

Computing

"Move it and Sort it!" Y3: programming and de-bugging.
"Become a games designer" Y4: sequencing events to create a game.

Art

We will learn about great artists in history.

Improve their art and design techniques including sculpture using a range of materials (charcoal, ink)

DT We will create a class Victorian fairground using a variety of resources.

RE/PHSCE

How do Jews worship at home?
What is the Festival of Passover?

Shavuot - The Giving of the 10 Commandments and Torah

How do Jews Worship in the Synagogue?

PE

Sporting Influence will teach the children competitive invasion games.

Maths -

To be able to identify 2D and 3D shapes.
To use equipment to create 3D shapes.
To understand lines of symmetry and reflect a given shape.
To consolidate mental and written methods for addition, subtraction, multiplication and division.

Summer 2018

The Victorians

Experience Day

Tasting gruel, Victorian jobs, Victorian handwriting

Visits - Beamish - 23/05/18

Literacy

-Historical narrative - Y3 - Chimney Child
Y4 - Street Child

Writing persuasive letters

Writing non-chronological reports

Poetry

History

The children will put events from the Victorian era in chronological order

The children will use photographs and diary extracts to compare Ripon today and Victorian Ripon. The children will compare Victorian schools with school today.

Science: Animals including Humans

The children will learn about the different parts of the body which form the human digestive system and be able to explain their functions by naming and labelling them.

The children will be able to name different teeth and explain how to look after them, beginning to understand hygiene needs.

Music - In the Past

Learning to play a Renaissance dance from notations

Reading and understanding simple musical structures

Creating a performance together as a class.

MFL -

Les sports - Learning about sports in French

La Météo - Learning weather vocabulary in French

Computing

Use a variety of tools to create a program
Know that I need to keep testing my program while I am putting it together.
Recognise that an algorithm will help me sequence more complex programs.
Recognise an error in a program and debug it
Recognise that using algorithms will also help solve problems in other learning such as Maths.

Art and Design:

DT: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Art: Arts and Crafts: focus on William Morris and create printing designs.

PE

Play competitive games, modified where appropriate and apply basic principles for attacking and defending

Perform dances using a range of movement patterns

PHSCE & RE Describe in the correct sequence the main elements of the festivals they have studied explaining the central symbolism involved; draw on their own experience and previous learning in RE to show understanding of why remembering key events in Jewish history are important to Jewish families. They will identify the key areas of worship in the home and understand that worship in the synagogue brings people together as a wider faith community.

Maths

Geometry

Draw 2-D shapes and make 3-D shapes using modelling materials;
Recognise 3-D shapes in different orientations and describe them;
Identify lines of symmetry in 2-D shapes presented in different orientations
recognise that angles are a property of shape or a description of a turn
identify right angles,
Recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn;
Identify whether angles are greater than or less than a right angle (acute, obtuse)
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
Compare and classify shapes based on their properties. Interpret graphs. Plot coordinates on a grid (2D).

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Experience Days:
Beamish - 23/05/18

Literacy -

Understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. I/we do, you do, he/she/does, they do.

Understand and use **determiners**.

Show relationships of time, reason and cause through **subordination and conjunctions**; when, before, after, while, if, because, although.

Ensure grammatical agreement in speech and in writing of pronouns and verbs, e.g. I am, we are.

Use of the **present perfect** form of verbs instead of the simple past (for example, *He has gone out to play* contrasted with *He went out to play*)

Identify colons, semi colons and hyphen within a text.

Possessive pronoun and its function. Understand and use prepositions. Comparing

MFL - Speak with increasing confidence, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

History

Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
A significant turning point in British history, for example, the first railways or the Battle of Britain
A local history study

Science - Animals including Humans and Sounds

I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

I can identify that humans and some other animals have skeletons and muscles for support, protection and movement

I can describe the simple functions of the parts of the digestive system in humans

I can identify the different types of teeth in humans and their simple functions

I can construct and interpret a variety of food chains, identifying producers, predators and prey

Music - In the Past

- Pupils develop an understanding of the history of music
- Pupils perform, listen to, review, and evaluate music across a range of historical periods and styles, including the works of the great composers
- Pupils use and understand musical notations, including staff notation
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures