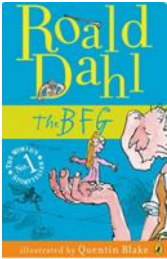
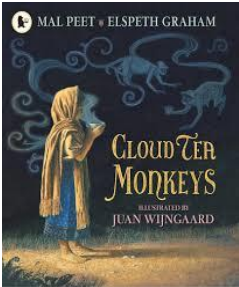





Writing	Reading	Maths	Humanities History and Geography
<p>This term we are focusing on writing:</p> <p><b>Spring 1:</b></p> <ul style="list-style-type: none"> <li>• Fantasy Narrative</li> <li>• Sequel</li> <li>• Instructions</li> </ul> <p><b>Spring 2:</b></p> <ul style="list-style-type: none"> <li>• Non-chronological report</li> <li>• Alternative perspective narrative</li> </ul> <p><b>Our key texts this term are:</b></p>  	<p><b>Fluency</b> Development of reading accuracy and fluency across a range of age- appropriate and challenging texts.</p>  <p><b>Vocabulary-</b> Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. <b>Inference-</b> Draw inferences such as inferring character' feelings thoughts and motives from their actions, and justifying inferences with evidence. <b>Prediction-</b> Predict what might happen from details stated and implied. <b>Explain-</b> Identify how language, structure and presentation contribute to meaning. <b>Retrieve-</b> Retrieve, record and present information from fiction and non-fiction <b>Summarise-</b> Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p><b>Reading spine:</b></p> <ul style="list-style-type: none"> <li>• The Nothing to See Here Hotel by Steven Butler- Y4</li> <li>• The Bolds by Julian Clary- Y3</li> <li>• Pugs of the Frozen North by Philip Reeve and Sarah McIntyre</li> <li>• The Land of Roar by Jenny McLachlan</li> </ul>	<p><b>Y3</b></p> <ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Length and Perimeter</li> <li>• Fractions</li> <li>• Mass and Capacity</li> </ul> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Length and Perimeter</li> <li>• Fractions</li> <li>• Decimals</li> </ul>	<p><b>History</b> <b>Saxons</b></p> <ol style="list-style-type: none"> <li>1 Why did the Saxons Invade?</li> <li>2 Where did the early Anglo-Saxons live and how do we know?</li> <li>3 What was buried at Sutton Hoo?</li> <li>4 Who was Alfred the Great? How great was he?</li> <li>5 How effective was Anglo-Saxon justice?</li> <li>6 This period of history is known as the Dark Ages, why? Refer to the Stonehenge.</li> </ol>  <p><b>Geography</b> <b>Cities and Counties of the UK</b></p> <ol style="list-style-type: none"> <li>1.Where is the UK? What are the cities of the UK?</li> <li>2.What is a county and why do we have them?</li> <li>3.What are the rivers of the UK and where do they lead?</li> <li>4.Where are the hills and mountains?</li> <li>5.How has London grown?</li> <li>6.How has the UK changed over time?</li> </ol> 


## Science

### Animals, including Humans

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement


**ANIMALS including Humans KNOWLEDGE ORGANISER**

#### What you should already know...



- Animals can be split into different groups (e.g. birds/fish & carnivores/omnivores)
- All animals have basic needs that have to be met in order for them to survive: water, food, shelter, oxygen, temperature
- Animals have different stages in their lives – birth, growth, reproduction and death.
- Humans (and most other animals) need to stay healthy, by exercising, eating a balanced diet, and being hygienic.

#### Nourishment



- Unlike plants, animals cannot create their own food. They get nutrition from what they eat.
- This is because animals do not have chlorophyll, or chloroplasts in their cells, like plants do.
- Therefore, plants are called producers and animals are called consumers.
- The different nutrients that animals get depends on their diet. For example, a cheetah gets lots of protein in its diet because it is a carnivore (eats meat).

#### Types of Nutrition

##### Carbohydrates


- Carbohydrates give the consumer energy.
- Foods that have lots of carbohydrates in are often called 'starchy' foods.
- Carbohydrate-rich foods include pasta, rice, oats, breads, breakfast cereals and barley.

<h5>Protein</h5> <ul style="list-style-type: none"> <li>-Protein helps the body (especially the muscles) to <u>repair itself</u>.</li> <li>-Protein-rich foods include meat, eggs &amp; nuts.</li> </ul>	<h5>Fat</h5> <ul style="list-style-type: none"> <li>-Fats also give consumers lots of <u>energy</u>. However, too much fat is not healthy!</li> <li>-Butter, cakes &amp; fast food contain lots of fat.</li> </ul>
<h5>Fibre</h5> <ul style="list-style-type: none"> <li>-Fibre helps our <u>digestive systems</u> to work well.</li> <li>-Fibre is often found in high-carbohydrate foods like bread, cereal, potatoes, and some fruits.</li> </ul>	<h5>Vitamins and Minerals</h5> <ul style="list-style-type: none"> <li>-There are many different vitamins and minerals that <u>perform hundreds of roles</u> in the body.</li> <li>Fruit and vegetables are vitamin/mineral-rich.</li> </ul>

#### Skeletons and Muscles

##### Skeleton

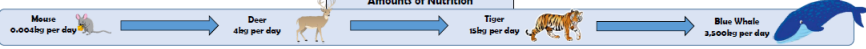
- Humans (and many other animals) have a system of bones called a skeleton.
- Skeletons help to support your body – they give it its shape.
- Skeletons are also important for movement. Muscles are attached to bones.
- Finally, skeletons help to protect important parts of the body. E.g. the ribs protect the heart and lungs.



