
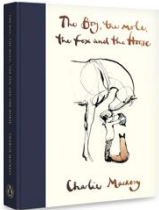
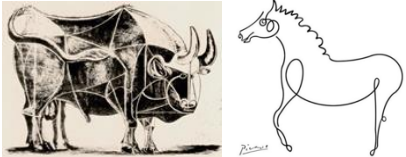



# Medium Term Planning

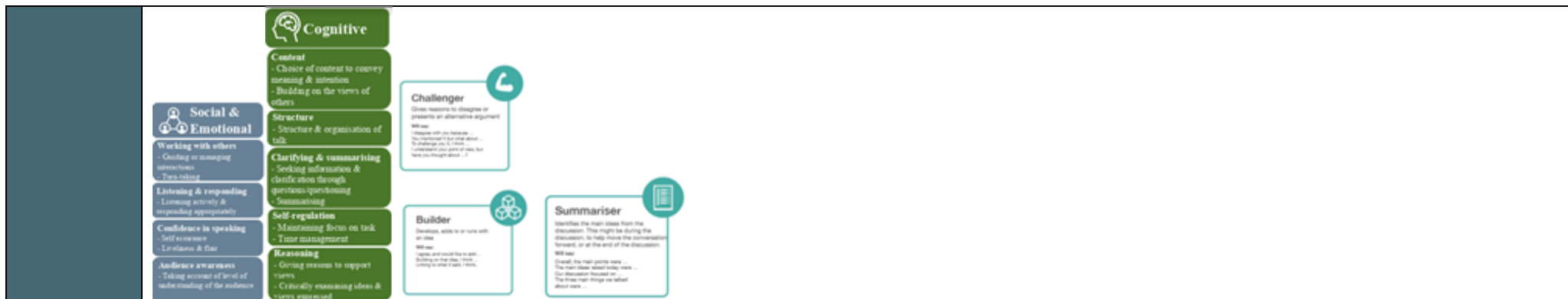
Year 4 Autumn Term

Inspire Curriculum	Core Text Hook	Diversity, Community and Global Project Outcome for the Term
	 <p>'The Boy, the mole, the fox and the Horse' by Charlie Mackesy</p>	<p><u>Museum of Hope Exhibition</u></p> <p>Children will be sharing their hopes for the future after reflecting on their own personal experiences during lockdown, return to school and summer holidays. This will then be recorded and shared at the exhibition as well as shared with the school community via YouTube.</p>
	<p><b>Art Outcomes Display Ideas</b></p> <p>Children will be creating a continuous line drawing of their chosen animal from the English teaching sequence. This will be done in the style of the author/illustrator Charlie Mackesy and Pablo Picasso. They will then create a cubist portrait in the style of Picasso for their chosen animal using painting techniques.</p> 	<p><b>Trips/Visitors</b></p> <p>Team Building (Organised and Planned in individual schools)</p>
<p><b>Knowledge and Understanding</b></p> <p><b>Identity and Diversity</b></p>	<p><b>Skills</b></p> <p><b>Ability to manage complexity and uncertainty</b></p> <ul style="list-style-type: none"> <li>Describe feelings about changes and events in own setting and the wider world</li> <li>Use strategies to cope with challenging times</li> <li>Recognise when there may be no single right</li> </ul>	<p><b>Attitudes</b></p> <p><b>Respect to people and human rights</b></p> <ul style="list-style-type: none"> <li>Readiness to think through consequences of words, actions and choices on others</li> </ul> <p><b>Belief that people can bring around change</b></p>

	<p>or wrong answer</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, question and respond to others</li> <li>• Express own views and ideas on issues clearly, using a range of appropriate methods</li> <li>• Give reasons, evidence and examples in support of an opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Belief that individuals and groups can improve situations</li> </ul>
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Diversity, Community and Global Project Learning Journey	
<p>Week 1 7<sup>th</sup> September</p>	<p>Exploring: Fed- in- facts- Social and Emotional Strand</p> <p>Hook: Children will be fed- in- facts (case studies, images, texts) of a range of case studies from people all around the world that tells the story of the adversity they have faced in life and how they have overcome these situations. Such examples might include Thomas Edison who failed 1000 times before he invented the lightbulb. Children to make inferences from the sources presented to them- to take turns in being ‘builders’ and ‘challengers’ within group discussions- practising turn- taking Children to then practise summarising their findings to another group/ class, focussing on the Cognitive stand (Structure and Clarifying &amp; Summarising)</p> <p><b>How has this person responded in the face of adversity?</b>  <b>What skills does someone need to overcome these challenges in life?</b>  <b>Can you think of a time when you have overcome a challenge?</b></p> 



Week 2  
14<sup>th</sup>  
September

Exploring: Physical Strand  
Children will be exploring different motivational quotes that have existed for many years and inferring what they actually mean and what impact that they could potentially have on themselves and their own personal experiences. They will research on the iPad and also be given quotes from people from a range of different backgrounds. Such examples that children may be guided to could be “Education is the most powerful weapon which you can use to change the world” ~ Nelson Mandela. These quotes will be recorded and then a bank of quotes can be created to support next lessons activity.



