

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 The Firework Maker's Daughter.

We will be writing a setting description using The Firework Maker's Daughter as a stimulus.

Our Non-fiction writing will centre around persuasive letters to Lila's father. Our second non-fiction genre will be an explanation text, potentially linking to our Science topic.

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 The Firework Maker's Daughter. We will use the VIPERS approach to teach the skills of reading.

We will also enjoy listening a range of other texts including poetry so the children are familiar with a wide range of genres.

Tomb Raiders – Ancient Egypt.

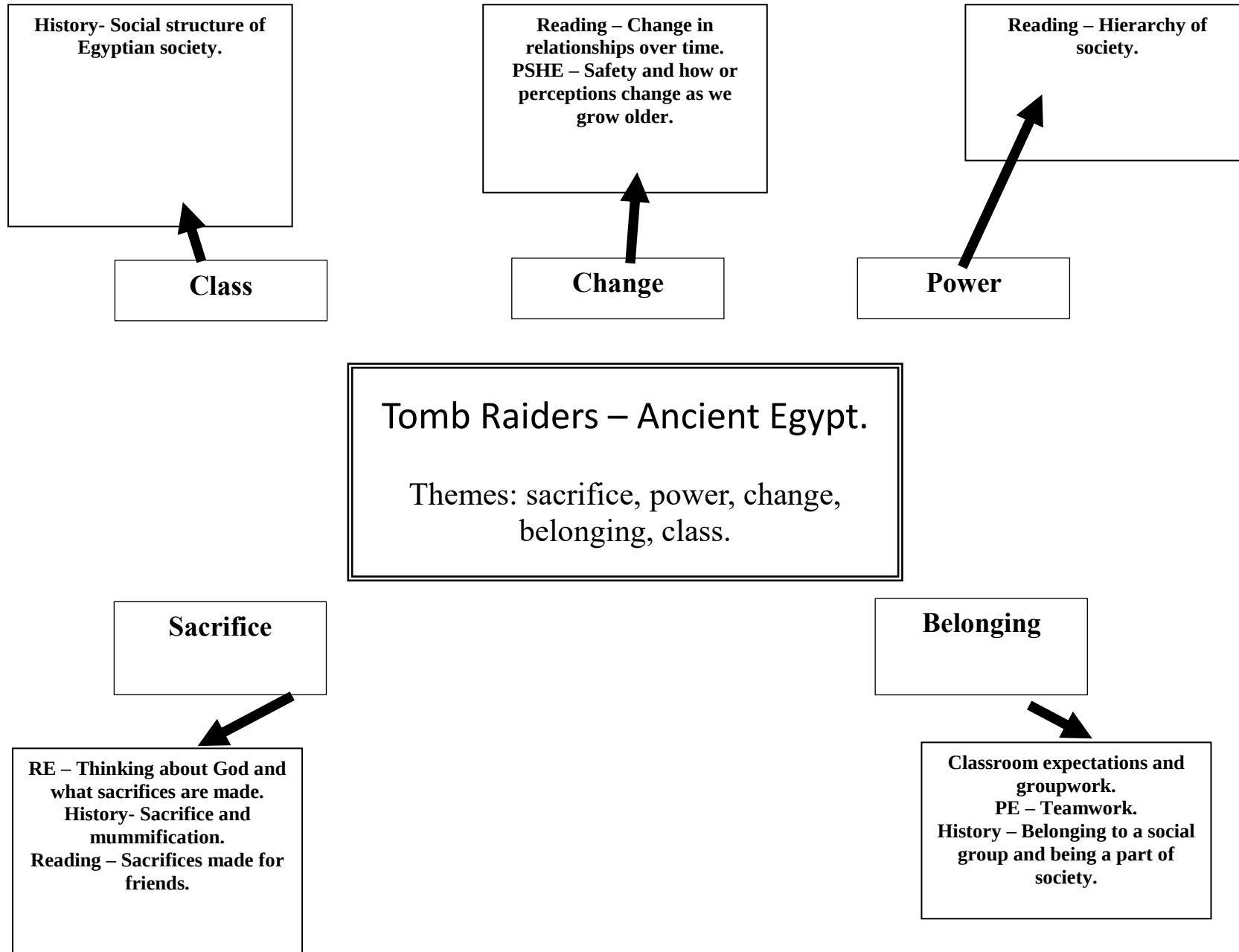
Themes: sacrifice, power, change, belonging, class.

