

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 will continue to focus on James and the Giant Peach.

In our narrative writing we will write a dialogue between characters in the text, as well as writing a mini adventure for James.

In our Non-fiction writing we will write a letter of persuasion as a neighbor who wishes to complain about the peach, and write a discussion piece linked to the text.

Our poetry focus will be Wind on the Hill, by A. A. Milne.

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 continue 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.

Mountains (Kilimanjaro) *Should fear impact your choices/decisions?*

RE

Our topic is titled Commitment: Lent. We will explore the beliefs and values of others and ask questions about the way commitment affects their lives.

This will be done through exploring the Christian season of Lent. We will discuss ways of preparation for Lent, how the behavior of Christians during Lent affects their way of life, and the specific commitments made during Lent.

PSHE

Our topic – Me and My Safety. We will learn to recognise the difference between right and wrong and apply this understanding in our own lives. We will also show an understanding of the consequences of our behavior and actions.

Summer 2

Maths

Money:

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.

Shape:

Understand angles as turns.
Identify, compare and order angles.
Know triangles, quadrilaterals and polygons.
Know lines of symmetry and complete a symmetric figure.

Statistics:

Interpret charts.
Comparison, sum and difference.
Interpret and draw line graphs.

Position and Direction:

Describe position using coordinates.
Plot coordinates.
Draw 2D shapes on a grid.
Translate on a grid.
Demonstrate translation on a grid.

Writing

Narrative:

Character dialogue.
Short story/mini adventure for James.

Non-fiction:

Letters of persuasion.
Discussion.

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 Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

Computing

Photo editing

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

Repetition in Games

Explore the concept of repetition in programming using the Scratch environment. We will modify existing animations and games using repetition. The final design will involve creating a game which uses repetition, applying stages of programming design

Art/DT

Sculpture – Henry Moore

- Plan, design and make models from observation or imagination
- Join clay adequately and construct simple base for extending and modelling other shapes
- Create surface patterns and textures in malleable materials.
- Use papier mache to create simple 3D object.

Structures – Pavilions

- Complete the design, make and evaluation process.
- Measure carefully to avoid mistakes.
- Attempt to make a product strong.
- Continue working on product even if original didn't work.
- Make a strong, stiff structure.

PSHE

Me and My Safety

- To differentiate between terms risk, danger and hazard.
- Understand school rules about health and safety.
- Understand the importance of protecting personal information, including passwords, addresses and images.
- Recognise their increasing independence brings increased responsibility to keep themselves and others safe.

RE

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

Commitment: Lent

- Link beliefs, values and actions and show how this can affect the actions people make.
- Identify important beliefs and values of faith communities and explain the impact of these on the behaviour of believers.
- Ask questions about the importance of beliefs and values for believers and make suggestions about the impact of commitment on their lives.
- Share ideas about right and wrong and talk about the challenge of their own commitments.

Music Reflect, Rewind and Replay

This term's unit is a consolidation of learning that has occurred throughout the whole year. Songs and musical activities will be revisited. We will continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Some knowledge and skills to be revisited include the following:

Knowledge

- To know and be able to talk about:
- Sing/play as part of an ensemble or large group is fun, but that you must listen to each other
- To know why you must warm up your voice.
- Key musical vocabulary: timbre, dynamics, tempo, rhythm etc.

Skills

- To sing/play in unison and in simple two-parts.
- To follow a leader when singing/playing.
- To enjoy exploring singing/playing solo.

PE

Rounders

- Understand rules of the game.
- Discuss and use tactics in game situations for both striking and fielding.
- Develop control of the bat and ball.
- Know how to throw and catch over an increasing distance.
- Hit the ball with the correct technique.
- Improve consistency and accuracy of skills when competing against themselves and against others.

Athletics (continued, for Sports Day)

- 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.

Geography

- Describe and understand key aspects of mountains.
- Use maps, atlases and globes to locate countries and describe features studied.
- Evaluate the effectiveness of different geographical representations of a location (such as aerial images compared with maps)
- Identify features on aerial/oblique photographs.
- Compare and contrast the features of a mountain in the UK to a mountain in another area of the world.
- Describe and understand key aspects of Volcanoes.
- Ask and answer geographical questions (about cause and effect, reliability, change and difference)
- Describe and understand key aspects of settlements.
- Describe and understand key aspects of land use.
- Describe and understand key aspects of Earthquakes.
- Plan, conduct and evaluate a study on an earthquake.

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:

- Opinions
- Weather