**How do these make you feel? Do you agree/ disagree/ why?** – children to take on builder/ challenger discussion roles.

**What can you infer from this quote?**  
**What impact does this quote have on someone who may be experiencing adversity in life?**

Week 3  
21<sup>st</sup>  
September

Deepening:  
Children will be ranking the quotes they gathered in the previous lesson from the most influential to the least. They will need to justify their opinions verbally, considering the personal impact and that of others by being ‘builders’ and ‘challengers’. Introduce the role of ‘Prober’ who will prompt others to deepen their argument. They will need to justify their opinions verbally, considering the personal impact and that of others. This will develop into a debate where children will give verbal evidence on what they think is the strongest



quote and why. Reference to Charlie Mackesy tweets and quotes during lockdown as he was using his artistic influence to help people who may have been experiencing challenges during the pandemic.



**Which quote resonates with you the most? Why?**  
**Does a quote need to be complex and long to have greater impact?**  
**Does this quote have the same impact on you and your partner?**

Week 4  
 28<sup>th</sup>  
 September

Deepening:  
 Children to use a select range of quotes that they explored in the previous lesson and survey others in the school of their understanding and whether they think this will have a positive impact on their lives or not (in particular during the extended period of home schooling). They will also be looking at ways they can improve the world and discussing their wishes in relation to the adversity suffered by the case studies introduced in Lesson 1. Make reference to real life examples of the positive effects during lockdown such as Captain Tom Moore who raised money for the NHS during the pandemic or the dramatic fall of air/water pollution.

**How can the world be a better place?**

**What is important to you for making the world be a better place?  
What would you like the world to look like in ten years time?**

Week 5  
5<sup>th</sup>  
October

Planning:  
Children write their own 'hopes' & 'quotes' that they are going to share in the video. They will need to consider the audience and the intended impact of these quotes when creating them. Provide children with sentence stems to support writing.



Hope example: I hope that one day, all children across the world will have access to education. I feel privileged to be educated in a school where I can interact with my peers and where the teachers care deeply about my learning. I know not all children across the world are entitled to this which deeply saddens me. Education is a powerful weapon that we should not take for granted.

Quote example: "We must rise, when we fall. We must pick each other up. Otherwise, who will?" adapted from Nelson Mandela's quote – "The greatest glory in living lies not in never falling, but in rising every time we fall."

They will need to consider the audience and the intended impact of these quotes when creating them.

How will we make an impact on our audience? How will I use my voice/ body language? What vocabulary and language do I need to use?

Refer back to the physical strand of the oracy framework and the Linguistic strand.




Week 6  
12<sup>th</sup>  
October



Delivering: ABC trio activity & presentational talk speeches on hopes for the future

Children will be sharing their 'Hopes' for the future in 'Museum of Hope Exhibition'. Children to be recorded delivering their hopes and holding their quotes. This could also be in a sharing assembly with others in a year group bubble.  
- before presenting, children build a class 'toolkit' of skills of things they will need to include to make their speech impactful, have this for reference throughout.



	<p>Whilst sharing their videos, children to take one of three roles (A= Summariser, this person will briefly summarise with a 1minute timer what has been said in the video at the end, B= observer of body language, this person will comment on strengths and EBI of the person’s body language at the end, C= observer of use of voice, this person will comment on strengths and EBI of the person’s use of voice) – These can be rotated so that everyone has had a chance to be one of the three roles at some point in the lesson.</p>
<p>Week 7 19<sup>th</sup> October</p>	<p>Evaluating:</p> <p>Children will be reflecting on the skills, knowledge and attributes that were introduced at the beginning of the curriculum learning journey and whether the video/performance had the desired impact on the school community- children to refer back to their class toolkit from last session and peer- evaluate on post- it notes, using the sentence frames for feedback from the oracy framework.</p>  <p><b>Skills</b></p> <p><b>Ability to manage complexity and uncertainty</b></p> <ul style="list-style-type: none"> <li>• Describe feelings about changes and events in own setting and the wider world</li> <li>• Use strategies to cope with challenging times</li> <li>• Recognise when there may be no single right or wrong answer</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, question and respond to others</li> <li>• Express own views and ideas on issues clearly, using a range of appropriate methods</li> <li>• Give reasons, evidence and examples in support of an opinion</li> </ul> <p><b>Attitudes</b></p> <p><b>Respect to people and human rights</b></p> <ul style="list-style-type: none"> <li>• Readiness to think through consequences of words, actions and choices on others</li> </ul> <p><b>Belief that people can bring around change</b></p> <ul style="list-style-type: none"> <li>• Belief that individuals and groups can improve situations</li> </ul>


## Art

<p>Week 1 w/c 7<sup>th</sup> September</p>	<p><b>Lesson 1</b></p> <p><b>L.I: To compare and contrast artists</b></p> <p>Children to have a look at Charlie Mackesy's work and Picasso on a double page spread(both continuous line sketches and cubist portraits), discuss the similarities and differences within the pictures using the talk about art examples. Children will then use pictures to create a mood board of work on a double page spread. Children should talk through mood boards, giving the teacher the opportunity to discuss interpretation.</p> <p><b>Reflection:</b></p> <p>Which aspects of their work are similar? Which are different?</p>
<p>Week 2 w/c 14<sup>th</sup> September</p>	<p><b>Lesson 2</b></p> <p><b>L.I: To use sketching techniques to create an observational drawing</b></p> <p>Chn to choose which animal they would like to recreate from their english learning journey. Create observational line drawing of chosen animal (without shading).</p> <p><b>Lesson 3</b></p> <p><b>L.I: To experiment in the style of an artist</b></p> <p>Children will be working in the style of the artists Picasso and Mackesy, experimenting with creating continuous line drawings of animals from the text.</p> <p>Use drawing inks for Mackesy and biro pen and pastels for Picasso.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>Week 3</p>	<p><b>Lesson 4</b></p>







