Derwent & Southill Federation

| Swifts Class - Year A | | | | | | |
|---|---|---|---|---|---|---|
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English** | Class text-Stig of the Dump (as a class reader with VIPERS questions), Stone Age Boy,How to Wash a Wooly Mammouth, selection of non-fiction texts for History topic<br>Reading:<br>VIPERS questions both verbal and written.<br>Writing:<br>Story writing - create settings, characters and plots in narrative writing (f)<br>Instructional writing (nf)<br>Non-chronological report (nf)<br>Grammar Focus:<br>extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when, if, because, although'<br>Use the present perfect form of verbs in contrast to the past tense<br>Weekly Spelling rule | Class text - Varjak Paw, The Egyptian Cinderella, variety of non-fiction texts for History topic - If I were a Kid in Ancient Engypt, Aldi Christmas Advert 2022 - Kevin The Carrot https://www.youtube.com/watch?v=VqNG1nEqI2E<br>Reading:<br>VIPERS questions both verbal and written.<br>Writing:<br>Building on story writing skills -character descriptions, story writing, settings and plots (f)<br>diary entry, instruction writing on mummification (nf)<br><br>Chpts 1-13 5 week planning for Varjak Paw then move on To Egyptian Cinderella and Varjak Paw can become the class read in order to finish it.<br><br>Grammar Focus:<br>use co-ordinating conjunctions, persuasive language adverbs and prepositions to express time and cause<br>Weekly spelling rule, comaprative conjunctions, possessive apostrophes,<br>Understanding sentence types and construction. | Anglo- Saxon Boy (as a class reader - skip some of the more gory bits)and Beowulf - Michael Morpurgo and online cartoon version planning, poetry unit - Free Verse<br>Reading:<br>VIPERS questions both verbal and written<br>Writing:<br>Story writing focus on action - linked to Beowulf (f)<br>Balanced argument - Where should we settle?(nf)<br>Formal letter - job application (nf)<br>Grammar Focus:<br>speech punctuation<br>Weekly spelling rule<br>fronted adverbials | Class text -Flotsam and Iron Man<br>Reading:<br>VIPERS questions both verbal and written.<br>Writing:<br>script conversations(f)<br>Persuasive letter (nf)<br>non-chronological report (nf)<br>Write a story opener - Iron Man (f)<br>Descriptive writing - Iron Man (f)<br>Poetry - reading aloud, performance poetry<br>Grammar Focus:<br>rhetorical questions, sentence types, word class retrieval<br>Weekly spelling rule | Class text - The Firework Maker's Daughter<br>Reading:<br>VIPERS questions both verbal and written.<br>Using the text for evidence.<br>Writing:<br>Letter from one character to another (f)<br>Descriptive writing (f)<br>Writing a missing chapter (f)<br>continuing story writing skills - creating setting, characters and plots in narrative writing (f)<br>Non-fiction texts in Geography for fact file (nf)<br>Poetry - Limericks and Clerihews<br>Grammar Focus:<br>fronted adverbials, extending sentences to include more than one clause, vocabulary improvement through use of dictionaries and thesaurus<br>Weekly spelling rule | Class text - complete any work that has carried over from the previous terms and 2 week unit from Literacy Shed on Viking Village - film unit, poetry kennings and quatrains<br>Reading:<br>VIPERS questions both verbal and written.<br>Using the texts for evidence.<br>Writing:<br>continuing story writing skills - creating setting, characters and plots in narrative writing (f)<br>instructional writing (nf)<br>explanation text (Viking Village)(nf)<br>character study (Viking Village) (f)<br>Poetry - Reading their own poems and performance of other poems<br>Grammar Focus:<br>Weekly spelling rule |
| **Maths: Year 3** | TT Rock stars: Garage and Jamming with Studio and weekly certificates<br>Number: Place Value<br>Number: Addition and subtraction | TT Rock stars: Gig<br>Number: Addition and subtraction<br>Number: Multiplication and division A | TTRockstars: Arena<br>Number: Multiplication and division B<br>Measurement: Length and perimeter | TTRockstars: Rock slam<br>Number: Fractions A<br>Measurement: Mass and capacity | Number: Fractions B<br>Measurement: Money | Geometry: Shape<br>Statistics<br>Measurement: Time |
| **Maths: Year 4** | TT Rock stars: Weekly Sound Checks intorduce certificates<br>Number: Place Value<br>Number: Addition and subtraction | Measure: Area<br>Number: Multiplication and division A | TT Rock stars: Battle of the bands (Half class) Introduce certificates for Stuido<br>Number: Multiplication and division B<br>Measurement: Length and perimeter | TT Rock stars: Battle of the bands (other class)<br>Number: Fractions<br>Number: Decimals A | TT Rock stars: Top of the rocks - Federation<br>Number: Decimals B<br>Measurement : Money<br>Geometry: Shape | Rock stars day<br>Multiplication Tables Check (MTC)<br>Measurement: Time<br>Statistics<br>Geometry: Position and direction |
| **Science** | Rocks | Cycles in nature | Plants | Light | Forces and Magnets | The Human Body |
| **History** | Stone Age to Iron Age | Ancient Egypt<br>Writing Assessment | Anglo Saxons, Scots and Vikings | Anglo Saxons, Scots and Vikings | Law and Power 1154-1272 | The War of the Roses |
| **Geography** | Spatial Sense | Settlements | Rivers - Geography<br>Writing Assessment | UK Geography: The South West<br><br>Assembly on Eygpt | Western Europe | Asia- China and India |

