

<p>Reading</p>	<p>Class Text: Tin Forest Iron Man</p> <p>Focus 1: Role of character: Who are they?</p> <ul style="list-style-type: none"> • Is Hogarth presented as a hero or as a villain? And the Iron Man? • What makes them appear this way? • How do they compare to characters in other stories? <p>Focus 2: Structure/plot:</p> <ul style="list-style-type: none"> • What sort of genre is this story? • Consider common fairy tales but also the science-fiction component of the story – what assumptions can be made around how the story might end? • How predictable is the appearance of the Space-Bat-Angel-Dragon? • Is this deliberate? <p>Focus 3: Themes/messages or ideas:</p> <ul style="list-style-type: none"> • What is this story really about? • What messages might Ted Hughes have been trying to communicate? • How does this compare to other work by Ted Hughes, or other authors trying to communicate similar messages?
<p>Writing Genre:</p>	<p>Fiction: Suspense Stories Non-fiction revisit: Instruction texts ('A book for the ages') Model Text: The Iron Giant</p> <p>Handwriting:</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters: prioritise particularly the main letter bodies etc. increase the legibility, consistency and quality of their handwriting. <p>Transcription:</p> <ul style="list-style-type: none"> • Adding –ly to create adverbs: sadly, completely, usually • Y3/4 common exception words: accident(ally), actual(ly), complete(ly) extreme(ly), important(ly), natural(ly), occasion(ally), particular(ly), possible/ly, probably, recent(ly), regular(ly), separate(ly) <p>Composition:</p> <ul style="list-style-type: none"> • Consciously use paragraphs to organise and group ideas across the sections of their story - clear 5 part structure used at this stage, with the language of paragraphing. • Develop suspense through particularly use of setting description • Describing the actions/reaction of the MC • Developing awareness of effect on the reader through the idea of 'unknowns'.
<p>SPAG</p>	<p>Spelling:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them. • Add the following suffixes to spell words: -tion, -ation. <p>Punctuation and Grammar:</p> <ul style="list-style-type: none"> • Consolidate sentence accuracy fundamentals from Year 3 such as capital letters and finger spaces. • Use of paragraphs to organise ideas around a theme. • To develop an understanding of standard English forms for verb inflections (instead of local forms).
<p>Mathematics</p>	<p>Number – Place Value</p> <ul style="list-style-type: none"> • Identify, represent and estimate numbers using different representations. • Find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). • Compare and order numbers up to 1000 • Read and write numbers up to 1000 in numerals and in words. • Solve number problems and practical problems involving these ideas. • Count from 0 in multiples of 4, 8, 50 and 100

	<p>Number – Addition and Subtraction</p> <ul style="list-style-type: none"> • Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. • Estimate the answer to a calculation and use inverse operations to check answers. • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. • Add and subtract amounts of money to give change, using both £ and p in practical contexts. • Balancing equations <p>Arithmetic</p> <ul style="list-style-type: none"> • To know how to count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward • To know the place value of each digit in a three-digit number (hundreds, tens, ones) and identify a missing part in standard partitioning (e.g. $100 + _ + 2 = 142$) • To know how to find 10 or 100 more or less than a given number • To know how to add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds • To know and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems • To know how to add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction <p>Problem Solving Focus</p> <ul style="list-style-type: none"> • Visualising • Reasoning Logically
<p>Science</p>	<p>Animals Including Humans</p> <ul style="list-style-type: none"> • To classify the food types according to the information on the cards. They will then determine what function the food types will contribute to. Food contains a range of different nutrients –carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water– and fibre that are needed by the body to stay healthy. A piece of food will often provide a range of nutrients. • That animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need. • To explore the skeleton of a human body, where the bones are placed and what are some called. • To use secondary sources to support and evidence findings. • Humans ,and some other animals, have skeletons and muscles which help them move and provide protection and support • Vertebrates are animals that have a backbone. These skeletons are called endoskeletons - this means that the skeletons are on the inside of the bodies. These skeletons grow with the bodies. • When the skeleton exists outside the body, it is called an exoskeleton. An exoskeleton is a covering that supports and protects animals. These have to be shed and a new skeleton is grown. • The three most important things a skeleton does are: <ul style="list-style-type: none"> provide support and shape to an animal’s body allow movement through the joints protect organs (e.g. the skull protects the brain) • That joints are where bones meet - they allow our bodies to move. • That muscles contract and relax. • If you place an elbow on a desk and lift your arm up, muscles in your upper arm, (biceps) contract while muscles behind the upper arm (triceps) relax. The muscles work together and in opposition to allow your arm to move.

