

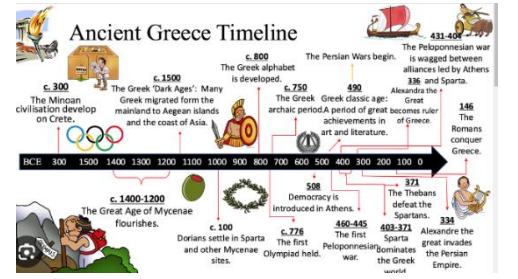



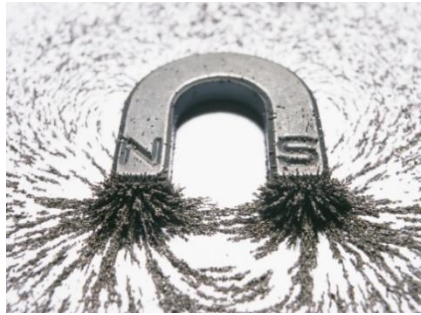
Writing	Reading	Maths	Humanities History and Geography
<p>This term we are focusing on writing:</p> <p>Summer 1:</p> <ol style="list-style-type: none"> 1. Instructions 2. Poetry 3. Fiction – myths 4. Play Script 5. Journalistic Recount <p>Summer 2:</p> <ol style="list-style-type: none"> 1. Fiction – Story with a familiar setting 2. Persuasion <p>Our key texts this term are:</p> <ul style="list-style-type: none"> • The Lost Words - Robert Macfarlane • King Midas and other Greek Myths - Eric A. Kimmel • Mr Stink – David Walliams • <u>Poetry</u>-The Lost Words - Robert Macfarlane 	<p>Fluency Development of reading accuracy and fluency across a range of age- appropriate and challenging texts.</p>  <p>Vocabulary- Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Inference- Draw inferences such as inferring character' feelings thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Prediction- Predict what might happen from details stated and implied.</p> <p>Explain- Identify how language, structure and presentation contribute to meaning.</p> <p>Retrieve- Retrieve, record and present information from fiction and non-fiction</p> <p>Summarise- Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p>Reading spine:</p> <ul style="list-style-type: none"> • Year 3 – ToTo The Ninja Cat and The Great Snake Escape • Year 3 – Bad Nana • Year 4 – Anglo-Saxon Boy • Year 4 – The Legend of Podkin One-Ear 	<p>Y3</p> <ul style="list-style-type: none"> • Fractions – addition and subtraction of fractions; finding fractions of a set of objects • Money – adding and subtracting amounts and finding change • Time – learning Roman numerals to 12; telling the time to the nearest minute • Shape – exploration of angles, including comparing angles • Statistics – interpreting pictograms, bar charts and two-way tables <p>Y4</p> <ul style="list-style-type: none"> • Decimals – comparing decimals, ordering decimals and rounding decimals to the nearest whole. • Money –convert between pounds and pence and solve problems with money • Time – convert between analogue and digital times; 24-hour clock • Shape – exploring triangles, quadrilaterals and lines of symmetry • Position and Direction – plotting co-ordinates and translating shapes • Statistics – interpreting line graphs 	<p>History Children will explore the following questions: Ancient Greece</p> <ol style="list-style-type: none"> 1. When and where was Ancient Greece? 2. Was the life of Alexander the Great a significant achievement? 3. What should it mean to be an Ancient Greek in Athens? 4. What should it mean to be an Ancient Greek in Sparta? 5. What did the Ancient Greeks leave behind? 6. Which Greek god was most significant to you?  <p>Geography Children will explore the following questions: Global Trade</p> <ol style="list-style-type: none"> 1. How did trade become global? 2. Importing and exporting: where does the food in our supermarkets come from? 3. From source to sale: what is the global supply chain? 4. What does the UK export and where does it travel to? 5. What are the benefits of fair global trade? 6. How does human and physical geography determine a country's highest-valued export? 

Science	PSHE/RSE	PE
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Forces and Magnets

Children will explore the following questions:

1. How do forces work?
2. How do different surfaces effect the way an object moves on them?
3. How does a magnet work?
4. Which materials are attracted to magnets?
5. Can you use an enquiry questions to investigate magnets?
6. Can I explain that magnets attract some materials?



Magnetic vs Non-Magnetic Metals

Magnetic		Not Magnetic	
Iron	Nickel	Aluminum	Copper
Cobalt	Steel	Lead	Brass

Forces and motion

Force	Gravity
Motion	Mass
Push	Weight
Pull	Newtons
Friction	Equal
Drag	Unequal
Resistance	Float
Streamlined	Sink
Rough	Submerge
Smooth	Displacement
Downward	Upthrust



Health and Well-Being

Children will explore the following questions:

Physical health and mental well-being

1. What choices may people make in daily life that could affect their health?
2. What is meant by a healthy, balanced diet?
3. What are the benefits of regular exercise for my mental and physical health?
4. What are the strategies I can use to identify and talk about my feelings?

