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> <p>Understand how places fit into a wider geographical context</p> <p>Understand that the quality of the environment can be sustained and improved</p>
	<p>All geography will be linked to our topic 'Active Planet'</p> <p>We will learn about;</p> <ul style="list-style-type: none"> • Volcanoes, how they have formed and highly volcanic regions of the world • Earthquakes, what causes them and the effects they have on the places they hit
IPC History	<p>Know about the main events, dates and characteristics of the past societies they have studied</p> <p>Know about the lives of people in those periods</p> <p>Be able to give some reasons for particular events and changes</p> <p>Be able to gather information from simple sources</p>
	<p>All history will be linked to our topic 'Active Planet'</p> <p>Learn about the historical events in Pompeii</p> <p>Discover the implications of Eyjafjallajökull erupting in 2010</p>
Computing	<p>Know about some applications of ICT and computing in different jobs and work situations</p> <p>Know about some applications and implications of ICT and computing in everyday life</p> <p>Know about some of the ways in which the use of ICT and computing in different jobs and work situations affects people's lives</p> <p>Be able to search effectively, using and evaluating information from a variety of sources</p> <p>Be able to select and use a range of programs or apps to support and present learning in other subjects</p> <p>Be able to use ICT and computing to control events and write programs that accomplish specific goals</p> <p>Be able to make choices to gather information and solve problems</p> <p>Understand that different aspects of ICT and computing can be used safely, responsibly, respectfully and creatively to people's benefit</p>
	<p>All computing will be linked to our topic 'Active Planet'</p> <p>CEOP internet safety activities.</p> <p>Using ICT to support our geography and history research.</p>
IPC DT	<p>Be able to design and make products to meet specific needs</p> <p>Be able to make usable plans</p> <p>Be able to make and use labelled sketches as designs</p> <p>Be able to use simple tools and equipment with some accuracy</p>

	<p>Be able to identify and implement improvements to their designs and products</p> <p>Be able to identify the ways in which products in everyday use meet specific needs</p> <p>Be able to suggest improvements to products in everyday use</p>
	<p>All DT will be linked to our topic 'Active Planet'</p> <p>Designing, building and evaluating 'earthquake proof buildings'</p> <p>Learn about protective clothing and the use of everyday objects in volcanic regions.</p>
IPC Art and Design	<p>Be able to use art as a means of self expression</p> <p>Be able to choose materials and techniques which are appropriate for their task</p> <p>Be able to explain their own work in terms of what they have done and why</p> <p>Be able to talk about works of art, giving reasons for their opinions</p>
	<p>All art and design will be linked to our topic 'Active Planet'</p> <p>Creating artwork inspired by volcanic eruptions and their colours.</p> <p>Use abstract expressionism inspired by Jackson Pollock's works.</p>
IPC Music	<p>Know how a number of musicians - including some from their home country and the host country - organise sounds and use them expressively</p> <p>Know how a number of musicians - including some from their home country and the host country - choose sounds and instruments which are appropriate for their task</p> <p>Be able to recognise and explore the ways that sounds can be organised and used expressively</p> <p>Be able to sing in tune and with expression</p> <p>Be able to perform simple pieces rhythmically using a limited range of notes</p> <p>Be able to compose simple pieces to create intended effects</p> <p>Be able to choose sounds and instruments which are appropriate for their task</p> <p>Be able to improve their own work, having regard to the intended effect</p> <p>Be able to explain their own work in terms of what they have done and why</p> <p>Be able to talk about pieces of music, giving reasons for their opinions</p> <p>Understand how musical elements are combined and varied to create different effects</p>
	<p>All music will be linked to our topic 'Active Planet'</p> <p>Listen to, understand and create own music inspired by our natural environment</p>
IPC Cultural Awareness	<p>Know that people in different countries have different traditions, celebrations and ways of living</p> <p>Understand that people's health and safety can be affected by a variety of factors including food, climate, rules, and the availability of resources</p>
	<p>All cultural awareness will be linked to our topic 'Active Planet'</p> <p>Finding out about legends and Gods associated with volcanoes.</p>

IPC Science	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 	
	Rocks and Soils <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. 	States of Matter <ul style="list-style-type: none"> • 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 Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
	All science will be linked to our topic 'Active Planet' Year 3 - Rocks & Soils Year 4 - States of matter	
PSHE/ Citizenship/ SEAL	DEAR DIARY <ul style="list-style-type: none"> • Comfortable and uncomfortable feelings • Problems in relationships • Anti-bullying • Help and support 	
RE Devon Agreed Syllabus	Unit 5 Leaders and Teachers We will explore questions such as: What makes a great leader? Why did people follow Jesus?	
Indoor/Outdoor PE	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	

	<ul style="list-style-type: none">•develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]•perform dances using a range of movement patterns•take part in outdoor and adventurous activity challenges both individually and within a team•compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	<p>One lesson per week will be taught by 'Saints South West' - games activities</p> <p>One lesson per week taught by the class teacher - gymnastics</p> <p>Wake and Shake - 5 minutes a day - fitness dance</p>