



## English

### Written Texts:

- Limericks
- Explanation Texts

### Grammar and Punctuation:

- Revision of word classes.
- Revision of sentence types.
- Basic sentence punctuation.
- Fronted adverbials
- Paragraphs to organise ideas
- Cohesion through the use of nouns and pronouns

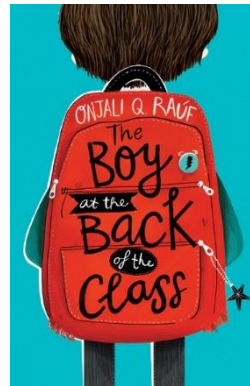
### Spelling:

- Revision of spelling techniques (e.g. pyramid words, missing vowels, rainbow words, fancy letters)
- Ei,
- Eigh ,Ey
- /s/ ch
- Ou
- Homophones

## 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:

- Consolidation of 10x, 5x, 2x

## Science

### Animals, including humans

Pupils should be taught to:

- 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.

#### Working Scientifically:

- 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.

## RE

### What do Christians learn from the Creation story? (Digging Deeper)

#### By the end of this unit, pupils are expected to:

- 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.

#### Pupils will know that:

- 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.

## PHSE

### Me and My School

- 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.

## Geography

### Rivers

- Describe the water cycle, explain what a river is and locate the world's longest rivers on a map.
- Describe how rivers are used around the world.
- 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.

<p style="text-align: center;"><b>D&amp;T</b> <b>Mechanical Systems: Making a slingshot car</b></p> <ul style="list-style-type: none"> <li>• To work independently to produce an accurate, functioning car chassis.</li> <li>• To design a shape that is suitable for the project.</li> <li>• To attempt to reduce air resistance through the design of the shape.</li> <li>• To produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.</li> <li>• To construct car bodies effectively.</li> <li>• To conduct a trial accurately and draw conclusions and improvements from the results.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Fitness</b></p> <ul style="list-style-type: none"> <li>• To recognise different areas of fitness and explore what your body can do.</li> <li>• To develop speed and strength.</li> <li>• To develop co-ordination.</li> <li>• To develop agility.</li> <li>• To develop balance.</li> <li>• To develop stamina.</li> </ul>	<p style="text-align: center;"><b>Computing</b> <b>The Internet</b></p> <ul style="list-style-type: none"> <li>• To describe how networks physically connect to other networks</li> <li>• To recognise how networked devices make up the internet</li> <li>• To outline how websites can be shared via the World Wide Web</li> <li>• To describe how content can be added and accessed on the World Wide Web</li> <li>• To recognise how the content of the WWW is created by people</li> <li>• To evaluate the consequences of unreliable content.</li> </ul>
<p style="text-align: center;"><b>Spanish</b> <b>Me Presento</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• revise basic greetings and will learn how to ask and answer the question 'how are you?'</li> <li>• consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?'</li> <li>• consolidate numbers 1-10 and will progress to learning numbers 11-20.</li> <li>• consolidate their knowledge of numbers 1-20 and apply this knowledge to be able to say how old they are.</li> <li>• ask and answer the question 'where do you live?' and be introduced to the simple adjectival agreement.</li> </ul> <p style="text-align: center;"><b>Fonetica (Spanish Phonics)</b></p> <ul style="list-style-type: none"> <li>• To recognise and say all of the sounds from LESSON 1/2 learnt in Year 3 - CH/J/N/LL/RR and CA/CE/CI/CO/CU.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Swimming</b></p> <ul style="list-style-type: none"> <li>• To develop an understanding of buoyancy and balance in the water.</li> <li>• To develop independent movement and submersion.</li> <li>• To develop gliding and crawl legs.</li> <li>• To develop front crawl breathing.</li> <li>• To develop gliding and backstroke.</li> <li>• To develop rotation, sculling and treading water.</li> <li>• To develop surface dives, submersion and handstands.</li> <li>• To develop head above water breaststroke technique.</li> <li>• To develop head above water breaststroke technique</li> <li>• To develop water safety skills and an understanding of personal survival.</li> </ul>	<p style="text-align: center;"><b>Music</b> <b>Playing with rhythm and Rhythmic Structures</b></p> <p>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 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>