<p>w/c 21<sup>st</sup> September</p>	<p><b>L.I: To experiment in the style of an artist</b></p> <p>In the style of Picasso’s continuous line sketching the children can create their own sketch of their chosen animal from earlier in the learning journey using drawing ink or pastel.</p> <p><b>Lesson 5</b></p> <p><b>L.I: To use printing techniques to create an image</b></p> <p>Chn to trace continuous line drawing from previous lesson onto polystyrene printing sheet using pencil. Print using printing ink in monochromatic colours onto paper (black on white/ white on black).</p>
<p>Week 4 w/c 28<sup>th</sup> September</p>	<p><b>Lesson 6/7</b></p> <p><b>L.I: To experiment in the style of an artist</b></p> <p>Begin lesson by recapping shading techniques using black biro in art books.</p> <p>Share cubist bull piece by Picasso. Children to create artist copy using biro and hatching/crosshatching technique for shading. Focus on the use of straight and curved lines to create simple shapes which join together to create the final piece as a whole.</p> <div data-bbox="297 885 757 1220" data-label="Image"> </div> <div data-bbox="846 893 1227 1181" data-label="Image"> </div>
<p>Week 5 w/c 5<sup>th</sup> October</p>	<p><b>Lesson 8</b></p>

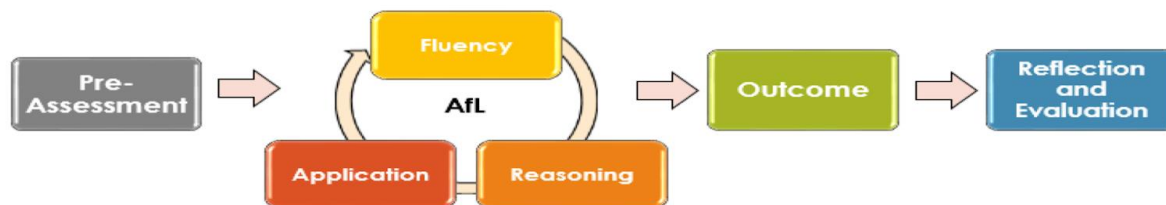
	<p><b>L.I: To develop drawing technique in the style of an artist</b></p> <p>Chn to split a4 page of art book into quarters and experiment with cubist style, inspired by bull artwork from previous week, to create cubist image of their own animal in pencil.</p> <p><b>Reflection:</b></p> <p>Which is your favourite version? Why was it successful?</p> <p><b>Lesson 9</b></p> <p><b>L.I: To create a final piece in the cubist style</b></p> <p>Chn to choose their favourite version of their own cubist animal from previous lesson and reproduce on a larger scale using biro and shading techniques from earlier in learning journey.</p>
<p>Week 6 w/c 12<sup>th</sup> October</p>	<p><b>Lesson 10</b></p> <p><b>L.I: To use printing techniques to create a piece of art</b></p> <p>Chn to trace their final outcome onto A4 polystyrene tile and print using monochromatic printing inks to create their final outcomes.</p>
<p>Week 7 w/c 19<sup>th</sup> October</p>	<p><b>Lesson 11</b></p> <p><b>L.I: To evaluate a piece of art</b></p> <p>Children share their artwork with each other and talk about what they were inspired by to create it. They will also look at what they have done well at and any improvements they could make if they would like to complete this project again.</p>



## English Learning Journey


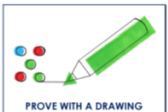





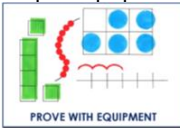
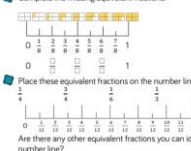