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| **Art/ Design & Technology** | Stone Age/Iron Age:<br>Mixed media<br><br>Tones and shades<br><br>Making own paints<br><br>Painting with tools<br><br>Clay work | Extreme Earth:<br>Moving monsters, pneumatics<br><br>Exploring pneumatic systems<br><br>Designing, making and evaluation pneumatic monster | Ancient Egypt:<br>Portraits/ Death masks<br><br>Colour mixing skills<br><br>Adding black and white to make tones<br><br>Clay cartouches<br><br>Egyptian necklaces | Wondrous Water:<br>Designing, making and evaluating a cushion<br><br>Applying 2 new sewing techniques – cross-stitch and applique | Ancient Mayans:<br>3D sculpture<br><br>Mayan masks<br><br>Worry dolls | Rainforests:<br>Edible garden<br><br>Planting seeds and caring for them<br><br>Learning where seasonal vegetables grow<br><br>Following a recipe<br><br>Safety and hygiene rules |
| **Music** | Singing curriculum Autumn 2<br><br>https://www.singup.org/music/sing-up-music-curriculum/year-3-ive-been-to-harlem<br><br>Compose a pentatonic ostinato.<br>Sing a call-and-response song in groups, holding long notes confidently.<br>Play melodic and rhythmic accompaniments to a song.<br>Listen and identify where notes in the melody of the song go down and up. | Continued | Core Knowledge: To develop facility in composing rhythmic notation<br>Follow a conductor and perform increasingly complex rhythm patterns in a group<br>Perform individually and in a group phrases learned, with accuracy at different speeds<br>Use the terms forte piano, allegro and adagio accurately<br><br>Performance (Group 1)<br>Drumming for school audience<br>(11 weeks) | Continued | Performance (Group 2)<br>Core Knowledge: To develop facility in understanding notation<br>Follow a conductor and perform simple group tunes<br>J Sax<br><br>11 week lesson cycle and performance to parents | Improvise on the spot responses on tuned percussion<br><br>https://www.singup.org/music/sing-up-music-curriculum/year-3-mingulay-boat-song-and-nao-chariya-de<br>Core Knowledge:<br>To understand the function of staves and clefs.<br>To understand the difference between crotchets and quavers and know one crotchet has the same time as a paired quavers.<br>Compose on untuned percussion and follow notation for rhythms<br>Compose call and response rhythm patterns to songs<br>Perform accompaniments on untuned percussion using known rhythms and note values to songs/music from listening (recap Y2 listening)<br>Use dot notation to show pitch and note lengthsSing up curriculum<br>Summer 2<br>Listening<br>Magalenha<br>Sergio Mendes |
| **Computing** | Online Safety<br>Spreadsheets | Touch typing<br>Graphing | Email | Branching Databases<br>Simulations | Coding | Simulations<br>Presenting |
| **PSHE** | (CS)Making Friends Online<br>Computer Safety<br>Documentary-Summativ | (KSS) Leaning out of Windows - Summative Assessment<br>(KSH)Medicine | (BR)Helping Someone in Need, Stealing - Summative Assessment | (REL)Body Language and Touch - Summative Assessment<br>(HW)Hazard Watch | (FAE)Grief - Summative Assessment<br>(FS)Texting while driving, visiting the fire station - | (OW)Looking After Our World |
| **PE** | OAA<br><br>Gymnastics: Movement | Invasion Games<br><br>Dance: Gunpowder Plot | Attacking and Defending<br><br>Circuit Training | Multi-skills: Bat and Ball<br><br>Dance: Plants | Multi-Skills: Target Games<br><br>Dance: Toys | Animal Olympics<br><br>Gymnastics: Under the Sea |
| **RE** | L2.1: Where, how and why do people worship?<br>L2.2: Why do some people think life is like a journey? How and why do people mark the significant events of life?<br>L2.3: What is the 'Trinity' and why is it important for Christians?<br>L2.4: What kind of world did Jesus want?<br>L2.5: Why do Christians call the day Jesus died 'Good Friday'?<br>L2.6: How do festivals and family life show what matters to Jewish people?<br>L2.7: How is faith expressed in Hindu communities and traditions?<br>L2.8: How is faith expressed in Sikh communities and traditions?<br>L2.9: How do festivals and worship show what matters to Muslims?<br>L2.10: For Christians, what was the impact of Pentecost?<br>L2.11: What are the deeper meanings of the festivals?<br>L2.12: How and why do people try to make the world a better place? | | | | | |

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| | Multifaith: Creation stories | Christianity: Jesus as an innspiration for Christians | Hinduism | Christianity: Christian representation of God - Holy Trinity | Multifaith: Religion in my local community | Multifaith: Me, my beliefs and my community |
| **MFL** | Getting used to Spanish pronunciation<br>Introducing yourself<br>Counting to 31<br>Learning about Spanish speaking countries<br>The Spanish alphabet<br>Talking about the classroom | List my school subjects<br>Name the days of the week<br>Ask about<br>a teacher<br>what subjects they like<br>Order a drink or a snack<br>Ask how much<br>something costs. | Ask about family members<br>Ask about pets and know animal names<br>Describe someone's appearance<br>Begin to use verbs correctly<br>Use possessive adjectives | Ask and answer questions about where you live<br>Name European countries<br>Name and describe rooms in houses<br>Be able to describe a daily routine | Be able to ask and answer questions about hobbies and interests<br>Tell the time<br>Talk about different times of day<br>Explain what you want to do in the future. | Describe a town or village where you live<br>Name and describe places in a town<br>Invite someone to do something and accept an invitation<br>Describe the weather and seasons<br>Use tenses to describe what you are doing and are going to do. |