


Marlborough Primary Academy	Year 3/4	Summer2 – 2020-21	Misty Mountain Winding River & Vista (2)
<p>Topic Rationale: - Taken from Curriculum Maestro :</p> <p>Misty Mountain Winding Rivers - Summer 1 - Geography Focus on Rivers & Water Cycle Vista - art focus - landscapes Started UTC Plastic Pollution STEAM Challenge -</p> <p>Summer2 - Relaunch UTC Plastic Pollution STEAM Challenge - - Visitor Naval Officer Children design, make and test own mechanisms for removing plastic pollution from waterways - whilst minimising their own impact upon the environment.</p> <p>Misty Mountain Topic - focus on 'mountains'</p>			
<p>Hook: Relaunch UTC Plastic Pollution STEAM Challenge - - Visitor Naval Officer Also - new' Moths to a flame project</p> <p>Children observing and counting moths - in special observation area outside Little Oaks classroom.</p> <p>Children making own moths - plastic bottle (recycling) art moths</p>			
<p>Final Outcome: Moths to a Flame is a mass participation art installation engaging thousands of people in creative activity and conversation inspired by our energy systems, relationship with nature, and the climate emergency. We hope to make 20,000 moths to display at Glasgow's glorious botanic gardens during COP26 and also to record over 10,000 messages.</p> <p>MFL/ RESPECT Week - celebration week of respect and understanding of other cultures.</p>			
<p>Parental involvement:</p> <p>Parental engagement with REPSECT week, bring in food and sharing experiences of own cultures.</p>			

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Subject	Wk1 07/06/2021 Year 4 Multiplication National Tests	Wk2 14/07/2021 Sex Relationship Health Education Week	Wk3 21/07/2021 RESPECT festival – Each class target Spanish speaking countries Also – World Book Day 24 th June	Wk4 28/06/2021	Wk5 05/07/2021 Non pupil day Friday 9 th July	Wk6 12/07/2021	Wk 7 19/07/2021
English	Instructions How to make moths – linked to Flames to a moth project		Persuasion - Stop plastic pollution – linked to STEAM Challenge		Leaflet - Linked to mountains Topic work		
Spellings Year 4 Plus Tier 2 Words	's' sound spelt 'sc'	'ce' words	Soft 'c' spelt 'ce'	Word families	Word families	Statutory spellings	
Year 3 Plus Tier 2 Words	Homophones and near homophones	Homophones and near homophones	bi and re - prefixes	gue and que words	'sh' spelt 'ch'	Statutory spellings	
Year2 - LA (SEND) Plus Tier 2 Words	'u' spelt 'o'	'ee' spelt 'ey'	'o' spelt 'a'	'er' spelt 'or' 'or' spelt 'ar'	'zh' spelt 'sh'	Common exception words	
SPAG Autumn Spring Summer1	Punctuation (Year 3) Use inverted commas to punctuate direct speech. (Y2 – Capital letters, full stops,?,!, Commas, Contracted apostrophes.) Ellipses Colon (before a list) (Year 4) Use if inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, “Sit down!”	Word (Year 3) Prefixes – super, anti, auto - also set on remote by Oak Academy Powerful verbs Stare, tremble, slither Boastful Language magnificent, unbelievable, exciting Specific/tech vocab... Determiners An open box, a rock. (Year 4) Difference between plural and possessive – s.	Sentence (Year 3) Conjunctions – when, before, after, while, so, because... Adverbs – then, next, soon, therefore... Prepositions – before, after, during, in, because of... Vary long (add description or info) & short sentences (for emphasis and making key points). Adverb Starters to add detail – 'Carefully, she crawled along the floor of the cave...' Adverbial phrases – 'A few days ago, Prepositional phrases – 'on the mat, behind the tree. Compound sentences (coordinating conjunctions) Develop Complex sentences... 'Sighing, the boy finished his writing'. Relative clauses – The girl, who I remember, had long dark hair' Sentence of 3 for description... The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Pattern of 3 for persuasion... Visit, Swim. Enjoy. Topic sentences to intro paragraphs. (Year 4)		Text (Year 3) Paragraphs Headings, sub-headings Present perfect form of verbs – 'He has gone out to play' instead of simple past. Secure use of planning tools: Story Map, Story mountain, story grids, Boxing Up. Plan Opening – characters, setting, time of day and weather. Paragraphs – organise ideas into each story part; 5 story parts – Intro, Build Up, Problem/dilemma, Resolution, Ending. Non Fiction – Intro, Middle sections, Develop Ending – Wow comment. (Year 4) Use paragraphs to organise ideas around a theme.	Terminology (Year 3) Preposition, clause, subordinate clause, conjunction, word family, prefix, direct speech, inverted commas – speech marks, consonant, vowel, consonant letter vowel, vowel letter. Bullet points Determiner, Adverb Coordinating conjunction Subordinating conjunction, relative clause, relative pronoun, imperative, colon for instructions, alliteration,	