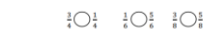




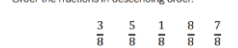





Week 1 7 <sup>th</sup> September	Week 2 14 <sup>th</sup> September	Week 3 21 <sup>st</sup> September	Week 4 28 <sup>th</sup> September	Week 5 5 <sup>th</sup> October	Week 6 12 <sup>th</sup> October	Week 7 19 <sup>th</sup> October				
	<p><b>Spelling focus:</b></p> <p><b>Spelling Rule 1 - Adding suffixes beginning with vowel letters to words of more than one syllable</b></p> <p>beginner beginning forgetting forgotten gardener gardening limitation limited limiting preferred prefer</p> <p><b>Grammar focus:</b></p>	<p><b>Spelling focus:</b></p> <p><b>Spelling Rule 1 - Adding suffixes beginning with vowel letters to words of more than one syllable</b></p> <p>beginner beginning forgetting forgotten gardener gardening limitation limited limiting preferred prefer</p> <p><b>Grammar focus:</b></p>	<p><b>Spelling focus:</b></p> <p><b>Spelling Rule 2 - The /ɪ/ sound spelt y elsewhere than at the end of words (e.g. gym, myth... etc.)</b></p> <p>myth gym Egypt pyramid mystery dynasty symbol synagogue mysterious mystical</p> <p><b>Grammar focus:</b></p>	<p><b>Spelling focus:</b></p> <p><b>Spelling Rule 2 - The /ɪ/ sound spelt y elsewhere than at the end of words (e.g. gym, myth... etc.)</b></p> <p>myth gym Egypt pyramid mystery dynasty symbol synagogue mysterious mystical</p> <p><b>Grammar focus:</b></p>	<p><b>Spelling focus:</b></p> <p><b>Spelling Rule 3 - The /ʌ/ sound spelt ou (e.g. couple, touch... etc.)</b></p> <p>country young touch double trouble couple courage cousin rough tough</p> <p><b>Grammar focus:</b></p>	<p><b>Spelling focus:</b></p> <p><b>Spelling Rule 3 - The /ʌ/ sound spelt ou (e.g. couple, touch... etc.)</b></p> <p>country young touch double trouble couple courage cousin rough tough</p> <p><b>Grammar focus:</b></p>				
<p><b>Hook:</b></p> <p>Carousel around room of different quotes/questions from the book that chn can discuss whether they agree/challenge/build or answer themselves.</p> 	<p><b>To use reading strategies to evaluate a text.</b></p> <p>Use book talk question boxes to discuss and evaluate book.</p> <table border="1" data-bbox="392 1236 672 1404"> <tr> <td> <p><b>Lines</b></p> <p>What stage your character? What made you want to help them?</p> </td> <td> <p><b>Details</b></p> <p>What have you learned that you can use of reading?</p> </td> </tr> <tr> <td> <p><b>Problems</b></p> <p>What have you learned you found strange or surprising?</p> </td> <td> <p><b>Patterns and Connections</b></p> <p>What have you learned you should be careful you do not do?</p> </td> </tr> </table>	<p><b>Lines</b></p> <p>What stage your character? What made you want to help them?</p>	<p><b>Details</b></p> <p>What have you learned that you can use of reading?</p>	<p><b>Problems</b></p> <p>What have you learned you found strange or surprising?</p>	<p><b>Patterns and Connections</b></p> <p>What have you learned you should be careful you do not do?</p>	<p><b>To use a variety of features to describe a character.</b></p> <p>Incidental write describing character that child has chosen.</p> <ul style="list-style-type: none"> <li>- noun phrases</li> <li>- adjectives</li> <li>- alliteration</li> </ul>	<p><b>To generate emotive vocabulary to describe a setting</b></p> <p>Vocab circles based around new setting for next chapter of narrative (beach, mountain, ocean etc.)</p> <p><b>To generate descriptive sentences using</b></p>	<p><b>To generate varied sentence starters</b></p> <p>Chn to generate varied sentence starters using:</p> <ul style="list-style-type: none"> <li>-time adverbials</li> <li>-manner adverbials</li> <li>-prepositional phrases</li> </ul>	<p><b>(final outcome will be a continuation of the story as a new chapter in a new setting with the introduction of a new character)</b></p> <p><b>Write section 1 of Predictive Chapter from plan.</b></p>	<p>Publishing week</p>
<p><b>Lines</b></p> <p>What stage your character? What made you want to help them?</p>	<p><b>Details</b></p> <p>What have you learned that you can use of reading?</p>									
<p><b>Problems</b></p> <p>What have you learned you found strange or surprising?</p>	<p><b>Patterns and Connections</b></p> <p>What have you learned you should be careful you do not do?</p>									

