




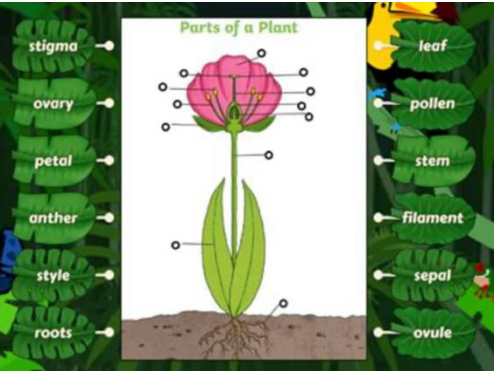





Writing	Reading	Maths	Humanities History and Geography
<p>This term we are focusing on writing:</p> <p>Summer 1:</p> <ol style="list-style-type: none"> Diary entry Letters (informal and formal) <p>Summer 2:</p> <ol style="list-style-type: none"> Narrative- writing in role Poetry <p>Our key texts this term are:</p> <ul style="list-style-type: none"> The day the Crayons quit by Oliver Jeffers Shackleton's Journey by William Grill The Lion, the Witch and the Wardrobe by CS Lewis Jabberwocky by Lewis Carroll 	<p>Fluency Development of reading accuracy and fluency across a range of age- appropriate and challengin</p>  <p>Vocabulary- Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. Inference- Draw inferences such as inferring character' feelings thoughts and motives from their actions, and justifying inferences with evidence. Prediction- Predict what might happen from details stated and implied. Explain- Identify how language, structure and presentation contribute to meaning. Retrieve- Retrieve, record and present information from fiction and non-fiction 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: Vikings</p> <ol style="list-style-type: none"> How did the Vikings try to take over the country and how close did they get? What reputation do the Vikings have and what were they really like? What was lifelike on a Viking longship? What evidence of Viking life has been found in recent excavations (Jorvik)? Raiders or settlers: how should we remember the Vikings? Who were the Viking Gods?  <p>Geography Children will explore the following questions: Italy - European cities comparison</p> <ol style="list-style-type: none"> What is on a map? A bird's eye view of Europe. Is Europe a proper continent and is the Mediterranean a proper sea? What is so special about the Mediterranean? How are regions and cities organised in Italy and how does this differ from the UK? How can we critically evaluate life in Bologna? How is life different for children in Bologna and the UK? 

Science		PSHE/RSE	PE
Plants 1. What do the different parts of a flowering plant do? (What is a flowering plant? What are the parts of a flowering plant?) 2. What do plants need to stay alive and grow? 3. Do all plants need the same thing to stay alive and grow? 4. How does water travel through a plant? 5. What is the role of flowers in the life cycle of flowering plant? (What is pollination, seed formation and seed dispersal?) Living Things and Their Habitats 1. What is a living thing? 2. What is our local environment like, and what living things can we find? 3. What do insects look like close up? 4. How can you classify living things? 5. How do I use and draw branching data bases? 6. What is Climate and Environmental Change? 7. How can we improve our local environment and plant and animal habitat? – Planning 8. How can we improve our local environment and plant and animal habitat?		Economic Well-being What influences our spending? What does good value for money mean? How do I budget and keep track of my money? How does money impact how I feel? What career am I Interested In? Can stereotypes limit people's career aspirations? Transition What are my strengths? What knowledge have I learnt this year? What skills have I developed this year? What are my dreams and hopes for next year?	Striking and Fielding Can I stand sideways on when batting? Can I make a long barrier when stopping a moving ball? Can I use the correct throw depending on the distance away from the target? Can I follow and stop the ball as a wicketkeeper? Can I catch a ball with consistency? Athletics Can I demonstrate 5 different ways of jumping? Can I pace myself depending on the distance running? Can I pass a relay baton correctly? Can I perform a hop skip and jump?
 		Art	Design and Technology
		Sculpture – Abstract Sculpture and Architecture 1. Can I analyse and comment on ideas, methods and approaches used in artists' work? 2. Can I collect visual and other information to help develop my ideas? (architecture) 3. Can I explore shape, form and space and create a range of 3D forms? 4. Can I use architecture to inspire my sculptural ideas?	Textiles: 2D to 3D product Enterprise 1. What products are currently available? – 2. How are 3D products made? 3. What skills are needed to create and assemble a product? 4. What is the design brief going to include? 5. What is your product going to look like? 6. How does your final design compare to the original design specification?

		<p>5. Can I measure, mark out, cut and shape materials and attach materials securely in different ways?</p> <p>6. Can I consider shape and form in my own work and attach pieces considering composition?</p>	
Music	Computing	RE	French
<p>Year 3 – violins: Weekly lessons 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 this term- more information coming soon!</p> <p>Year 3 and Year 4 Melody and Pitch - Vikings</p> <ol style="list-style-type: none"> 1. How are different pitches made and controlled? Can I identify pitched and unpitched instruments? 2. Can I follow a pitch pattern and create graphic notation to match pitch direction? 3. How can I create a Viking Chant using a melody I know? 4. Can I work with others to practise and perform my Viking Chant? 5. Can I use musical vocabulary to assess my own and others' work? 	<p>Desktop publishing</p> <ol style="list-style-type: none"> 1. What is text and what are images? Why do we use them? 2. Can you edit it? 3. Why do we have different page settings? 4. Can you add content? 5. Which layout is best? 6. Why do we use desktop publishing? <p>Events and actions</p> <ol style="list-style-type: none"> 1. How does a sprite move in a project? 2. Can a sprite move in different directions? 3. Can you adapt a program to a new context? 4. How do you add different features? 5. Can I identify and fix bugs in a program? 6. Can I design, implement, and evaluate a project 	<p><u>1: Showing Care and Concern</u> How do people show care and concern? What do Christians do to show care and concern? How do Muslim's show care and concern? How do Sikhs show care and concern? What things do non-religious people do show care and concern?</p> <p><u>2: Religious Values and Clothing</u> What items show you belong? What are the main symbols of Christianity and why? What clothing and symbolic artefacts are symbolic to Muslims? What clothing and religious artefacts are symbolic to Sikhs? Do your beliefs impact the way you dress?</p>	<p>Clothes</p> <p><i>Children will continue to practice the French phonemes so that they are able to pronounce French words with accuracy.</i></p> <ol style="list-style-type: none"> 1. Can I pronounce French words correctly? 2. Can I talk about clothes in French? 3. Can I say what colour something is in French? Can I describe the colour of my clothes in French? 4. What do children wear to school in France? 5. Can I talk about my school uniform in French? 

6.Can I sing, demonstrating my understanding of vocal warmups, posture, diction and breathing?			
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