



English

Written Texts:

- Limericks
- Non-chronological report – rivers.
- Descriptive writing using rivers as settings.

Grammar and Punctuation:

- Revision of word classes.
- Revision of sentence types.
- Basic sentence punctuation.
- Expanded noun phrases.
- Alliteration and similes.

Spelling:

- Ei, Eigh ,Ey
- /s/ ch
- Ou
- Homophones
- Apostrophe for singular possessions and contraction.

Topic Rivers



Class Book



Maths

This term the children will learn the following:

- Numbers to 10, 000.
- Number lines to 10, 000.
- Estimation on a number line to 10, 000.
- Comparing numbers up to 10, 000.
- Ordering numbers up to 10, 000.
- Roman Numerals.
- Rounding to the nearest 10, 100 and 1000.
- Adding and subtracting 1, 10, 100 and 1000.
- Adding 4 digits numbers with no exchange.
- Adding 4 digit numbers with 1 exchange.
- Adding 4 digit numbers with multiple exchanges.

Multiplication knowledge:

- 10x, 5x, 2x

<p style="text-align: center;">Science Animals, including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. <p>Working Scientifically:</p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries. Making systematic and careful observations. Gather, record, and present data in a variety of ways to help in answer questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Use straightforward scientific evidence to answer questions or to support their findings. 	<p style="text-align: center;">RE What do Christians learn from the Creation story?</p> <p><u>By the end of this unit, pupils are expected to:</u></p> <ul style="list-style-type: none"> Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'. Offer suggestions about what the story of Adam and Eve might show about human nature and how to act. Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave. <p><u>Pupils will know that:</u></p> <ul style="list-style-type: none"> The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	<div style="text-align: center;">PHSE Me and My School</div> <ul style="list-style-type: none"> Contribute to class rules. Explain what democracy means. Understand their role in the democratic process. Describe the role of a chairperson and secretary. Explain the democratic process of the School Council elections. Express an opinion in a respectful way. Explain how to raise an issue with the local Councillor. <div style="text-align: center;">Geography Rivers</div> <ul style="list-style-type: none"> Describe the water cycle, explain what a river is and locate the world's longest rivers on a map. Describe the water cycle, explain what a river is and locate the world's longest rivers on a map. Identify the stages and features of a river, and the way that land use changes from the source to the mouth. Recognise and explain how human activity affects rivers. Recognise and explain how flooding affects communities. Identify the key characteristics of one of the world's longest rivers.
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<p style="text-align: center;">Art Storytelling Through Art</p> <p>Disciplines: Drawing, Sketchbooks</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. • That we can use line, shape, colour and composition to develop evocative and characterful imagery. 	<p style="text-align: center;">PE Basketball</p> <ul style="list-style-type: none"> • To develop the attacking skill of dribbling. • To use protective dribbling against an opponent • To develop the bounce and chest pass and begin to recognise when to use them. • To develop tracking and defending an opponent. • To develop the technique for the set shot. • To be able to apply the skills, rules and tactics you have learnt to a mini tournament. 	<p style="text-align: center;">Computing The Internet</p> <ul style="list-style-type: none"> • To describe how networks physically connect to other networks • To recognise how networked devices make up the internet • To outline how websites can be shared via the World Wide Web • To describe how content can be added and accessed on the World Wide Web • To recognise how the content of the WWW is created by people • To evaluate the consequences of unreliable content.
<p style="text-align: center;">Spanish Los Instrumentos (Instruments)</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name ten instruments in Spanish . • Match all the new Spanish words to the appropriate picture . • Remember the words for at least five instruments and their correct gender in Spanish, unaided • To say that they play an instrument, of their choice correctly in Spanish <p style="text-align: center;">Fonetica (Spanish Phonics)</p>	<p style="text-align: center;">PE Swimming</p> <ul style="list-style-type: none"> • To develop an understanding of buoyancy and balance in the water. • To develop independent movement and submersion. • To develop gliding and crawl legs. • To develop front crawl breathing. • To develop gliding and backstroke. • To develop rotation, sculling and treading water. • To develop surface dives, submersion and handstands. • To develop head above water breaststroke technique. • To develop head above water breaststroke technique • To develop water safety skills and an understanding of personal survival. 	<p style="text-align: center;">Music Playing with rhythm and Rhythmic Structures</p> <p>This term we will rustle up rhythm pizza and beatbox with Beardyman! Beginning with activities to get children performing together rhythmically, the children will learn to follow musical instructions and experience how it feels to be the conductor! Throughout the term, the children will develop their knowledge of rhythmic notation and use movement to express these concepts. They will have fun exploring songs such as Harvest Samba and will learn how music can be built by combining layers of rhythm. Developing ensemble skills is a key focus and the children will learn to stick to their own part in a group as well as thinking about ways to improve their group performances. The term ends with children composing music within a rhythmic framework with a selection of activities to choose from – the children could write new lyrics to a song, explore rhythm grid notation or create a class composition using rhythmic motifs.</p>