

Writing

During our writing topics we will be ensuring we have good skills knowledge to ensure of writing is powerful and well suited to engage the reader.

Our writing focuses on James and the Giant Peach.

We will be writing a character description of characters with James and the Giant Peach.

In our Non-fiction writing we will write newspaper reports about James and the Giant Peach. Our second non-fiction genre will be a letter of persuasion as a neighbor who wishes to complain about the peach.

Our poetry focus will be Lord Neptune, by Judith Nicholls.

Reading

Throughout our reading we will be looking for examples of where knowledge is seen as powerful as well as examples of where it isn't to show we can contrast, compare and reflect upon our reading.

Our reading will focus on James and the Giant Peach. We will use the VIPERS approach to teach the skills of reading.

We will also enjoy listening to themed stories that also focus upon friendships, overcoming challenges and mistreatment. Other non-fiction texts will be used to ensure the children experience a broad range of text types.

Great Leaders *Are we all equal?*

RE

Our topic is titled Landmarks in Life. We will investigate the importance for believers of ceremonies in which special moment in the lifecycle are marked.

This will be done by exploring different religious ceremonies (including their symbolic aspects), why people celebrate special moments in the life cycle, and suggest what this says about the identity, values and personal beliefs.

PSHE

Our topic – Me and Other People will allow us recognise the range of identities in Britain today and explain why respect and tolerance are important. We will demonstrate skills and attitudes linked to our British Values, as well as make links to our History topic in understanding what makes a great leader and the importance of equality.

Summer 1

Maths

Decimals:

Know tenths as fractions, decimals and record on a place value chart and number line.
Divide a 1 digit number by 10.
Divide a 2 digit number by 10.
Know hundredths as fractions, decimals and record on a place value chart and number line.
Divide a 1 or 2 digit number by 10.
Make a whole with tenths.
Make a whole with hundredths.
Partition decimals.
Compare and order decimals.
Round to the nearest whole number.
Know halves and quarters as decimals.

Money:

Write money using decimals.
Convert between pounds and pence.
Compare amounts of money.
Estimate and calculate with money.

Time:

Know years, months, weeks and days.
Know hours, minutes and seconds.
Convert between analogue and digital times.
Convert to and from the 24 hour clock.

Writing

Narrative:

Character description.

Non-fiction:

Letters of persuasion.
Newspaper report.

Grammar

Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including *when, if, because, although*.

Range and varied sentence openings.

Noun phrases extended by the addition of modifying adjectives, nouns and prepositions, phrases (the strict maths teacher with curly hair).

Choice of tense accurate and consistent.

Use of fronted adverbials.

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

Basic grammar is mostly accurate reflecting written standard English instead of the local spoken forms (should have, would have).

Cl, ,, ?, ! used accurately.

Commas used after fronted adverbial.

"..." to indicate beginning and end of direct speech (a comma after reporting a clause, end punctuation within "...").

Apostrophes to mark singular and plural possession.

Stories: beginning, middle and ending with the creation of more detailed settings and characters along with coherent plot.

Ending developed and appropriate length.

Paragraphs organised ideas around a theme.

Consistent and appropriate use of structure of chosen non-fiction text type.

In non-fiction texts text structure includes introduction, ordered sections, and a brief conclusion as well as other organisational devices.

Increasingly able to independently proof read and amend own writing checking for accuracy of grammar and vocabulary and use of pronouns.

Using an increasing range of powerful vocabulary.

Adjectives and adverbs chosen for emphasis.

Attempts to use technical and precise vocabulary in non-fiction writing.

Some evidence of viewpoint, although not maintained.

Spelling rules and y3&4 words applied (see NC appendix 1).

Use the diagonal and horizontal strokes needed to join letters.

Children should be working towards a joined legible style of handwriting.

Summer focus = blue. Black objectives will be covered as well.

Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read

aloud and to understand the meaning of new words they meet.

Read further exception words (see Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word.

Develop positive attitudes to reading and understanding of what they read by:

Listening to and discussing a wide range of fiction, poetry, plays, nonfiction

and reference books or textbooks.