<p><b>To make predictions based on images and text.</b> Using front cover and page 99 to make predictions about what the book will be about.</p> <p><b>To generate questions based on pictures.</b> Using images from the book, chn are to generate questions that they want to find out.</p>  <p><b>To make inferences based on images.</b> Chn are to use images from the book and make inferences.</p> <p><b>To make inferences based on a text.</b> Use line by line method to read parts of book and make inferences for different lines of text.</p>	 <p><b>To make connections between character skills and myself.</b> Chn are to explore the character skills and different personality traits (curiosity, leadership, honesty etc) They make a hierarchy of which traits resonate with them the most and which is most important to them and explain why. They will then use these to base their character around later on.</p>  <p><b>To identify a character's feelings and emotions.</b> Role on the wall based around the boy. Discuss his feelings on the inside and how</p>	 <p><b>To reflect on an extended piece of writing.</b> Sticker/ character skill lesson. Justify word/phrase choices and highlight successful uses of language features.</p>  <p><b>To use paragraphs for cohesion in writing.</b> Chn given writing that needs to be edited so that it flows and is cohesive.</p> <p><b>To use correct punctuation in dialogue.</b> Chn to be given chunk of text that has dialogue but no punctuation. They need to correct it.</p>	<p><b>similes and metaphors</b> Build on last lesson by creating descriptive sentences including similes and metaphors for new setting</p>  <p><b>To generate description using personification</b> Generate descriptive sentences using personification for new setting</p>  <p><b>To use descriptive devices to create a setting description</b> Incidental write Chn to use devices from earlier in the week (noun phrases, similes, metaphors, personification) to create setting description of their new setting.</p>	<p><b>To answer questions in role as a character</b> Provide questions from within core text. Chn to answer in role as their new character to create dialogue.</p>  <p><b>To sequence events of a narrative</b> Chn to create a story map of events for the next predictive chapter of their narrative based on the text. Introduce new character, sequence events of journey into new setting etc.</p>  <p><b>To plan and structure and extended piece of writing</b> Day 1 of boxing up plan</p>	<p><b>To edit a sustained piece of writing</b> Use WMG toolkit to edit first piece of writing</p>  <p><b>Write section 2 of Predictive Chapter from plan</b></p> <p><b>To edit a sustained piece of writing</b> Use WMG toolkit to edit second piece of writing</p>  <p><b>To evaluate an extended piece of writing</b> Sticker/ character skill lesson. Justify word/phrase choices and highlight successful uses of language features.</p>  	
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	<p>he might show this on the outside.</p> <p><b>To compare character's within a text.</b> Venn diagram to find similarities and differences for each character within the book.</p>  <p><b>To generate ideas to describe a character.</b> Choose animal and then mindmap using descriptive vocab and expanded noun phrases to generate ideas to describe animal appearance and their personality.</p> 	<p><b>To use dialogue for effect.</b> Chn to come up with own sentences to use in publishing that feature dialogue.</p> 	 <p>CHOOSE A SENTENCE FROM YOUR WRITING THAT YOU THINK IS EFFECTIVE. EXPLAIN WHY YOU HAVE CHOSEN IT.</p>	<p><b>To plan and structure and extended piece of writing</b> Day 2 of boxing up plan</p>	 <p>CHOOSE A SENTENCE FROM YOUR WRITING THAT YOU THINK IS EFFECTIVE. EXPLAIN WHY YOU HAVE CHOSEN IT.</p> 	
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	2-week Baseline Assessment using Y3 RS Summer 2020 tests (10-20-minute independent sessions – test broken down into non-testing style sessions e.g. quizzes, bingo, jeopardy, carousel etc.)  						
<b>Stages:</b>	<b>Focus for the week:</b> Place Value	<b>Focus for the week:</b> Place Value Rounding	<b>Focus for the week:</b> Place Value	<b>Focus for the week:</b> Fractions	<b>Focus for the week:</b> Fractions	<b>Focus for the week:</b> Fractions	<b>Focus for the week:</b> Fractions
<b>Fluency</b>	<b>Arithmetic focus:</b> Count in multiples of 6	<b>Arithmetic focus:</b> Count in multiples of 7	<b>Arithmetic focus:</b> 100 more 100 less of a number	<b>Arithmetic focus:</b> 100 more 100 less of a number	<b>Arithmetic focus:</b> Count in multiples of 1000	<b>Arithmetic focus:</b> Count in multiples of 9	<b>Arithmetic focus:</b> Count in multiples of 25
<b>Reasoning</b>	<b>Pre-assessment</b> Assessment on place value for children through various kagan	<b>Fluency/ Reasoning</b>	<b>Fluency</b> What is a negative number? Exploration	<b>Fluency To recognize a</b>	<b>Fluency</b> Recognising equivalent	<b>Fluency</b> Compare fractions With same denominator	<b>Fluency Reasoning New Vocabulary</b>

<p><b>Application</b></p> <p><b>Outcome</b></p> <p><b>Reflect on &amp; Evaluate</b></p>	<p>structures in order to elicit what they already know. Build maths learning wall together from this.</p> <p><a href="https://whiterosemaths.com/wp-content/uploads/2018/09/Year-3-Place-Value-Answers.pdf">https://whiterosemaths.com/wp-content/uploads/2018/09/Year-3-Place-Value-Answers.pdf</a></p> <p><b>Fluency</b> Children use a place value chart to identify the value of each digit in a number</p> <table border="1" data-bbox="248 502 492 555"> <tr> <td>1000s</td> <td>100s</td> <td>10s</td> <td>1s</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Children to create numbers with base 10</p> <p><b>Fluency</b> Children use partitioning to explore the composition of a number, part whole model will me one way of representing this as well as corresponding number sentences</p> <p>Represent the number in two different ways in a part-whole model.</p>  <p>2000 + 400 + <input type="text"/> + 4 1000 + <input type="text"/> + <input type="text"/> + 14 1000 + 1300 + <input type="text"/> + <input type="text"/></p> <p>Children to also use the bar model to represent the composition of a number.</p>  <p><b>Reasoning</b> Missing box depth prompt. Extend the sequence:</p>	1000s	100s	10s	1s					<p>Rounding to nearest 100. Use of number lines again to make connections between rounding to the nearest 10 and 100. Use money to create real life context for rounding</p> <p><b>How is rounding to the nearest 10 and the nearest hundred the same/different? Where do you need to look when rounding to 100?</b></p> <p>Always sometime never depth prompt:</p> <p>Two different two-digit numbers rounded to 40 when rounded to the nearest 10</p> <p>The sum of the two numbers is 77</p> <p>What could the two numbers be?</p> <p>Is there more than one possibility?</p> 	<p>of the number system. What does it mean? How do we use negative numbers?</p> <p>Complete number lines, read thermometers</p>   <p><b>What do you notice about positive and negative numbers on a number line? Is there any symmetry? Which is warmer, -1 or -4, why?</b></p> <p><b>Reasoning</b> GD sticker lesson e.g</p> <p>Can you spot the mistake in these number sequences?</p> <p>a) 2, 0, 0, -2, -4 b) 1, -2, -4, -6, -8 c) 5, 0, -5, -10, -20</p> <p>Explain how you found the mistake and convince me you are correct.</p> <p>LI with four different questions with four different stickers</p>	<p><b>unit and non-unit fraction</b> Colour in different fractions of shapes. Compare what is the same and what is different between the two fractions</p>  <p><b>Reasoning</b> To reason about true or false statements using understanding of unit and non-unit fractions</p>  <p><b>Application</b> To solve problems involving unit and non-unit fractions</p>	<p>fractions through diagrams and strips of paper.</p>  <p><b>Fluency</b> Using a number line to find equivalent fractions. Putting equivalent fractions onto a number line</p>  <p><b>Fluency Reasoning</b> Using a fraction wall to find equivalent fractions</p>  <p><b>Why do our times tables help us find equivalent fractions? Can we see a pattern</b></p>	<p>Use paper strips to compare the fractions using &gt;, &lt; or =</p>  <p>When the denominators are the same, the _____ the numerator, the _____ the fraction.</p> <p><b>Reasoning</b> Compare fractions sticker lesson. Using error spotter, pattern spotter, odd one out to show understanding.</p>    <p><b>Fluency</b> Order fractions With same denominator</p> <p>Place the fractions on the number line.</p>  <p>Order the fractions in descending order.</p>  <p><b>Fluency Reasoning New Vocabulary</b> <a href="https://www.ncetm.org.uk/resources/53430">https://www.ncetm.org.uk/resources/53430</a> using concrete and pictorial resources to carousel fraction addition problems. Context/kagan lesson.</p>   <p><b>Fluency Reasoning</b></p>	<p><a href="https://www.ncetm.org.uk/resources/53430">https://www.ncetm.org.uk/resources/53430</a> using concrete and pictorial resources to carousel fraction subtraction problems. Context/kagan lesson.</p> <p><b>Fluency Reasoning</b> Subtracting fractions in books using pictorial and abstract methods.</p>  <p>Chn to use white rose method of drawing bar model and crossing off fractions.</p>  <p><b>Application</b> Mixed word problems for both addition and subtraction.</p>  <p><b>Outcome</b> Baking investigation Chn given instructions to bake cupcakes using fractions of a measuring jug. e.g. ½ jug of flour ¼ jug sugar</p>
1000s	100s	10s	1s												