##### Muscular System

- Humans (and many other animals) also have a system of muscles in their bodies.
- The main purpose of muscles is for movement. As they contract, muscles move parts of the body around.
- Muscles are also important for maintaining posture, helping humans' animals to sit, stand, and walk.
- Some muscles (e.g. the heart) move by themselves – they are involuntary.

#### Amounts of Nutrition





## PSHE/RSE

### Safety and the Changing Body

Is being kind online important?

What is cyberbullying?

What can I share online?

Can I explain the difference between public and private?

How do I help someone who has been stung or bitten?

How can choices be influenced?

Y4- what are the physical differences between children and adults?

Y3- How do I stay safe on and near roads?

### Citizenship

What are the benefits of recycling?

What groups make a community?

How does democracy work in our local area?

What happens when we break rules?

What are the rights of a child?

What are human rights?

## Art

### Painting and Printing – Viking Seascapes

1. Can I explore mood, through the use of colour, in a range of artists' work?

2. Can I experiment with different watercolour techniques? (1)

3. Can I experiment with different watercolour techniques? (2)

4. Can I shape with control and attach pieces considering composition? (ripping technique)

5. Can I demonstrate a clear understanding of basic observational drawing skills?

6. Can I use different lines to create purposeful effects?

7. Can I convey a clear mood in my own work?

EVALUATION

## PE

### Net and Wall

Children will learn the skills to move a defender to create space. They will work with team mates and will learn to accurately pass a ball over short and longer distances.

### Invasion Games

Children will develop skills with a racket, moving around and keeping the ball off the ground. They will learn to hit a ball to their partner.

## Design and Technology

### Electrical Systems: Programming

1. What does a battery-powered product look like?

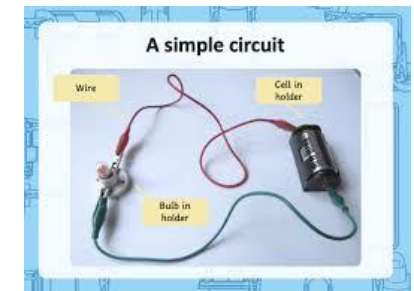
2. How many different types of switches are there?

3. What does a simple circuit look like?

4. Can you use simple classroom materials to make a switch?

5. Are you able to develop, model and communicate your ideas?

6. What are your strengths and areas for development?



Music	Computing	RE	MFL (modern foreign language)- French
<p><b>Timbre -Romans</b></p> <p>1. Did Romans have musical instruments? If so, what were they like?</p> <p>2. Can I find the right instruments to portray a particular mood?</p> <p>3. Can I describe what makes music sound happy or angry by learning two opposing mood songs?</p> <p>4. Can I choose 2 contrasting moods and record my musical ideas using graphic notation?</p> <p>5. Can I perform my composition to an audience?</p> <p>6. Can I improve my posture, diction and breathing to learn a Roman 'call and response' song?</p>	<p><b>Sequencing sounds</b></p> <ul style="list-style-type: none"> <li>• Can I explore a new programming environment?</li> <li>• Can I create movement for more than one sprite?</li> <li>• Can I explain that objects respond to code?</li> <li>• Can I sequence commands in any order?</li> <li>• Can I change the way my project looks?</li> <li>• Can I implement algorithms?</li> </ul> <p><b>Branching databases</b></p> <ul style="list-style-type: none"> <li>• Can I create questions with yes/ no answers?</li> <li>• Can I identify the attributes needed to collect data about an object?</li> <li>• How do I create a branching database?</li> <li>• Does a database have to be well structured?</li> <li>• How do I plan the structure of a branching database?</li> <li>• Can I create a branching database?</li> </ul>	<p><b>1: Christian and Islamic Places of Worship and community</b></p> <p>What are the main patterns and features of Christian worship?</p> <p>How do Christians celebrate Easter in the church?</p> <p>What are the main patterns and features of Muslim worship?</p> <p>What is Eid and how is it celebrated in a mosque?</p> <p><b>2: Sikh Place of Worship and NRWVS</b></p> <p>What are the key parts of a Sikh gurdwara?</p> <p>What are the main patterns and features of Sikh worship?</p> <p>What is Vaisakhi?</p> <p>What buildings belong to non-religious groups?</p> <p>What buildings are special to you?</p>	<p><b>Describing Personality and Physical Descriptions</b></p> <ol style="list-style-type: none"> <li>1. Can I pronounce French words correctly?</li> <li>2. Can I describe my personality in French?</li> <li>3. Can I make adjectives 'agree' with the noun they describe?</li> <li>4. Can I describe my height in French?</li> <li>5. Can I describe my eyes in French?</li> <li>6. Can I describe my hair in French?</li> </ol>