

Subject	Area of focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Recount - Letter <i>Model text – Grammarsaurus unit guide – Mabel's Egyptian Adventure (Y3/4)</i> <i>Model text – Grammarsaurus - Mindy's letter home (Y3)</i> Persuasive advert Visit Ancient Egypt						
Maths	Time, Fractions B, Decimals						
Science	Light	To recognise that they need light in order to see things and that dark is the absence of light.	To notice that light is reflected from surfaces.	To recognise that light from the sun can be dangerous and that there are ways to protect their eyes .	To recognise that shadows are formed when the light from a light source is blocked by an opaque object.	To find patterns in the way that the size of shadows change.	
History	Ancient Egypt	So you think you know about Ancient Egypt?	How can we discover what Ancient Egypt was like over 5,000 years ago?	So who did build the pyramids?	What can an old clay model tell us about life in Ancient Egypt 5,000 years ago?	Embalming the dead in Ancient Egypt	What did Ancient Egypt have in common with other civilisations at the time?
Geography	Summer 2						
DT	Egyptian Collars and Textiles	To investigate and analyse a range of existing products. Explore, discuss and draw Egyptian jewellery	To develop techniques in stitching and joining.	To generate, develop, model ideas through annotated designs and patterns.	To use a range of practical techniques e.g sewing.	To use a range of practical techniques e.g sewing.	To evaluate product against final designs and design criteria.
Art	Summer 2						
PE	Tennis	Developing the forehand.	Creating space.	Introducing the backhand.	Applying the forehand and backhand in a game situation.	Applying the forehand and backhand to win a point.	
	Dance - Cats	Responding to stimuli.	Extending sequences with a partner,	Developing character dance.	Sequences with interlinking dance moves.	Sequences, relationships, choreography and performance .	
Music	Glockenspiel 1: Exploring and developing playing skills.	'Easy E'	'Strictly D'	'Drive'	D-E-F-initely'	'Roundabout '	'March of the Golden Guards'

Year 3 and 4 – Summer 1 – 2024-25

RE	Christianity 2a.4 GOSPEL: What kind of world did Jesus want?	What did Jesus ask his disciples to do?	What were the qualities of a disciple?	What kind of a world did Jesus want? Why?	How do churches today work towards the world Jesus wanted?	How do Christians today work towards the world Jesus wanted?	Unit Assessment – design and ideal world. (Next Term)
PHSE(SCARF)	Being my best	What makes me ME?	How can you make healthy choices?	What sort of things do you think we need to keep us healthy?	How can we care for the environment?	What do we mean by community?	
Computing	Book Creator	Can I type to achieve a specific goal?	Can I type basic punctuation correctly within on screen writing?	Can I type to achieve a specific goal? (1)	Can I type to achieve a specific goal? (2)	Can I use technology to organise and manipulate digital content?	
MFL - Spanish	Sé...(I Know How...)	Can we how to recognise and recall 5 different verbs?	Can we remember the five verbs from the last lesson and recognise and recall a further five verbs in Spanish?	How do we use the verb 'sé' (I know how) in Spanish?	How can we use the negative structure?	How can we use the conjunctions 'and' and 'but'?	How do we use all of the language we have learnt in this unit?