Match 4600 to numbers with the same value.

4600

- 460 tens
- 460 hundreds
- 46 hundreds
- 4600 ones
- 46 tens

How many different ways can you write 5510?

*Pupils should suggest answers such as:*

- 551 tens
- 55 hundreds and 1 ten
- 5 thousands and 510 ones

Using these 4 digits:

1 7 3 0

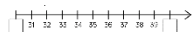
What is the smallest number you can make?  
What is the largest number you can make?



### Fluency/ Reasoning

Rounding to the nearest 10, using number lines to represent what happens when rounding. Discuss multiples of 10, 10 before, 10 after. Use PV chart to identify the value of each digit.

<https://www.youtube.com/watch?v=3afU6JQG15I>



Also show the children that partitioning can help to visualize how many 100s, 10s and ones and identify the relevant digits in each number when rounding.

Developing oracy around rounding – *what do we know, how could we prove that? Could there be more than one possibility? What tells us that?*

**What is your initial prediction? How can you prove/disprove a statement? Where could you start? How much proof do you need to generate?**



### Fluency/ Reasoning

Rounding to the nearest 1000.

Similar structure to lessons 1 and 2 but include GD stickers. e.g.



**Which rounded numbers are the odd one out? (two numbers have been rounded up and one has rounded down etc)**

### Application



### Outcome Reflection & Evaluation

Tug Harder:  
<https://nrich.maths.org/5898/note>

**Is it better to play a game where you have to reach the end exactly, or where you can go over the end? Why? Shall we add, subtract, multiply or divide the two numbers? Why? Is it better to play a game where you can choose the operation you apply to the numbers on the dice? Why? Can you think of some different rules of your own? What makes your game better than the other versions?**



What do you know about negative numbers now that you didn't before? What was your learning struggle this unit? How

### Fluency

The counting stick is worth 1 whole. Label each part of the counting stick. Can you count forwards and backwards along the counting stick in tenths?

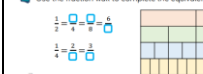
### Reasoning

Solve True or False statements, using counting in tenths to support their findings.

Five tenths is  $\frac{2}{10}$  smaller than 7 tenths.  
Five tenths is  $\frac{2}{10}$  larger than three tenths.  
Do you agree? Explain why.

### between the fractions?

Use the fraction wall to complete the equivalent



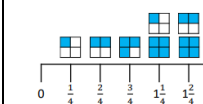
### Reasoning

Equivalent fractions sticker lesson. Using error spotter, pattern spotter, odd one out to show understanding.



### Fluency

Counting fractions beyond 1, into improper fractions and mixed number. Use number line to support.



Adding fractions in books using pictorial and abstract







methods.

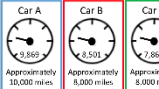


Children to think of adding fractions maths stories to support learning.