	<ul style="list-style-type: none"> • When one muscle contracts, the other relaxes. • It is said that the limb muscles work antagonistically. • The biceps curls the arm toward the head when it contracts. • The triceps straightens the arm when it contracts. • The Quadriceps straightens the leg by contracting. • The Hamstrings bend the leg by contracting. • Muscles are connected to bones by tendons.
<p>Religious Education</p>	<p>What does it mean to be a Christian in Britain today? (Term 1&2)</p> <ul style="list-style-type: none"> • That we all belong and that some of the groups we belong to are religious. • What you might find and what people might do in a Christian home that show their faith e.g., Bible, crucifix, palm cross and the links to the Easter story; praying, reading the Bible and giving money to charity • How people in the Church community show their faith - Sunday school, youth groups- girls and boy's brigade. • That Christians show their faith in the wider community for the good of others- visiting the sick, charity groups (Christians against poverty), food banks. • About the actions of other faiths in supporting others e.g., In Islam Ramadam is about giving alms and doing good deeds to others. • To explore why it is good and difficult being a Christian in Britain today – sense of community; someone to talk to; it's difficult being different; time commitment. • About the life of important Christian's and their impact on the world – Mother Theresa, Archbishop Justin Welby.
<p>Physical Education</p>	<p>Fundamentals</p> <ul style="list-style-type: none"> • To develop balancing and understand the importance of this skill. • To demonstrate good technique when running at different speeds. • To develop agility using a change of speed and direction. • To develop technique and control when jumping, hopping and landing. • To develop skipping with a rope. • To apply fundamental skills to a variety of challenges. • To understand how the body moves differently at different speeds. <p>Ball Skills</p> <ul style="list-style-type: none"> • To develop confidence and accuracy when tracking a ball. • To develop confidence and accuracy when tracking a ball. • To explore and develop a variety of throwing techniques. • To develop catching skills using one and two hands. • To develop dribbling a ball with hands. • To use tracking, sending and dribbling skills with feet. • To explore a variety of throwing techniques and learn to select the appropriate throw for the situation.
<p>History</p>	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> • That in Britain, the Stone Age, Iron Age and Bronze Age was a period from around 15,000BC to 43AD (Roman invasion). • That although historians use sources to find out about the past and make claims about prehistoric Britain, depending on the time period, some of these sources may be limited. • That historical understanding of the Stone Age, Bronze Age and Iron Age is based on limited specific sources including: tools, pottery, weapons, & Skara Brae village. • How technology changed from simple stone tools to the forging of metals and how this lead to wider farming. • How homes and buildings changed from the Stone Age to the Iron Age, specifically: tents made from branches and hides for hunter-gatherers; stone houses; thatched buildings with timber & clay walls; round houses & hillforts. • That Britain was made up of a number of Celtic tribal kingdoms during the Iron Age, based at a hillfort. • To know that Dover Castle was built on the site of an Iron Age hillfort. To know that modern-day Canterbury is built on the site of an early Celtic settlement.

	<ul style="list-style-type: none"> To suggest why some sources from the Romans may be biased and not historically accurate representations of this period of time.
<p>RSHE</p>	<p>Relationships (Terms 1 & 2) Families and close positive relationships</p> <ul style="list-style-type: none"> The importance of friendship and recognise that healthy friendships have a positive effect on wellbeing. To explore strategies for building positive friendships and understand the benefits of making new friends and having different types of friends whilst considering themselves and what they learn from friendship. That mutual respect, trust, honesty, loyalty, kindness, generosity, sharing interests and experiences, and supporting problems and difficulties are characteristics of a positive healthy friendship and that healthy friendships make people feel included. To evaluate and resolve disputes and reconcile differences positively and safely in order to understand that friendships have ups and downs and that they can change over time. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this and their own feelings and ask for support if necessary. To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or share a secret. To recognise the impact of bullying, both offline and online, and the consequences of hurtful behaviour and that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying. That they must tell a trusted adult if they or someone else is being bullied. <p>Ourselves Growing and Changing</p> <ul style="list-style-type: none"> That their body belongs to them and if someone does something to it that they are uncomfortable with, they should tell them to stop and this should always be listened to. Similarly, they must always stop if someone else is uncomfortable with, or unhappy about, something they are doing. That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable. The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families and foster parents) and that families of all types can give family members love, security and stability. That they can talk to a trusted adult at school or outside of school if anything in their family is making them feel unhappy or unsafe or for any help and support.
<p>Music</p>	<p>Recorders and Folk</p> <p>Singing</p> <ul style="list-style-type: none"> To perform action songs confidently and in time to a range of actions. <p>Listening</p> <ul style="list-style-type: none"> To develop an appreciation of music from other cultures and traditions. To identify that songs are from different places in the world. Know that Folk music is the traditional music of a country or region. <p>Composing</p> <ul style="list-style-type: none"> To improvise using tuned and untuned instruments and invent on the spot responses using a limited note range. <p>Performing</p> <ul style="list-style-type: none"> That the pitch changes when different holes are covered with your fingertips. To develop facility in playing the recorder. To play and perform melodies following staff notation as a whole class or trios and quartets. The symbols for crotchet, quaver, crotchet rest and treble clef That the notes are written on the lines or in the spaces of a stave. That music for the recorder is written on the treble clef.

