

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>English - Writing</b><br/>Lessons will incorporate grammar, punctuation and spelling skills, comprehension skills and the composition of a range of text types. This half term, we will be focussing on the genre of persuasive speech. We will have a close focus on using the present perfect tense, using 'will' to indicate the future tense, and linking adverbs.</p> <p><b>English - Reading</b><br/>Our whole class reading lessons will cover different genres and a range of texts. We will develop prediction, inference, summarising and explaining skills.</p>                                                                                                                                                                                                      | <p><b>Science – Light</b><br/>We will learn to identify sources of light, describe materials as opaque, transparent or translucent, describe what shadows are and how they are formed and how to find the pattern between the size of a shadow and the distance of an object from the light source. We will continue to learn how to present findings using scientific vocabulary and formats.</p> | <p><b>Maths</b><br/>Our Maths work in this half term will be focused around:<br/>* Shape<br/>* Decimals</p> <p>Children will build competency through a range of activities designed to develop their fluency, reasoning, and problem-solving skills.</p> <p><i>It is REALLY important that the children have regularly and consistent practise learning their times tables facts and related division facts. 'Little and often' is better for long term recall.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Geography – Mountains</b><br/>We will use maps to locate the key features of countries, focussing mainly on recognising the physical features of a country and locating mountains and mountain ranges. We will then learn the features of both individual mountains as well as mountain ranges, how mountains are formed and how this links to their location on Earth. This will lead the children onto exploring the impact of climate change and tourism on mountainous regions.</p> <p><b>History – Ancient Greece</b><br/>We will study different aspects of Ancient Greek life; learn where democracy was born, how Ancient Greece was actually made up of separate city-states who didn't get on, and how they Ancient Greeks contributed to our modern-day society.</p> | <p><b><u>Term: Summer 2</u></b><br/><b><u>2024/25</u></b><br/><b><u>Class 3 – Year 3 &amp; 4</u></b></p>                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>RE</b><br/>Our RE unit of work asks the question, 'How and why do people try to make the world a better place?'. We will learn about how Jewish, Christian, Muslim, and non-religious people try to care for the world.</p> <p><b>PSHE</b><br/>Growing and Changing is the focus of our next unit of work. This work will include looking at the difference between safe and unsafe secrets, changing feelings and changes during puberty.</p> |
| <p><b>MFL – French</b><br/>Modules are taken from the Language Angels scheme of work:<br/>* Ice-Creams<br/>* Presenting Myself</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Music</b><br/>Following the 'Kapow' scheme of music, we will learn about 'Adapting and transposing motifs.'</p>                                                                                                                                                                                                                                                                              | <p><b>Computing</b><br/>All modules are taken from the National Centre for Computing Education scheme of work:<br/>*Programming – Events and actions in programs</p>                                                                                                                                                                                                                                                                                                     | <p><b>PE</b><br/>PE this half term will be:<br/>*Athletics<br/>*Cricket / rounders</p> <p><b>Trips/dates to note:</b><br/><b>04/06 – Year 4 MTC Test</b><br/><b>11/06 – Sports Day</b><br/><b>18/06 – Lion King Trip</b><br/><b>27/06 – Summer Fayre</b><br/><b>30/06 – Class Transition</b><br/><b>03/07 – Summer Concert</b><br/><b>09/07 – Leavers' Service</b></p>                                                                               |