

Term 5 MTP Bibury 2023 - Oaks Class Year 3/4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths Y3	<i>Fractions B</i> <i>Add fractions</i> <i>Subtract fractions</i> <i>Partition the whole</i> <i>Unit fractions of a set of objects</i>	<i>Fractions B/Money</i> <i>Non-unit fractions of a set of objects</i> <i>Reasoning with fractions of an amount</i> <i>Pounds and pence</i> <i>Convert pounds and pence</i>	<i>Money</i> <i>Inset</i> <i>Add money</i> <i>Subtract money</i> <i>Find change</i>	<i>Time</i> <i>Roman numerals to 12</i> <i>Tell the time to 5 minutes</i> <i>Tell the time to the minute</i> <i>Read time on a digital clock</i>	<i>Time</i> <i>Use a.m. and p.m.</i> <i>Years, months and days</i> <i>Days and hours</i> <i>Hours and minutes - use start and end times</i>	<i>Time</i> <i>Hours and minutes - use durations</i> <i>Minutes and seconds</i> <i>Units of time</i> <i>Solve problems with time</i>
Y3 Skills	<i>Recap KIRFs:</i> <i>Recap past lessons / key learning areas</i> <i>Times table flashcards</i> <i>Flash backs daily</i>	<i>Recap KIRFs:</i> <i>Recap past lessons / key learning areas</i> <i>Times table flashcards</i> <i>Flash backs daily</i>	<i>Recap Spring 1</i> <i>Times table flashcards</i> <i>Flash backs daily</i>	<i>Recap Spring 2</i> <i>Times table flashcards</i> <i>Flash backs daily</i>	<i>Recap Spring 2</i> <i>Times table flashcards</i> <i>Flash backs daily</i>	<i>Recap Spring 2</i> <i>Times table flashcards</i> <i>Flash backs daily</i>

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Maths Y4	<p><i>Decimals A</i></p> <p><i>Hundredths as fractions</i></p> <p><i>Hundredths as decimals</i></p> <p><i>Hundredths on a place value chart</i></p> <p><i>Divide a 1- or 2-digit number by 100</i></p>	<p><i>Decimals B</i></p> <p><i>Make a whole with tenths</i></p> <p><i>Make a whole with hundredths</i></p> <p><i>Partition decimals</i></p> <p><i>Flexibly partition decimals</i></p>	<p><i>Decimals B</i></p> <p>Inset</p> <p><i>Compare decimals</i></p> <p><i>Order decimals</i></p> <p><i>Round to the nearest whole number</i></p>	<p><i>Decimals B / Money</i></p> <p>Inset</p> <p><i>Halves and quarters as decimals</i></p> <p><i>Write money using decimals</i></p> <p><i>Convert between pounds and pence</i></p> <p><i>Compare amounts of money</i></p>	<p><i>Money</i></p> <p><i>Estimate with money</i></p> <p><i>Calculate with money</i></p> <p><i>Solve problems with money</i></p> <p><i>Years, months, weeks and days</i></p>	<p><i>Time</i></p> <p><i>Hours, minutes and seconds</i></p> <p><i>Convery between analogue and digital times</i></p> <p><i>Convert to the 24 hour clock</i></p> <p><i>Convert to the 24 hour clock</i></p>
Y4 Skills	<p><i>Recap KIRFs</i></p> <p><i>Recap past lessons / key learning areas</i></p> <p><i>Times table flashcards</i></p> <p><i>Flash backs daily</i></p>	<p><i>Recap KIRFs</i></p> <p><i>Recap past lessons / key learning areas</i></p> <p><i>Times table flashcards</i></p> <p><i>Flash backs daily</i></p>	<p><i>Recap Spring 1</i></p> <p><i>Times table flashcards</i></p> <p><i>Flash backs daily</i></p>	<p><i>Recap Spring 2</i></p> <p><i>Times table flashcards</i></p> <p><i>Flash backs daily</i></p>	<p><i>Recap Spring 2</i></p> <p><i>Times table flashcards</i></p> <p><i>Flash backs daily</i></p>	<p><i>Recap Spring 2</i></p> <p><i>Times table flashcards</i></p> <p><i>Flash backs daily</i></p>