Reading books that are structured in different ways and reading for a range of purposes.

Using dictionaries to check the meaning of words that they have read.

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Identifying themes and conventions in a wide range of books.

Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Discussing words and phrases that capture the reader's interest and Imagination.

Recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Asking questions to improve their understanding of a text.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predicting what might happen from details stated and implied.

Identifying main ideas drawn from more than one paragraph and summarising these.

Identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction.

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Reading is covered daily through VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieval and Summarising) where all objectives are covered but our Summer focus = blue..

Science

States of Matter:

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

PSHE

Me and Other People

- recognise the difference between right and wrong and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- acceptance and engage with the fundamental British values
- demonstrate skills and attitudes that will allow children to participate fully in and contribute positively to life in modern Britain.
- Work and socialise with pupils from different religious, ethnic and socio-economic backgrounds
- Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Demonstrate respect and tolerance for different faiths and cultural diversity.

Art/DT

Painting – Alma Thomas

- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textured effects
- Work on a variety of scales e.g thin brush on small picture etc.
- Create different effects and textures with paint according to what they need for the task
- Mix colours and know which primary colours make secondary colours
- Use more specific colour language
- Mix and use tints and shades

Textiles – Book sleeve

- Consider the user when choosing textiles
- Consider how to make product strong
- Begin to devise a template
- Explain how to join things in a different way
- Understand that a simple fabric shape can be used to make a 3D textiles project

Computing

Photo editing

Children will develop an understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of our choices.

- Explain that the composition of digital images can be changed.
- Explain that colours can be changed in digital images.
- Explain how cloning can be used in photo editing.
- Explain that images can be combined.
- Combine images for a purpose.
- Evaluate how changes can improve an image.

RE

RE is covered through three key words – Explore, Engage and Respond.

Landmarks in Life

- explain why people celebrate special moments in the life cycle and suggest what this says about the identity and values of those taking part.
- identify important features of religious ceremonies and explain why these might be seen as important aspects of a believer's life.
- Link symbolic aspects of ceremonies to beliefs and teachings and explain why the ceremony might be important to those taking part
- Share ideas and experiences of ceremonies important to us and suggest what these might say about personal beliefs and values.

Music Blackbird

Knowledge

To know and be able to talk about:

- Singing in a group can be called a choir
- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
- Singing as part of an ensemble or large group is fun, but that you must listen to each other
- Texture: How a solo singer makes a thinner texture than a large group
- To know why you must warm up your voice

Skills

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To rejoin the song if lost.
- To listen to the group when singing.

PE

Cricket

- Develop control of the bat and ball, knowing how to throw and catch over an increasing distance, and hit the ball with the correct technique.
- Improve consistency and accuracy of skills when competing.
- Understand rules of the cricket and discuss tactics in game situations for both striking and fielding.

Athletics

- Apply a broad range of athletic skills in different ways. These skills, practiced in isolation and combination, include running, jumping, and throwing with control and consistency.
- Develop a greater athletic knowledge, allowing them to make decisions such as the appropriate running speeds needed to meet the needs of the task.

History

I can **analyse** multiple sources to find out about an element of the past.

I can **question** the past, exploring sourced to find the answers to my question.

I can **prove** or disprove a hypothesis using several sources.

I can **create** an accurate picture or description of the past using more than one source.

I can **sequence** and **describe** significant historical periods and events on a timeline, referring to dates and using BC and AD.

I can **describe** changes during specific time periods using subject specific vocabulary.

I can **sequence** events, changes and places on a timeline.

I can **justify** the chronology of key events within a period of history.

I can **reflect and prove** on how life has changed since a period studied to now.

I can **justify** reasons for the actions of significant people.

I can **identify** different ways the past is represented and interpreted.

I can **identify** and **explain** reasons for and results of historical events and changes within a period studied.

MFL

Within French lessons the children will cover the key areas of:

- Oracy (speaking and listening)
- Literacy, including grammatical understanding
- Cultural understanding
- Knowledge and language

Knowledge Content:

- Hobbies
- Opinions
- Weather