



Wow Starter: Trip to 'Charlie and the Chocolate Factory in London's West End.  
Roald Dahl Day (13th Sept) activity day.

Final Event: Roald Dahl themed dressing up party including a Roald Dahl poetry slam. Charity sweet sale.

## UNDERSTANDING THE WORLD

### Working scientifically LKS2

- **sc31** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
- **sc33** setting up simple practical enquiries, comparative and fair tests
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

### States of matter LKS2

- **sc67** compare and group materials together, according to whether they are solids, liquids or gases
- **sc68** 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)

## MATHEMATICS AND COMPUTING

### Number - number and place value LKS2

- **m80** count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- **m81** recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- **m82** compare and order numbers up to 1000
- **m84** read and write numbers up to 1000 in numerals and in words

- **m115** 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.

### Number - number and place value LKS2

- **m116** count in multiples of 6, 7, 9, 25 and 1000
- **m117** find 1000 more or less than a given number
- **m118** count backwards through zero to include negative numbers
- **m119** recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- **m120** order and compare numbers beyond 1000

### Number - addition and subtraction LKS2

- **m86** add and subtract numbers mentally, including:
  - **m87** a three-digit number and ones
  - **m88** a three-digit number and tens
  - **m89** a three-digit number and hundreds
- **m90** add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

### Number - multiplication and division LKS2

- **m93** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

### Number - fractions LKS2

- **m97** recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- **m99** recognise and show, using diagrams, equivalent fractions with small denominators

### Measurement LKS2

- **m103** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

### Geometry - properties of shapes LKS2

- **m110** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

### Statistics LKS2

- **m114** interpret and present data using bar charts, pictograms and tables

- **m125** add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

### Number - multiplication and division LKS2

- **m128** recall multiplication and division facts for multiplication tables up to 12 x 12

### Number - fractions (including decimals) LKS2

- **m133** recognise and show, using diagrams, families of common equivalent fractions
- **m136** add and subtract fractions with the same denominator

### Measurement LKS2

- **m143** Convert between different units of measure (for example, kilometre to metre; hour to minute)

### Statistics LKS2

- **m156** interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- **m157** solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

## PHYSICAL EDUCATION

### LKS2

- **pe4.1** I can explain how developing my skills separately has improved my performance in team games
- **pe5** I can play competitive net, striking, fielding and invasion games
- **pe5.1** I can describe both attacking and defending tactics and strategies and begin to apply them

- **pe7** I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements

During Science lessons, we will be comparing a range of objects that appear in the Roald Dahl book 'George's Marvellous Medicine' and grouping them according to whether they are solids, liquids or gases. We will be exploring the effect of temperature on these objects and recording the temperature at which such objects change state.

In Art, we will be learning about Quentin Blake (illustrator to Roald Dahl) and studying the techniques that he uses to produce his art work. We will be experimenting with a range of sketching pencils and learning to mix colours using watercolour paint. We will be producing our own piece of Quentin Blake inspired illustration.

During Nutrition lessons, we will be learning to make sweet treats to sell in aid of a chosen charity. During Design and Technology lessons, we will be designing our own sweet wrappers and 3D packaging to aid our sales. We will be using market research as part of the design process.

## ENGLISH

1) GUIDED READING TEACHER LED GROUP SESSIONS  
This term we will be focussing upon recognising and discussing themes in what we read, such as good over evil. We will be considering the impact of a descriptive style and identifying how language is used to create mood and tension. To develop the children's independent reading, we will be ensuring that the children are able to ask relevant and purposeful questions to improve their understanding a text and that they are able to self-correct if they have misread a word.

Children will be encouraged to choose books from the school library and will learn how to select books that are both challenging but appropriate to the level that there are at.

Throughout the term, the children will be encouraged to take part in a Roald Dahl reading challenge. Following on from this, children will be learning how to recommend books to others both verbally and through book reviews.

In preparation for our end of term party, we will be learning excerpts from Roald Dahl's Revolting Rhymes. The children will be given the chance to take part in a poetry slam, where they will perform to their classmates, giving them the opportunity to use appropriate expression, volume, tone and intonation.

2) GPS (GRAMMAR, PUNCTUATION AND SPELLING)  
During spelling lessons, we will be studying words that are often misspelt and discussing why and how to remember the correct spellings. We will be learning how to use prefixes and suffixes in our writing.

During punctuation lessons, we will be learning to place apostrophes correctly for words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). We will also be learning how to use commas in lists and after fronted adverbials.

We will be learning to extend our sentences by using a range of conjunctions, including when, if, because, although. We will be learning to use pronouns such as it, he, she and they to avoid repetition. We will be learning how to use fronted adverbials.

We will be learning to use all of the above skills when writing simple sentences from memory that have dictated by the teacher.

### 3) WRITING - FICTION

We will be studying the text 'Charlie and the Chocolate Factory' by Roald Dahl. Through the use of drama and our own bar of chocolate, we will experience how it feels to open a bar of chocolate and hope to find the golden ticket. We will then use our experiences to create pieces of descriptive writing. We will also be using both video and text to develop our understanding of how to write detailed character descriptions. We will then be comparing the Roald Dahl novel of 'The Twits' to the playscript looking for similarities and differences. We will also be learning to write either a recount or a theatre review following our visit to the West End to see Charlie and the Chocolate Factory.

