

Term 4 MTP Bibury 2022 - Oaks Class Year 3/4

	Week 1	Week 2	Week 3	Week 4	Week 5
Maths Y3	<p>Fractions A:</p> <p>Inset</p> <p>Compare and order non-unit fractions</p> <p>Fractions and scales</p> <p>Fractions on a number line</p>	<p>Fractions A:</p> <p>Count in fractions on a number line</p> <p>Equivalent fractions on a number line</p> <p>Equivalent fractions as bar models</p> <p>Use scales</p>	<p>Mass and Capacity</p> <p>Measure mass in grams</p> <p>Measure mass in kilograms and grams</p> <p>Equivalent masses (kilograms and grams)</p> <p>Compare mass</p>	<p>Mass and Capacity</p> <p>Add and subtract mass</p> <p>Measure capacity and volume in millilitres</p> <p>Measure capacity and volume in litres and millilitres</p> <p>Equivalent capacities and volumes (litres and millilitres)</p>	<p>Mass and capacity</p> <p>Compare capacity and volume</p> <p>Add and subtract capacity and volume</p> <p>End Spring Unit Tests</p>
Y3 Skills	<p>Recap KIRFs</p> <p>Arithmekit x2 and times tables practice x1 a week (following MOT)</p> <p>Flashbacks</p>	<p>Recap KIRFs</p> <p>Arithmekit x2 and times tables practice x1 a week (following MOT)</p> <p>Flashbacks</p>	<p>Recap Spring 1 – multiplication</p> <p>Arithmekit x2 and times tables practice x1 a week (following MOT)</p> <p>Flashbacks</p>	<p>Recap Spring 1 – division</p> <p>Arithmekit x2 and times tables practice x1 a week (following MOT)</p> <p>Flashbacks</p>	<p>Recap Spring 1 – Length and perimeter</p> <p>Arithmekit x2 and times tables practice x1 a week (following MOT)</p> <p>Flashbacks</p>

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Maths Y4	<p>Fractions</p> <p>Inset</p> <p>Number lines with mixed numbers</p> <p>Compare and order mixed numbers</p> <p>Understand improper fractions</p>	<p><i>Fractions</i></p> <p><i>Convert mixed numbers to improper fractions</i></p> <p><i>Convert improper fractions to mixed numbers</i></p> <p><i>Equivalent fractions on a number line</i></p> <p><i>Equivalent fraction families</i></p>	<p><i>Fractions</i></p> <p><i>Add two or more fractions</i></p> <p><i>Add fractions and mixed numbers</i></p> <p><i>Subtract two fractions</i></p> <p><i>Subtract from whole amounts</i></p>	<p><i>Fractions/Decimals</i></p> <p><i>Subtract from mixed numbers</i></p> <p><i>Tenths as fractions</i></p> <p><i>Tenths as decimals</i></p> <p><i>Tenths on a place value chart</i></p>	<p><i>Decimals</i></p> <p><i>Tenths on a number line</i></p> <p><i>Divide a 1-digit number by 10</i></p> <p><i>Divide a 2-digit number by 10</i></p> <p><i>Hundredths as fractions</i></p>
Y4 Skills	<p><i>Recap KIRFs</i></p> <p><i>Arithmekit x2 and times tables practice x1 a week (following MOT)</i></p> <p><i>Flashbacks</i></p>	<p><i>Recap Spring 1 - multiplication</i></p> <p><i>Arithmekit x2 and times tables practice x1 a week (following MOT)</i></p> <p><i>Flashbacks</i></p>	<p><i>Recap Spring 1 – division</i></p> <p><i>Arithmekit x2 and times tables practice x1 a week (following MOT)</i></p> <p><i>Flashbacks</i></p>	<p><i>Recap Spring 1 – division.</i></p> <p><i>Arithmekit x2 and times tables practice x1 a week (following MOT)</i></p> <p><i>Flashbacks</i></p>	<p><i>Recap spring 1 – length and perimeter.</i></p> <p><i>Arithmekit x2 and times tables practice x1 a week (following MOT)</i></p> <p><i>Flashbacks</i></p>
English Writing	<p><i>Stories based on a film</i></p>	<p><i>Stories based on a film</i></p>	<p><i>Stories based on a film</i></p>	<p><i>syllabic poem</i></p>	<p><i>syllabic poem</i></p>