Growing and Changes

5. Can I explain that everyone is an individual and has unique and valuable contributions to make?
6. What are my own personal strengths and interests and what am I proud of?
7. What strategies can I use to manage and reframe setbacks and what can I learn from a setback?

Keeping Safe

8. How can I identify typical hazards at home and in school and how can I predict, assess and manage risk in everyday situations?
9. How can I keep myself safe from fire at home?
10. How can I keep myself safe in the local environment or unfamiliar places?

Striking and Fielding

Children will work on developing skills based on the following questions:

1. Can I keep my head in line with the ball?
2. Can I hit down on a hit to keep it along the floor?
3. Can I catch ball with consistency one handed and two handed?
4. Can I bowl overarm with a straight arm?
5. Can I play a simple game of cricket?
6. Can I understand the rules of the game?

Team Building

1. Can I communicate verbally?
2. Can I make a plan within a group respecting teammates opinions?
3. Can I perform calmly under pressure?
4. Can I trust my teammates?
5. Can I work with others to apply a team plan?



Art	Design and Technology
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Sculpture







Children will use drawings inspired by Quentin Blake to explore how exaggeration might be used as a tool. Children will choose a piece of literature and draw their interpretation of one of the characters. This will become the design for their modroc sculpture. Children will develop understanding of different attaching techniques and use different materials to add texture and detail. They will adapt and improve their work.

Mechanical Systems: Pneumatics

Children will develop an understanding of simple pneumatic systems and design and model a mascot with a moving part, controlled by a pneumatic system. They will evaluate their product.

These questions will be explored:

1. Can you design and launch the winning straw rocket?
2. Can you make a pneumatic system?
3. Can you design a mighty mascot?
4. Can you create a mighty mascot?
5. How effective is your mighty mascot?

Music	Computing	RE	French
<p>Year 3 – violins: Weekly lesson on a Monday to develop musical skills to be able to make a good sound on a violin.</p>  <p>Children will enjoy ‘showcasing’ their talents in a concert at The Coton Centre in June – parents and carers are invited.</p> <p>Year 3 and Year 4 Rhythm and Pitch – Ancient Greece Children will explore the following questions:</p> <ol style="list-style-type: none"> 1. Can I identify the pulse whilst singing an off-beat (reggae) song? 2. Can I recall and clap different rhythms using musical notations? 3. How do I describe the mood/atmosphere a piece of music creates? 4. Can I create two motifs with given themes? 5. Can I perform, self-evaluate and then improve on my motifs? 6. Can I perform a ballad with the correct posture, diction and breathing?  <p>When singing, remember posture, diction and breathing.</p>	<p>Photo editing Children will explore the following questions:</p> <ol style="list-style-type: none"> 1. How can I change digital images? 2. How can I recolour digital images? 3. Retouching images – is it obvious? 4. How can I combine images? 5. How can I combine images for a purpose? <p>Repetition in games Children will explore the following questions:</p> <ol style="list-style-type: none"> 1. How can I use loops to create shapes? 2. How can I use different loops for different purposes? 3. How can I add animation to letters in my name? 4. How do I modify a game? 5. How can I design a game? 6. How can I create a game? 	<p>Response to Suffering, Hardship and Death Children will explore the following questions:</p> <ol style="list-style-type: none"> 1. What difficult times can people experience during their life? 2. How do Christians respond to suffering and death? 3. Why do Christians respond like this? 4. How do Muslims respond to suffering and death? Why? 5. What do spiritualists and humanists believe about dealing with suffering and death? 6. Do religious people deal with suffering, hardship and death better than those who are non-religious? <p>Ceremonies Associated with Joining a Faith Children will explore the following questions:</p> <ol style="list-style-type: none"> 1. Can I explore the diversity within Christianity regarding joining ceremonies such as christenings, communions and confirmations. 2. What is a shahada and why is it so important? 3. How do Muslims show they are committed to their faith? 4. What does commitment look like? What are you committed to? <p><i>Compare and contrast the similarities and differences between a Christian joining ceremony to a Muslim one.</i></p> <p>Declaration of Faith</p>  <p>Shahada – declaration of faith</p>  <p>Christening – initiation into the Christian faith</p>	<p>Menus and Cafés Children will continue to practice the French phonemes so that they are able to pronounce French words with accuracy.</p> <p>Children will learn to talk about the price of French food and will explore French menus. Children will learn to ask for more than one item of food in a French café.</p>   <p>Children will understand a short story in French about food.</p>