Etc



### Reflection & Evaluation

		<p>Application of rounding skills from previous days using worded problems</p>  <p><b>Fluency/ Reasoning</b> Comparing and ordering 4 digit numbers, use of PV chart, number lines and partitioning sentences as representations for proof.</p> <p>1985 &gt; ___ 4,203 &lt; 4,000 + ___ +</p> <p>How can you compare 2 or more numbers? How can you generate proof?</p> <p><b>Application</b></p> <p>Children to apply their skills or counting, comparing and ordering</p>	<p>did you overcome this? How will this learning help you in real life? Use of maths learning postcard.</p>  <p><b>Pre-assessment</b> understanding of unit and non-unit fractions Review wholes/parts <math>\frac{1}{3}</math> <math>\frac{1}{2}</math> <math>\frac{1}{4}</math> From year 2 – vocab learning wall</p>				
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		<p>4 digit numbers to round 4 digit numbers to the nearest 10, 100 and 1000. Use models and representations practiced for proof: number lines, PV chart</p>   <p><b>When else is rounding used in real life?</b></p> 					
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## Wider Curriculum

	Week 1 7 <sup>th</sup> September	Week 2 14 <sup>th</sup> September	Week 3 21 <sup>st</sup> September	Week 4 28 <sup>th</sup> September	Week 5 5 <sup>th</sup> October	Week 6 12 <sup>th</sup> October	Week 7 19 <sup>th</sup> October
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<p>Whole Class Reading</p>			 	 			
	<p>Strategy focus: Prediction / Questioning</p> <p>Genre focus: Fiction</p>	<p>Strategy focus: Prediction / Questioning</p> <p>Genre focus: Fiction</p>	<p>Strategy focus: Inference</p> <p>Genre focus: Fiction</p>	<p>Strategy focus: Evaluating</p> <p>Genre focus: Fiction</p>	<p>Strategy focus: Clarifying</p> <p>Genre focus: Fiction</p>	<p>Strategy focus: Summarising</p> <p>Genre focus: Fiction</p>	<p>Strategy focus: Summarising</p> <p>Genre focus: Fiction</p>
	<p>Make basic comparisons within and across different texts (Y3 KPI)</p>	<p>Make basic comparisons within and across different texts (Y3 KPI)</p>	<p>Make simple comments that show awareness of the</p>	<p>Make simple comments that show awareness of the</p>	<p>Identify how punctuation adds effect and the impact this has (Y3 GD KPI)</p>	<p>Identify how punctuation adds effect and the impact this has (Y3 GD KPI)</p>	<p>Identify how punctuation adds effect and the impact this has (Y3 GD KPI)</p>

			effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? (Y3 GD KPI)	effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? (Y3 GD KPI)			
Well-being	<p><b><u>Mindfulness &amp; Relaxation</u></b></p> <p><b><u>Paying attention</u></b></p> <p>Most children will have some awareness of mindfulness so this session is aimed at an introduction to focusing their attention on breathing and how that feels for them.</p> <p>Children should be sitting comfortably on the floor or on chairs.</p>	<p><b><u>Relationships</u></b></p> <p><b><u>Mirror Game</u></b></p> <p>Move with the child to the centre of the circle. The adult is ‘the mover’ and the child ‘the mirror.’ Invite the child to copy your movements. Put your</p>	<p>Relationships</p> <p>Friendship hands</p> <p>Resources: Music, blanket, paper, pencil/Pen, colouring pencils.</p> <p>Play the connecting</p>	<p>Relationships</p> <p>Guess the picture.</p> <p>Children move into a circle. Be aware of those children who find touch difficult and help</p>	<p><b><u>Feelings</u></b></p> <p><b><u>Exploring different types of emotions.</u></b></p> <p>Class discussion around different types of emotions and feelings. Children to identify emotions that</p>	<p><b><u>Feelings</u></b></p> <p><b><u>What is worry?</u></b></p> <p><b>Resources:</b> Please see activity sheet in folder for items required to make Worry Box</p> <p>Powerpoint to be played explaining what worry is and how it makes us feel. Introduction to the fight,flight,freeze response.</p> <p>Activity is making a worry box/worry monster.</p>	<p><b><u>Mindfulness &amp; Relaxation</u></b></p> <p><b><u>Mindful Listening</u></b></p> <p><b>Resources:</b> Bell – a chime sound works very well</p> <p>This activity introduces the idea of stillness and listening. Also</p>