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English Grammar Workshop	<i>Use the present perfect form of verbs</i>	<i>Use a range of adverbs, conjunctions and prepositions for place e.g., down, inside, out, across, through, next to.</i>	<i>Use embedded clauses e.g. Tom knew, although it would be dangerous, that he had no choice about embarking on the quest.</i>	<i>Synonyms and antonyms</i>	<i>Inverted commas to punctuate direct speech</i>
Reading Comp (VIPERS)	<i>Narrative – Literacy Shed</i>	<i>Informal letter – Literacy Shed</i>	<i>poetry – Cracking Comprehension</i>	<i>information text – Literacy Shed</i>	Rising stars assessment
Science	<i>How does your garden grow? (Plants) 3</i>	<i>How does your garden grow? (Plants) 3</i>	<i>How does your garden grow? (Plants) 3</i>	<i>How does your garden grow? (Plants) 3</i>	<i>How does your garden grow? (Plants) 3</i>
Geography	<p><i>Are we damaging our world?</i></p> <p>LO: To understand the threats to the health of our planet and some possible solutions</p> <p>SC: I can explain the threats to wildlife and/or habitats and understand that there are ways to help improve the health of our planet</p>	<p><i>Are we damaging our world?</i></p> <p>LO: To understand the different types of energy available, and their advantages and disadvantages.</p> <p>SC: I can explain the carbon cycle and know that there are both renewable and non-renewable energy sources available.</p>	<p><i>Are we damaging our world?</i></p> <p>LO: To understand the importance of protecting the oceans.</p> <p>SC: I can describe some of the threats to our oceans and understand some of the advantages of Marine Protected Areas (MPAs).</p>	<p><i>Are we damaging our world?</i></p> <p>LO: To be able to explain how a particular environmental issue has been caused and suggest some possible solutions.</p> <p>SC: I can identify an important environmental issue and suggest some possible solutions to this issue.</p>	<p><i>Are we damaging our world?</i></p> <p>LO: To be able to explain how a particular environmental issue has been caused and suggest some possible solutions.</p> <p>SC: I can identify an important environmental issue and suggest some possible solutions to this issue (continued).</p>

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DT	<i>Electrical Vehicles</i>	<i>Electrical Vehicles</i>	<i>Electrical Vehicles</i>	<i>Electrical Vehicles</i>	<i>Electrical Vehicles</i>
Music	<i>Y4 unit Rock and Roll</i> <i>Introduction to rock and roll. History and types of instrument used.</i>	<i>Y4 unit Rock and Roll</i> <i>Sing 'Rock around the Clock' with hand jive actions</i>	<i>Y4 unit Rock and Roll</i> <i>Play a walking bass line on tuned percussion</i>	<i>Y4 unit Rock and Roll</i> <i>Play a bass line in time with the music</i>	<i>Y4 unit Rock and Roll</i> <i>Perform Rock around the Clock with accompanying percussion and bass line.</i>
Computing	<i>Unit 4.4. Writing for different purposes</i>	<i>Unit 4.4. Writing for different purposes</i>	<i>Unit 4.4. Writing for different purposes</i>	<i>Unit 4.4. Writing for different purposes</i>	<i>Unit 4.4. Writing for different purposes</i>
RSHE	<i>Being my best</i>	<i>Being my best</i>	<i>Being my best</i>	<i>Being my best</i>	<i>Being my best</i>
French	<i>Habitats</i> <i>Use cognates to help identify word meaning.</i> <i>What animals and plants need to survive</i>	<i>Habitats</i> <i>Learn about the key habitats in our world.</i> <i>Use active listening to identify known words</i>	<i>Habitats</i> <i>Which plants grow in specific habitats?</i>	<i>Habitats</i> <i>Which animals live in different habitats and their adaptations</i>	<i>Habitats</i> <i>Consolidate which animal and plant lives in a particular habitat and present to others.</i>

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RE	<p><i>L2.5 Why do Christians call the day Jesus died 'Good Friday'?</i></p> <p>LO: To understand the importance of Holy Week.</p> <p>SC: I can explain why days of Holy Week are important to Christians.</p>	<p><i>L2.5 Why do Christians call the day Jesus died 'Good Friday'?</i></p> <p>LO: To recognise what Holy Week means to Christians.</p> <p>SC: I can recognise and explain how Christians might have felt during the period of Holy Week.</p>	<p><i>L2.5 Why do Christians call the day Jesus died 'Good Friday'?</i></p> <p>LO: To understand why Christians call the day Jesus died 'Good Friday'.</p> <p>SC: I can explain why some people see Jesus' death as "good", and reflect on whether I agree with Christian beliefs about why Jesus died and suggest my own explanation/s.</p>	<p><i>L2.5 Why do Christians call the day Jesus died 'Good Friday'?</i></p> <p>LO: To understand what Christians think salvation means and how it provokes the emotion of hope, sadness and joy.</p> <p>SC: I can recognise the word salvation and that Christians believe Jesus came to save or rescue people by showing them how to live.</p>	<p><i>L2.5 Why do Christians call the day Jesus died 'Good Friday'?</i></p> <p>LO: To design an easter card that reflects the Christian beliefs of Easter Sunday.</p> <p>SC: I can design an easter card which reflects the Christian belief that Jesus' death was part of God's plan to show people they can be forgiven and start afresh.</p>