



Research Question:
What makes the earth angry?
Where in the world are we?

ENGLISH

Children will:

- Explore a variety of text genres this term beginning with traditional tales, where we will be using the original story of Little Red Riding Hood learning about the elements of character, setting and speech, leading to creating our own versions of the story.
- We will look at reports linked to events in school. Children will write their own reports about an event school. After half term we will continue reports but will link them to our topic.
- Again, linking to our topic children will create information texts in various forms including leaflets, texts and posters. This will also be part of the home learning.

In addition, children will:

- Be taught to develop a positive attitude towards reading as well as discussing and sharing a book with others. They will be encouraged to identify themes within genres and recognising different forms of poetry. We will have a focus text each week covering a variety of genres. Children will explore the language and features of the text and answer question including who, what, when, where, why, find, explain, compare, infer and predict. This will develop their comprehension of the texts we read.

Through daily activities children will

- Be taught spelling rules, patterns and strategies through the school's 'No Nonsense Spelling Scheme'.
- Have focussed daily SPAG lessons including vocabulary, grammar and spelling patterns.
- Year 3/ 4 spellings from the statutory list will be taught alongside 'No Nonsense spelling.' Children are encouraged to use their planners to access these words in the classroom making them independent learners.
- Children will also have daily phonics and handwriting.

MATHEMATICS	<p>Children will:</p> <ul style="list-style-type: none"> • Explore multiplication and division developing fluency. • Children will learn methods using 'White Rose Maths' • Children will develop the skills to divide using knowledge of multiplication • Focus will be upon helping children solve simple problems using efficient written and mental methods. • Children will develop a knowledge of using pounds and pence and giving change • Statistics and how they link across the curriculum. • Measurements : length and perimeter • Fractions (this will carry over to next term) • Multiplication will be a focus, with children encouraged to work through and become fluent with their 3, 4 and 8 times tables. Revision of 2, 5 10s will also happen. Children will do 'speed' TTRS weekly to improve fluency and times of recall. <p>All these areas will be covered during our 'Quick Maths' every day , as well as revising previous learning .</p>
RELIGIOUS EDUCATION (RE)	<p>Religion/Worldview: Christianity vs Humanist</p> <ul style="list-style-type: none"> • The importance of Love and forgiveness in the Christian tradition. • Utilitarianism • Role of the law and police and society. • Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. • Talk about the difference between 'knowing' and 'believing' • Recognise that it is difficult to define right, wrong, good, & bad • Recognise some of the similarities and differences between these ideas • Look symbols of Humanism and Christianity

SCIENCE	<p>Magnets and Forces This will link to our topic Extreme Earth</p> <p>Children will:</p> <ul style="list-style-type: none"> • Investigate how objects move on different surfaces • Explore how magnets attract and repel each other. • Describe the two poles of magnets. • Identify some magnetic and non- magnetic materials. • Predict whether materials will be attracted to or repelled from a magnet. <p>Investigate forces and understand their link to our planet(Cross curricular learning with topic)</p> <p>Light</p> <p>Children will:</p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Explore through investigation that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Identify how shadows are formed. • Create an experiment to test the size of shadows and apply their skills.
Computing	<p>E-Safety – How can we keep safe online? Including work on E safety day</p> <p>Children will:</p> <ul style="list-style-type: none"> • Learn how to use technology safely, respectfully and responsibly • Recognise acceptable/unacceptable behaviour • Identify a range of ways to report concerns <p>Basic Skills</p> <p>Children will:</p> <ul style="list-style-type: none"> • Apply their skills and knowledge of using a computer to word process, save, print, edit and retrieve documents effectively and independently. We will use word to create a class prayer book. • Children will look at simple coding. <p>I-pads</p> <p>Children will:</p> <ul style="list-style-type: none"> • Continue to use I-pads for Rockstars and Numbots as well as research • They will learn to use Pic collage and link this to all subjects across the curriculum.

	<ul style="list-style-type: none"> • In the mornings and as part of homework some children will also use letter join and Nussy • I would like all children to be developing touch typing skills. • All children will have access and the use of LBQ in school for revision.
GEOGRAPHY	<p>What makes the Earth angry? Children will:</p> <ul style="list-style-type: none"> • Understand the inner structure of the Earth. • Understand how volcanoes and earthquakes are formed, how and what causes them to occur • Locate significant volcanoes and volcano activity using world maps. • Study key aspects of physical and human geography in the wake of a natural disaster. <p>Where in the world are we? Children will:</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe. • Name and locate counties and cities and rivers of the United Kingdom. • Use maps, atlases and globes to locate countries. • Learn about some of the world's longest rivers and their varying characteristics. • Identify the features of a river from source to mouth, using the correct vocabulary to describe. • Complete a case study of the River Stour, following its journey and parts and locating this on a map.
ART/DESIGN + TECHNOLOGY	<p>Artist Study- Seurat Children will:</p> <ul style="list-style-type: none"> • Look at the life and works of George Seurat. • Explore how and why he used pointillism in his work and the effect it created. • Use pointillism to create volcano artwork in the style of Seurat. <p>Design and Technology Children will:</p> <ul style="list-style-type: none"> • Use our topic of 'What makes the Earth angry?' to design and sculpt a volcano as part of a team.

	<ul style="list-style-type: none"> Record their ideas within sketch books building up a portfolio of different techniques used throughout the term to review. They will evaluate their work at each step, deciding what went well and what they would change next time. Work with a range of materials including, paint, pencil and Modroc to create sculptures of volcanoes.
LIFESKILLS (PSHE)	<p>Living in the Wider World Children will:</p> <ul style="list-style-type: none"> Recognise the role of different rules in society and consider the impact these have on how we live our lives. Understand the importance of Human Rights and learn about their own rights as children in society. Identify as part of a community and discuss the influence this has Explore how to manage money and understand the importance of budgeting. <p>HRSE Children will:</p> <ul style="list-style-type: none"> Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch
PHYSICAL EDUCATION (PE)	<p>Squash</p> <ul style="list-style-type: none"> The children will have squash lesson from outside coaches. They will prepare for 'The Roman cup' at Colchester Garrison. Skills will also be practised during class PE sessions <p>Cool Core Children will:</p> <ul style="list-style-type: none"> Learn techniques that are similar to pilates Be able to link agility to core strength Be able to perform core strength moves with accuracy Understand how hula hoops improve core strength Develop activities into a circuit order to improve fitness levels

MUSIC	<p>Children will:</p> <ul style="list-style-type: none"> • Follow Charanga -Three little birds looking at the work of Bob Marley • They will listen and appraise • They play musical games using pitch, rhythm and pulse
<p>Home Learning. Linked to Extreme Earth Spring 1 Research a volcano anywhere in the world and produce a fact file. Linked to Art Spring 2 Research the work of Seurat More details will come out about these later in the term. Practise Y3/4 spelling words. Begin to explore touch typing (part of homework and in class activity) – BBC bitesize. Visits – All children will experience a trip to the Garrison Squash courts, some children will be selected to represent the school at the annual Roman Cup competition.</p>	