Blocks start with a knowledge organiser, mind map and baseline assessment and end with annotating initial mind map and checking knowledge organiser

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	<p>Apostrophes to mark plural possession.</p> <p>Use commas after fronted adverbials</p>	<p>To use standard English verb inflections such as 'I did' rather than 'I done'.</p> <p>Prepositions – at, underneath, since, towards, beyond.</p> <p>Conditionals – could, should, would.</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases – e.g. a pig expanded to a little runty pig. Fern came, almost every day, to visit him.</p> <p>Fronted adverbials - - Later that day, I heard the bad news.</p> <p>Long/short sentences to enhance description/information.</p>				<p>onomatopoeia</p> <p>simile, tense past present.</p> <p>(Year 4)</p> <p>Determiner, pronoun, possessive noun,</p> <p>fdgd5adverbial, fronted adverbial, apostrophe – plural possession.</p>
<p>Maths</p> <p>Following school programme of White Rose</p>	<p>Year 3 - Spring Block 5 - Fractions</p> <p>1. Baseline Assessment</p> <p>2. Recap working with parts and wholes</p> <p>3. Make equal parts</p> <p>4. Recognise a half</p> <p>5. Find a half</p>	<p>1. Recognise a quarter</p> <p>2. Find a quarter</p> <p>3. Recognise a third</p> <p>4. Find a third</p> <p>5. Unit fractions</p>	<p>1. Non unit fractions</p> <p>2. Unit and non unit fractions – consolidation</p> <p>3. Equivalence of half and two quarters</p> <p>4. Count in fractions</p> <p>5. End of Block Assessment</p>	<p>Year 3 - Summer Block 1 - Fractions</p> <p>1. Baseline Assessment</p> <p>2. Making the whole</p> <p>3. Tenths</p> <p>4. Tenths as decimals</p> <p>5. Fractions on a number line</p>	<p>1. Fractions as a set of objects – 1</p> <p>2. Fractions as a set of objects – 2</p> <p>3. Fractions as a set of objects – 3</p> <p>4. Compare fractions</p> <p>5. Order fractions</p>	<p>1. Add fractions</p> <p>2. Subtract fractions</p> <p>3. End of block assessment</p> <p>Year 3 - Summer Block 3 - Properties of Shape</p> <p>1. Baseline Assessment</p> <p>2. Turns and angles</p>	<p>1 angles in shapes</p> <p>2.compare angles</p> <p>3. draw accurately</p> <p>4.horizontal and vertical</p> <p>5. parallel and perpendicular</p>
Science	Moths to a flame – observing and counting moths in local / school habitat		UTC – STEAM Challenge – designing, making and testing mechanisms to remove plastic pollution from waterways				
Skills/Knowledge							
History							
Skills/Knowledge	Vocabulary Understanding Representing and interpreting Using sources Writing						
Geography					Curriculum Maestro – Topic part 2 What are mountains	Mountain types Topography and contour lines	Mountains of the UK Mountains of the World
Skills/Knowledge	Locational and place knowledge Map skills Human and physical knowledge Geography skills and fieldwork						
R.E.							
Skills/Knowledge	AT1 Learning about religion AT2 Learning from religion						
Art							

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Skills/Knowledge	Create sketch books Learn techniques Improve mastery of techniques Learn about artists						
D.T.					Design and make a 3D mountain They could use a range of materials including mod roc and or clay		
Skills/Knowledge	Design Make Evaluate Technical knowledge						
Computing							
Skills/Knowledge	Computer science Information technology Digital literacy Coding						
P.E.	Gymnastics & Dance	Gymnastics & Dance	Gymnastics & Dance	Gymnastics & Dance	Gymnastics & Dance	Gymnastics & Dance	
Sex Relationships and Health Education P.S.H.E		Target in Week 2 How can our choices make a difference to others and the environment? <ul style="list-style-type: none">• how people have a shared responsibility to help protect the world around them• how everyday choices can affect the environment• 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)• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues• how to show care and concern for others (people and animals)• how to carry out personal responsibilities in a caring and compassionate way					
MFL Spanish							
Music	Charanga with Mr Norman	Charanga with Mr Norman	Charanga with Mr Norman	Charanga with Mr Norman	Charanga with Mr Norman	Charanga with Mr Norman	Charanga with Mr Norman

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