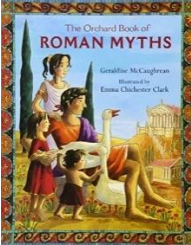

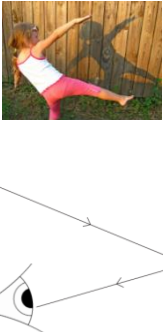




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<p style="text-align: center;">English</p> 	<p><u>Roman Myths by Geraldine McCaughrean</u></p> <p>Narrative – myth. In this unit, we will read different Roman myths and discuss the underlying themes and structure. We will explore the personalities of the Roman Gods through role play and writing in character including a diary entry and a mini school report! After revising the grammar and punctuation of dialogue, we will write a detailed conversation between Romulus and Remus. We will then plan our own myth, focussing on vivid, descriptive language including both similes and metaphors.</p>
<p style="text-align: center;">Maths</p> 	<p style="text-align: center;"><u>Year 3</u></p> <p><u>Fractions</u></p> <ul style="list-style-type: none"> To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions. To add and subtract fractions with the same denominator within one whole. <p><u>Money</u></p> <ul style="list-style-type: none"> To add and subtract amounts of money and to give change, using both £ and p in a practical context. <p><u>Time</u></p> <ul style="list-style-type: none"> To tell and write the time from an analogue clock, including using Roman Numerals from I to XII, and 12-hr and 24-hr clocks. To estimate and read time with increasing accuracy to the nearest minute. To record and compare time in terms of seconds, minutes and hours. To know the number of seconds in a minute and number of days in each month, year and leap year. To compare durations of times for events. <p style="text-align: center;"><u>Year 4</u></p> <p><u>Decimals</u></p> <ul style="list-style-type: none"> To order and compare numbers with the same number of decimal places up to two decimal places. To round decimals with one decimal place to the nearest whole number. To solve simple measure and money problems involving fractions and decimals to two decimal places. <p><u>Money</u></p> <ul style="list-style-type: none"> To estimate, compare and calculate different measures including money in pounds and pence. <p><u>Time</u></p> <ul style="list-style-type: none"> To read, write and convert time between analogue and digital 12 and 24 hour clocks. To solve problems involving converting from hours to minutes; minutes to seconds; years to months and weeks to days.
<p style="text-align: center;">Science</p> 	<p><u>Light and shadows</u></p> <p>In this project, Kandinsky will learn that light is a form of energy essential to life on Earth. They will learn that dark is the absence of light and that the Sun is Earth's main source of light and heat. They will identify light sources and reflectors and discuss their differences. They will investigate reflective and non-reflective materials and discuss the need for reflective materials in everyday life. They will learn about shadows and how they change shape when a light source moves. They will investigate whether transparent, translucent and opaque materials cast shadows and discuss their uses. They will ask scientific questions about light, reflectors and shadows and research to find the answers. They will complete their learning by investigating how shadows change during the day.</p>









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<p style="text-align: center;">RE</p> 	<p><u>Key question: For Christians, when Jesus left; What was the impact of Pentecost?</u></p> <p>In this unit, Kandinsky will find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else. They will begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today. They will make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God.</p>
<p style="text-align: center;">Art</p> 	<p><u>The Art of Display</u></p> <p>In this unit, we will begin to think about two very important aspects of making art: context and presentation. When we make art that others will see, it's important that we understand how we present the work will influence the way people see the work. This unit provides an opportunity for the children to discover and question the role of the "plinth" in sculpture. The children will create their own art gallery of everyday objects displayed as art.</p>
<p style="text-align: center;">Music</p> 	<p><u>Whole class instrument learning - recorders</u></p> <p>This term, we will be extending our knowledge of music notation by looking at pitch and the staff. The children will also learn the fundamentals of how to play the recorder. We will learn how to play as an ensemble, using dynamics and different tempos.</p>
<p style="text-align: center;">PSHE</p> 	<p><u>Managing safety and risks</u></p> <p>This unit focuses on introducing concepts of risk management in real life situations. The children will develop their understanding of ways in which risks might be assessed and reduced.</p>
<p style="text-align: center;">PE</p> 	<p>On Tuesdays, Kandinsky will be focussing on track and field skills, refining a variety of running, jumping and throwing techniques. The children will be encouraged to evaluate their own and others' performance.</p> <p>On Fridays, Kandinsky will have a specialist dance teacher. This term's focus will be learning and performing the Hakka.</p>
<p style="text-align: center;">Computing</p>	<p><u>Computer Science</u></p> <p>Year 3 - Scratch - Events and actions</p> <p>The children will explore the links between events and actions, whilst consolidating prior learning relating to sequencing. We will begin by moving a sprite in four directions (up, down, left and right). Then explore movement within the context of a maze, using design to choose an appropriately sized sprite.</p> <p>Year 4 - Introduction to Microbits as data-loggers</p> <p>The children will consider how and why data is collected over time using special input devices called sensors. We will collect data as well as access data captured over long periods of time. We will look at data points, data sets, and logging intervals.</p>
<p style="text-align: center;">French</p> 	<p><u>En classe (in the classroom)</u></p> <p>This term, Kandinsky will learn the French words for different items used in the classroom. They will practise asking for different items and use prepositions to describe where they are located.</p>
<p style="text-align: center;">Please remember</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> Reading diaries and reading books should be in school daily. Please encourage your children to read for at least 5 -10 minutes a day at home and to write in their reading diaries. For some children, continuing to read to an adult might be helpful to support them with pace and understanding. If your child is reading independently, please could we encourage you to discuss their books with them – What has happened so far in the story? What might happen next, who is their favourite/least favourite character? Why? And so on.



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| | <ul style="list-style-type: none">• PE Kits should be worn on Tuesday and Friday. Friday's indoor kit must enable us to see elbows and knees, but a warm PE kit may be worn over the top. Also, long hair must be tied back and earrings removed.• Mathletics home learning will be set each week – please try to complete this each week. This is a really important opportunity for the children to consolidate and reinforce the learning that has taken place in class and should not take the children any more than 20 minutes per week.• TT Rockstars is also a great resource provided by school and just 10 minutes each day will really improve vital skills in times tables including the inverse division facts. This is particularly important for Year 4 children to help them prepare for the Multiplication Tables Check held in June. |
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