### 4) HANDWRITING

We will be continuing with the Penpals handwriting scheme. We will be learning to form letters correctly, 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.

In dance, we will be using both the films of Charlie and the Chocolate Factory and our visit to the West End as inspiration for an Oompa Loompa dance. We will be exploring different levels and pathways as well as learning to dance in union. We will also explore the effect of using canon in our choreography.

In games, we will be using the multi skills approach to develop our rolling, throwing and dribbling skills. We will apply these skills into small sided game scenarios and learn how to mark other players and use tactics to attack and defend.

We will be exploring several areas of Maths through our topic work on Roald Dahl. During our Science week, we will present our data through the use of statistics (scaled bar charts, pictograms and tables). During our Nutrition lessons, we will be developing our understanding of measures. We will measure ingredients in kg/g and l/ml and we will be learning how to convert between different units of measure. To help with our understanding of designing and making sweet packaging, we will be making 3D shapes using modelling materials before creating our very own 3D packets for our sweets.

In addition to our cross curricular work, we will also be focussing upon the place value of 3 and 4 digit numbers and beyond (including ordering and comparing numbers). We will be adding and subtracting numbers using the formal columnar method. Finally, we will learning about equivalent fractions and how to add and subtract fractions with same denominator.

During our counting sessions, we will be learning to count in multiples of 6, 7, 9, 25 and 1000. We will find 1000 more or less than a given number and count backwards through zero to include negative numbers

During our weekly 'Mighty Multiples Challenge' we will be continuing to recall multiplication and division facts for multiplication tables up to 12 x 12

In French we will be learning / recapping how to greet and say goodbye to each other in French. We will be learning about the French alphabet and when we might use this in conversation. We will also be learning how to say different colours in French. We will be learning to pronounce words clearly so that others can understand us. We will be learning through games and songs and by listening carefully to French being spoken by native speakers.

In PSED we will be discussing the effect of the words that we choose to say on the people around us. Through different activities and games we will be understanding the importance of being kind to one another and being able to empathise with others. We will also focus upon our similarities and differences and begin to understand that we all deserve to be treated with the same respect

## The Golden Ticket (Woodpecker s)

## OUTDOOR LEARNING

British Values

Democracy - School council hustings and voting process

Photographing 3D shapes in the outdoor environment.

Observing solids, liquids and gases around the school environment.  
French outdoor games  
PSED lessons all outdoors

## EXPRESSIVE ARTS AND DESIGN

### LKS2

- **ad10** I can show in my sketch book how I have developed techniques and ideas
- **ad13** I can show examples of painting with different kinds of paint
- **ad15** I can talk about some famous artists, architects and designers from the past

### Design LKS2

- **dt25** I can talk about my product and explain my design ideas and where they came from
- **dt26** I can tell you for whom I have designed my product and why I think my product would be useful to them
- **dt27** I can communicate my ideas through annotated sketches

### Make LKS2

- **dt32** I can select and use appropriate tools and techniques for my product
- **dt36** I can describe the properties of a variety of materials including construction materials, textiles and ingredients and explain my choices in relation to these properties

- **dt37** I can discuss the aesthetic qualities of my product in relation to the properties of the materials etc I am intending to use

### Evaluate LKS2

- **dt38** I can talk about existing products similar to my own
- **dt39** I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons
- **dt40** I have asked for the views of others, especially the intended users, to help to improve my design

### Cooking and nutrition LKS2

- **dt51** I can use a variety of cooking techniques

### LKS2

- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune

## LITERACY

### Reading - word reading LKS2

- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- **e136** read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### Reading - comprehension LKS2

- **e142** identifying themes and conventions in a wide range of books
- **e143** preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e146** understand what they read, in books they can read independently, by:
  - **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - **e148** asking questions to improve their understanding of a text

### Writing - transcription - Spelling LKS2

- **e155** use further prefixes and suffixes and understand how to add them (English Appendix 1)
- **e157** spell words that are often misspelt (English Appendix 1)
- **e158** place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)
- **e160** write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

### Writing - handwriting LKS2

- **e161** 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

- **e162** increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

### Writing - composition LKS2

- **e163** plan their writing by:
  - **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - **e165** discussing and recording ideas
  - **e166** draft and write by:
    - **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
    - **e168** organising paragraphs around a theme
    - **e169** in narratives, creating settings, characters and plot
    - **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
    - **e174** proof-read for spelling and punctuation errors

### Writing - vocabulary, grammar and punctuation LKS2

- **e177** extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- **e179** choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- **e180** using conjunctions, adverbs and prepositions to express time and cause
- **e181** using fronted adverbials
- **e182** learning the grammar for years 3 and 4 in English Appendix 2
- **e184** using commas after fronted adverbials
- **e185** indicating possession by using the possessive apostrophe with plural nouns

## COMMUNICATION AND LANGUAGE

### LKS2

- **fl1** I can understand what is being said to me and respond correctly
- **fl2** I can sing songs and say poems in another language and know what the words mean
- **fl2.1** I can spell and pronounce the words correctly in the songs and poems I know
- **fl3** I can have a conversation including asking and answering questions

- **fl5** I can pronounce words correctly so that I am understood
- **fl8** know which stories, poems and songs I like and prefer
- **fl12** I know that some words are governed by gender
- **fl12.2** I know the correct order of words in a sentence and that the order may differ from English