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History	<p><i>Was the Anglo Saxon period really a Dark Age?</i></p> <p><i>LO: To explain who the Anglo-Saxons were and give valid reasons for why they settled in England.</i></p>	<p><i>Was the Anglo Saxon period really a Dark Age?</i></p> <p><i>LO: To discover how the Anglo-Saxons lived using archaeological evidence.</i></p>	<p><i>Was the Anglo Saxon period really a Dark Age?</i></p> <p><i>LO: To be able to explain why the Staffordshire Hoard was so significant.</i></p>	<p><i>Was the Anglo Saxon period really a Dark Age?</i></p> <p><i>LO: To know about some of the key documents related to Anglo-Saxon times and their limitations.</i></p>	<p><i>Was the Anglo Saxon period really a Dark Age?</i></p> <p><i>LO: To produce a valid argument about whether the Anglo-Saxon period deserves to be called a 'Dark Age'.</i></p>	<p><i>Was the Anglo Saxon period really a Dark Age?</i></p> <p><i>LO: To understand what can be discovered about the past from archaeological remains.</i></p>
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Art	<p><i>Art: Painting Focus 'Light and Dark'</i></p> <p><i>LO: To look at different ways of applying paint by mixing tints and shades of a colour, and to see how they can give a three-dimensional effect.</i></p> <p><i>SC: I can add black to make a colour darker and add white to make a colour lighter, and describe the way colours change in different lights.</i></p>	<p><i>Art: Painting Focus 'Light and Dark'</i></p> <p><i>LO: To use tints and shades to give a three-dimensional effect when painting.</i></p> <p><i>SC: I can use tints and shades of colour to make my painted object appear 3D.</i></p>	<p><i>Inset</i></p>	<p><i>Inset</i></p>	<p><i>Art: Painting Focus 'Light and Dark'</i></p> <p><i>LO: To consider proportion and composition when planning a still-life painting</i></p> <p><i>SC: I can choose and arrange objects to create my own still-life composition and select important detail to include in my sketch.</i></p>	<p><i>Art: Painting Focus 'Light and Dark'</i></p> <p><i>LO: To apply knowledge of colour mixing and painting techniques to create a finished piece</i></p> <p><i>SC: I can show what I have learned about techniques in the way I paint.</i></p>
Music	<p><i>Year 6 unit 4 Film Music</i></p> <p>Appraise musical features in a range of film music</p>	<p><i>Year 6 unit 4 Film Music</i></p> <p>Identify and understand some composing techniques in film music</p>	<p><i>Year 6 unit 4 Film Music</i></p> <p>Use graphic scores to interpret different emotions in film music</p>	<p><i>Year 6 unit 4 Film Music</i></p> <p>Create and notate musical ideas and relate them to film music</p>	<p><i>Year 6 unit 4 Film Music</i></p> <p>Play a sequence of musical ideas to convey emotion</p>	<p><i>Year 6 unit 4 Film Music</i></p> <p>Review and revisit areas of the topic. Build on composition and perform</p>

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Computing	<i>Unit 3.7 simulations</i>	<i>Unit 3.7 simulations</i>	<i>Inset</i>	<i>Inset</i>	<i>Unit 3.8 Graphing</i>	<i>Unit 3.8 Graphing</i>
RSHE	<i>Rights and responsibilities</i>	<i>Rights and responsibilities</i>	<i>Rights and responsibilities</i>	<i>Rights and responsibilities</i>	<i>Rights and responsibilities</i>	<i>Rights and responsibilities</i>
French	<i>Regular Verbs</i> <i>Personal pronouns</i>	<i>Regular Verbs</i> <i>Verb stems and endings</i>	<i>Regular Verbs</i> <i>Conjugate regular 'er' verbs</i>	<i>Regular Verbs</i> <i>Conjugate regular 'ir' verbs</i>	<i>Regular Verbs</i> <i>Conjugate regular 're' verbs</i>	<i>Regular Verbs</i> <i>Revise and consolidate all verbs</i>
RE	<i>L2.6 For Christians, what was the impact of Pentecost?</i> LO: To know what Pentecost is, why we celebrate it and to consider what special gifts the Holy Spirit has given us. SC: I can explain what Pentecost is and how it links to the Holy Spirit.	<i>L2.6 For Christians, what was the impact of Pentecost?</i> LO: To be able to describe and explain how the disciples might have felt during the Day of Pentecost. SC: I can create an emotions graph to represent and explain how the disciples might have felt during the Pentecost.	<i>L2.6 For Christians, what was the impact of Pentecost?</i> LO: To give some examples of what Pentecost means to some Christians now. SC: I can make links between the day of Pentecost, the fruit of the Spirit and life in the world today.	<i>L2.6 For Christians, what was the impact of Pentecost?</i> LO: To understand that Christians show their belief about the Holy Spirit in worship and in the way they live. SC: I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.	<i>L2.6 For Christians, what was the impact of Pentecost?</i> LO: To recognise and understand the ways the Pentecost is symbolised in artwork. SC: To create a piece of art to symbolise the Pentecost and to be able to explain their reasons for it.	<i>L2.6 For Christians, what was the impact of Pentecost?</i> LO: To recognise and understand the ways the Pentecost is symbolised in artwork. SC: To create a piece of art to symbolise the Pentecost and to be able to explain their reasons for it.

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