	<p>Teacher should guide children through this short meditation and then pose questions about how it particular parts felt and what they noticed. It is important to listen to their responses and praise them for paying attention well. Equally if they are finding it difficult to verbalise then supporting them and praising them for trying.</p> <p><a href="https://www.youtube.com/watch?v=yx_8bnRYL08">https://www.youtube.com/watch?v=yx_8bnRYL08</a></p> <p>Refer to Teacher Notes on Inspire Share&gt; Recovery Curriculum&gt; Emotional Support Package</p>	<p>hands up, palms outward by your chest and ask the child to mirror your movements. You can then move your hands in circle movements or to the side or up and down and the child 'mirror' follows the movement. Then swap over so the child becomes the mover in the game. Then show the children some variations of the game how it can include a leg moving or funny facial expressions. Then encourage the group of children to join in pairs to have a go at</p>	<p>game 'Hedgehogs'. The children move around the room to music. When the music stops the children curl up on the floor like hedgehogs and close their eyes. Place a blanket over one of the children so that they are hidden and ask the children to then stand up and guess who is under the blanket. Then, ask the children to</p>	<p>them to feel acknowledged, safe and understood. Introduce the 'Guess the Picture' game to the children. Choose a child who is comfortable to help you model the game. Move with the child to the centre of the circle. Explain to the children that you are going to draw a shape on the child's back, and they will</p>	<p>they know or have felt and to discuss how they are feeling today. Reference to Zones of Regulation</p> <p>Refer to Teacher Notes on Inspire Share&gt; Recovery Curriculum&gt; Emotional Support Package</p>	<p>Refer to Teacher Notes on Inspire Share&gt; Recovery Curriculum&gt; Emotional Support Package</p> <p>an awareness of being in the present moment.</p> <p>Ring a bell and ask the children to listen closely to the vibration of the ringing sound.</p> <p>Tell them to remain silent and raise their hands when they no longer hear the sound of the bell.</p> <p>Then tell them to remain silent for one minute and pay close attention to the other sounds they hear once the ringing has stopped.</p> <p>After, go around in a</p>
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		<p>the game. Ensure all children are included. Some children may need to partnered with a specific adult that they trust.</p> <p>Refer to <a href="#">Teacher Notes on Inspire Share&gt; Recovery Curriculum&gt; Emotional Support Package</a></p>	<p>share things they like about the child who is being the hedgehog. Repeat.</p> <p>Help the children to get into pairs and invite each child to draw around their partner's hand. On each finger ask the child to write a word to describe what they like about their partner, for example, kind, friendly, smiley, funny, etc.</p>	<p>have to guess which shape you have drawn.</p> <p>Agree on some topics to use with the children and write these on the board, for example shapes, numbers, letters, etc.</p> <p>Ask the children to work in pairs. Label the children A and B. Ask A's to draw something from the agreed list of topics with their finger on</p>		<p>circle and ask the children to tell you every sound they noticed during that minute. This exercise is not only fun and gets the children excited about sharing their experiences with others, but really helps them connect to the present moment and the sensitivity of their perceptions.</p> <p>Older year groups might like to expand on this and emphasise the idea of 'being in the present'</p> <p>Refer to <a href="#">Teacher Notes on Inspire Share&gt; Recovery Curriculum&gt;</a></p>
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			<p>Ask the children to give their writing to their partner, and then give the children time to decorate their own hand.</p> <p>Refer to Teacher Notes on Inspire Share&gt; Recovery Curriculum &gt; Emotional Support Package</p>	<p>B's backs using their finger. ... this can relate to a topic or specific curriculum area or can be more free style. The student then guesses what their partner has drawn.</p> <p>Refer to Teacher Notes on Inspire Share&gt; Recovery Curriculum &gt; Emotional Support Package</p>			<p>Emotional Support Package</p>
<p>Science</p>	<p><b>LI: To use scientific vocabulary to describe observations of states of matter.</b></p> <p>Activity: Carousel of activities to explore –</p>	<p><b>LI: To identify the differences between solid, liquid and gas.</b></p>	<p><b>LI: To record data using accurate measurements.</b></p>	<p><b>LI: To observe and investigate materials</b></p>	<p><b>LI: To describe observations using technical vocabulary</b></p>	<p><b>LI: To describe results using scientific vocabulary</b></p> <p>Activity: ‘The water cycle in a bag experiment’:</p>	<p><b>LI: To research scientific information</b></p>

<p>Yeast blowing up balloon Ooblek Slime making Dancing raisins Lava lamps (TA?) Volcanoes</p>  <p><b>Wonder</b></p> <p>Key knowledge: Identify the three states of matter and how they can change.</p> <p>Key skill: To use scientific vocabulary to describe</p>	<p>Activity: Venn diagram – classifying. Discuss and explain structure of each type of state – features etc and sort them according to these.</p>  <p>Key knowledge: How the particles are formed in each state and how they move.</p> <p>Key skill: To use scientific vocabulary to describe.</p>	<p>Activity: Children to investigate temperature and changing states using chocolate.</p> <p>Children present their results on a bar chart. Which type of chocolate melted first? (White, Milk, Dark)</p>  <p>Key knowledge: States can change when heat is added.</p>	<p><b>as they change state</b></p> <p>Activity: Children investigate how ice changes in different situations and explore what melts it quicker: salt, tin foil, fabric, bubble wrap Etc. What melts the ice the fastest? Time using stopwatches and record results in a table.</p>  <p><b>Wonder</b></p>	<p>Activity: Children to explore evaporation and condensation.</p> <p>Children to describe observations based on water as it's heated-steam. Then as it cools look at condensation- feel on hand as the water cools. What happened? Why? Link to movement of particles.</p>  <p>Key knowledge: Describe what happens to particles as they heat and cool.</p> <p>Key skill:</p>	<p><a href="https://www.youtube.com/watch?v=4WQBtAjxMbY">https://www.youtube.com/watch?v=4WQBtAjxMbY</a></p> <p>Link to the water cycle. Children to write a paragraph describing their findings using scientific language.</p> <p>Key knowledge: Describe what happens to a liquid when it heats and cools. Link to water cycle.</p> <p>Key skill: To use scientific vocabulary to describe.</p>  <p><b>Mindset</b></p>	<p>Activity: Children will be creating a poster to offer safety advice to adults and children using solids, liquids and gases around the school.</p> <p>Children to research on iPad or printed out information.</p>
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			<p>Key skill: To record results in a clear way.</p>	<p>Key knowledge : Different situations can slow down / speed up melting process.</p> <p>Key skill: To record results in a clear way.</p>	<p>To use scientific vocabulary to describe.</p>		
PE	<p>Socially Distanced PE See Inspire Share</p>	<p>Socially Distanced PE See Inspire Share</p>	<p>Socially Distanced PE See Inspire Share</p>	<p>Socially Distanced PE See Inspire Share</p>	<p>Socially Distanced PE See Inspire Share</p>	<p>Socially Distanced PE See Inspire Share</p>	<p>Socially Distanced PE See Inspire Share</p>