

Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	<p>Eddie and the Box of Flints</p> 					
Writing	<p>Stories with Humour</p> <p>Read <i>Mr Stink</i>, look at other books by the same author and discuss Walliams' style. Examine characterisation in the book and create their own, new character.</p>	<p>Stories with Humour</p> <p>Examine dialogue for character clues. Learn about punctuating direct speech. Roleplay a new scene for the book and write it down using correctly punctuated dialogue.</p>	<p>Persuasive Writing</p> <p>Carry out research about zoos. Summarize points 'for' and 'against' zoos. Read <i>Zoo</i> by Anthony Browne, discuss viewpoint. Write a persuasive letter asking the zookeeper to improve animals' living conditions.</p>	<p>Persuasive Writing</p> <p>Learn about adverbials and fronted adverbials. Practise using adverbs and adverbials to persuade the reader.</p>	<p>Nonsense Poetry</p> <p>Using Edward Lear's Book of Nonsense, Hamilton's version of The Pobble With No Toes, and Jabberwocky by Lewis Carroll, study the features that poets use when creating nonsense poems.</p>	<p>Nonsense Poetry</p> <p>Plan, create and perform your own imaginative poems and concentrate on rhythm, rhyming patterns and syllable usage in poetry.</p>

	Grammar focus: - Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.	Grammar focus: - Recognise and begin to use possessive apostrophes correctly for singular and plural nouns.	Grammar focus: - Using and punctuating direct speech.	Grammar focus: - Using the present perfect form of verbs in contrast to the past tense.	Grammar focus: - Identify and use fronted adverbials.	Grammar focus: - Use commas after fronted adverbials.
Maths	Decimals B In this step, children explore different ways of making 1 whole by combining tenths. Representations such as ten frames, place value counters, double-sided counters, hundred squares, bead strings and Rekenreks support children to visually see the connections to 1 whole.	Decimals B in this step children order decimal numbers with up to 2 decimal places. They only order numbers that have the same number of decimal places. A wide variety of representations can be used to support ordering, including place value counters, place value charts and number lines. The learning builds on children's understanding of ordering integers in the Autumn term.	Money Children have previously explored the values of coins and notes, and added and subtracted amounts of money within the same denomination. In Year 3, amounts of money in pounds and pence were presented as, for example, "£4 and 25p". In this small step, children are introduced to decimal notation for the first time, for example £4.25. The focus of the step is the ability to write a given amount in decimal notation and to represent amounts that are given in decimal notation.	Money In this step, children apply their calculating skills with money to solve problems using all four operations in real-life contexts, including multi-step problems. Children draw on their knowledge from earlier steps to help them to convert between amounts of money expressed in different formats, and to use decimal notation accurately.	Time Children use multiplicative reasoning and related number facts to convert and compare the different units of time. By the end of this step, they will recognise how often a leap year occurs and be able to calculate future leap years. They should recognise that there are approximately 4 weeks in a month, although most months are slightly longer than this.	Time In this step children reinforce their understanding of the 24-hour clock format by converting to 12-hour clock times and representing them on analogue clocks. Children use the knowledge that there are 24 hours in a day and that a new day starts at midnight, 00:00, to help them to understand why they subtract 12 hours to convert a time after 1 pm from a 24-hour clock time to a 12-hour clock time.