RE

Our topic is all about the Sikhism. We will ensure our awareness of this faith is raised and we recognise and appreciate the similarities and differences we have.

PSHE

Our topic – Me and My Safety. This focuses on our safety around school, home and in the community. It also looks at the difference between hazard and risk and helps us better prepare ourselves to stay safe. Towards the end of the unit, we will look at online safety.



Spring 1

Maths

Addition and Subtraction

X7 times table and division facts
 X11 times table and division facts
 X12 times table and division facts
 Multiply by 1 and 9.
 Divide a number by 1 and itself.
 Factor pairs
 Using factor pairs
 Multiply by 10.
 Multiply by 100.
 Divide by 10
 Divide by 100
 Related facts – multiplication and division.
 Informal written methods.
 Multiply 2 digit number by 1 digit.
 Multiply 3 digit by 1 digit number.
 Divide a 2 digit number by 1 digit number.
 Divide a 3 digit number by 1 digit number.
 Solving correspondence problems.
 Efficient multiplication.

Writing

Narrative

- **Setting description**

Non-fiction

- **Persuasive letter**
- **Explanation text.**

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.

Spring focus = purple. 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, non-fiction 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 Spring focus = purple.

Science – Animals including humans

- [describe the simple functions of the basic parts of the digestive system in humans](#)
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

D&T

Food and Nutrition

- *explain how to be safe/hygienic
- *think about presenting product in interesting/ attractive ways
- *understand ingredients can be fresh, pre-cooked or processed
- *begin to understand about food being grown, reared or caught in the UK or wider world
- *describe eat well plate and how a healthy diet = variety / balance of food and drinks
- *explain importance of food and drink for active, healthy bodies
- *prepare and cook some dishes safely and hygienically
- *use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

RE

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

Thinking about God

Learners should be able to identify names and attributes used to describe God, link these with beliefs and explain how this might be different within and between faiths#

Learners should be able to make links between belief about God, the practices of believers and the choices they make in life

Learners should be able to identify the names and attributes they would want for themselves and to show how they might live up to this reputation

Computing – Creating Media

Computing – KS2

- Programming a screen turtle.
- Programming letters.
- Patterns and repeats.
- Using loops to create shapes.
- Decomposing.
- Creating a programme.

[Education for a Connected World links](#)

Copyright and ownership

- I can explain why copying someone else's work from the internet without permission can cause problems (Y3)
- I can give examples of what those problems might be (Y3)
- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it (Y4)
- I can give some simple examples (Y4)

PSHE

Me and My Safety

To differentiate between terms risk, danger and hazard

Understand school rules about health and safety

Understand other rules that adults follow

Understand the importance of protecting personal information, including passwords, addresses and images

Recognise that increasing independence brings increased responsibility to keep themselves and others safe

Music – Stop!

Knowledge

o know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:

- Some of the style indicators of that song (musical characteristics that give the song its style).
- The lyrics: what the song is about.
- Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).
- Identify the main sections of the song (introduction, verse, chorus etc).
- Name some of the instruments they heard in the song.

Skills

To confidently identify and move to the pulse.

- To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).
- Talk about the music and how it makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk try to use musical words.

PE

Dance & Gymnastics

- ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ♣ perform dances using a range of movement pattern

History

I can **analyse** sources to find information about events, people and changes.

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

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

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

I can **identify** key features of people's lives in the past.

I can **describe** key areas of the past (such as way of life).

I can **explain** how some of the things I have studied from the past influence life today.

I can **compare and contrast** people, events and artefacts studied.

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

I can recognise and **explain** the similarities and differences between periods of time.

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:

Animals

Family

Pets