	<ul style="list-style-type: none"> • That staff notation is used by musicians to write and share music so that others can play it and that musicians use staff notation to read, learn and play new and familiar pieces of music.
<p>Art</p>	<p>Still life drawing Shading techniques</p> <ul style="list-style-type: none"> • That observation is copying what you see but abstraction is when you use your imagination and draw things that may not be observed. • That not everybody will visualise the same thing when drawing from their mind. • That still life is art of non-moving things, often from our day-to-day lives, and these items can be both made by people and from nature. • That a likeness is when art looks the same as (or very similar to) the reference being drawn/painted. • That the proportions of an object are how tall/wide it is and the overall shape. • That a better likeness can be achieved by drawing the proportions as accurately as possible. • That we can make 2D art look 3D by adding shading. (see Shading below) • To apply various shading techniques, using light source and cast shadow. • That shading means to darken or colour a piece of art. • That different shading techniques can be used separately or together for different results. • To use observation to say which techniques an artist has used and the effect it has created. • That lighting can affect how we see things and therefore can change how we draw or paint them. • That highlights are where the light source shines on an object, and is usually the brightest/palest part, whilst shadows are cast on the opposite side of a light source, and are usually the darkest part. • That pencils use a HB grading system: H means harder and lighter, B means darker and softer, and the numbers show how hard or soft they are. • How to use different types of pencils (HB, 2B, 8B) to create lighter or darker strokes when shading a piece of art. • That there are different shading techniques. • That a gradient is a gradual, not sudden, change from light to dark. • To decide which grade of pencil they prefer to shade with and explain why.
<p>Primary Languages – Spanish</p>	<p>Presenting myself (me presento)</p> <p>Vocabulary To ask somebody and reply about how they are feeling, their age, name and where they live in Spanish.</p> <ul style="list-style-type: none"> • Hello (<i>¡Buenos días!</i>), • Hi (<i>¡Hola!</i>) • How are you? (<i>¿Cómo estás?</i>) • I am well/good (<i>estoy bien</i>) • I am not well (<i>estoy mal</i>) • So so (<i>más o menos</i>), • And you (<i>y tú</i>), • Very (<i>mu</i>y), • Goodbye (<i>¡Adiós!</i>), • See you soon! (<i>¡Hasta luego!</i>), • What is your name? (<i>¿Cómo te llamas?</i>), • My name is (<i>me llamo</i>) • How old are you? (<i>¿Cuántos años tienes?</i>) • I am...years old (<i>tengo ... años</i>) • Where do you live? (<i>¿Dónde vives?</i>) • I live in (<i>vivo en</i>) • London (<i>londres</i>), • I am English (<i>soy inglés/inglesa</i>) • I am Spanish (<i>soy español/española</i>) • I am from England (<i>soy de Inglaterra</i>)

- I am from (*soy de*)
- How to say what nationality and explain how the pronunciation changes if you are a girl or boy.
- That there are lots of different languages and nationalities and that being able to communicate with other people around the globe is important.
- To listen to a short conversation and write down the key words.
- To have a short conversation (role play) using the learnt vocabulary.
- To write a short paragraph introducing yourself including name and age.
- To translate the key vocabulary from English to Spanish and vice versa.

Grammar:

- That, in Spanish, a capital letter is not needed on nationalities.
- That in different languages, there are different grammatical rules and it is important to understand what these are and how to apply them.
- That the verb 'to have' (*tener*) is used to tell our age e.g. '*tengo 10 años*' means 'I have 10 years'.
- That adjectival agreement applies when saying our nationality in Spanish depending on whether you are a boy or girl.

Phonics:

- That accents are only placed over vowels in Spanish and indicates that the vowel is stressed.
- How to say the CO in '*cómo*' and the CU sound in '*cuántos*'.
- That other languages sound different to our own because they follow different phonemic rules.
- That words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable.

Cultural links:

- Watch videos of Spanish children (as well as children from around the globe) introducing themselves