Year 4 Term 3 Topic Web

Dear Parents/ Carers,

Welcome to the Term 3 Topic Web which provides the details of pupil learning and curriculum content for the forthcoming term.

Looking back on Term 2, there were a number of key highlights. Despite a few initial set backs, the Carols by Candlelight' was a great success. Our Y4 and Y5 pupils retold the 'Christmas Story' in spectacular fashion and sang beautifully.

Y4 pupils continued to make pleasing progress across the curriculum. They created thoughtful and thought provoking poetry based on Remembrance. They also let their creativity shine through with some excellent 'Warp and Weft' woven projects and delicious flapjacks (complete with well-designed packaging) as part of our Fresh Food, Good Food topic. Pupils were immersed in the magic of Leon and the Place Between and their diary entries reflected their high quality writing.

We look forward to what's in store for Term 3. In the interim, if you have any questions about the contents of this document, please do not hesitate to get in contact.

Kind Regards

Mrs Nurmahomed (Jaguars)
Mr Frost (Leopards)

Parent Communication: SeeSaw

Hopefully all parents will now have the sign-in sheets for their SeeSaw accounts and information on how parents/ carers can access these. SeeSaw will be used as a way of communicating messages at a whole class level (i.e. reminders, sharing successes, key information).

If you would like to meet or speak with class teachers about your child, we ask that this be communicated through the school office email account or speak to teachers at collection.

Home Learning/ Supporting at Home:
Each week, pupils will have 'Home Learning Books' sent home on Wednesday.

These will contain:

- 1 x Maths home earning assignment
- 1 x English home learning assignment
- Weekly spelling lists (8 spellings)

We ask that pupils complete the assignments and hand them in for the following Tuesday. This allows teaching staff to look over the completed assignments and support pupils where needed.

Spellings will be tested each Wednesday.

Pupils have their reading books and diaries based on their reading level. We encourage parents to read with pupils as much as possible, as the benefits of reading across all areas of learning are significant. Reading diaries will be checked each week and books changed on a weekly basis where necessary. Please ensure that when your child reads with an adult at home, this is signed in the reading record.

Year 4 MTC Check:
Information about the Year 4 Multiplication Tables Check can be found in the Maths section of this document. Pupils will have logins for https://www.timestables.co.uk/ which has excellent resources and a platform which replicates the actual MTC Check. Daily practice of X-tables is extremely useful as multiplication and corresponding division facts are needed across multiple domains of the Maths curriculum.

Supplementary Learning:
Pupils now have logins for both Doodle Maths and Spelling Shed.

These are fantastic additional optional resources for pupils to support their learning in Maths and English.

T3 Spelling Progression

Week 2 (Test Date: 14.1.2026)
Words where 'ch' makes a /sh/ sound

Spelling Shed
Words where 'ch' makes a /sh/ sound

- chef
- quiche
- parachute
- chalet
- chandelier
- crochet
- brochure
- chaperone
- chute
- machine

Week 3 (Test Date: 21.1.2026)
Challenge Words

Spelling Shed
Challenge Words 4.12

- complete
- continue
- experiment
- famous
- favourite
- February
- naughty
- material
- knowledge
- remember

Week 4 (Test Date: 28.1.2026)
Words ending in '-sion'

Spelling Shed
Words ending in '-sion'

- erosion
- explosion
- tension
- provision
- invasion
- exclusion
- extension
- expansion
- comprehension
- suspension

Week 5 (Test Date: 4.2.2026)
Words ending in '-ous'

Spelling Shed
Words ending in '-ous'

- disastrous
- tremendous
- precious
- jealous
- enormous
- marvellous
- dangerous
- poisonous
- mountainous
- perilous

Week 6 (Test Date: 11.2.2026)
Words ending in '-ous' including those where 'ge' from the base word remains

Spelling Shed
Words ending in '-ous' including those where 'ge' from the base word remains

- disadvantageous
- courageous
- ridiculous
- nervous
- rapturous
- carnivorous
- torturous
- famous
- outrageous
- adventurous

Spelling Shed

Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

T3 English: Escape from Pompeii

by Christina Balit

Writing skills within this unit:

Basic Skills (Gateway Keys)	Mastery Keys	Feature Keys
• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use conjunctions, adverbs and prepositions to express time, place and cause • Create characters, settings and plot in narrative • Group related ideas into paragraphs	• Variety of verb forms used correctly and consistently including the progressive and the present perfect forms • Use Standard English for verb inflections • Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs) • Use and punctuate direct speech (using dialogue to show the relationship between characters)	• Write a sequence of events to follow the structure of the model story • Write an opening paragraph and further paragraphs for each stage • Create dialogue between characters that shows their relationship with each other • Use 3rd or 1st person consistently • Use tenses appropriately • Add historical detail to describe characters, setting and events

Reading comprehension covered:

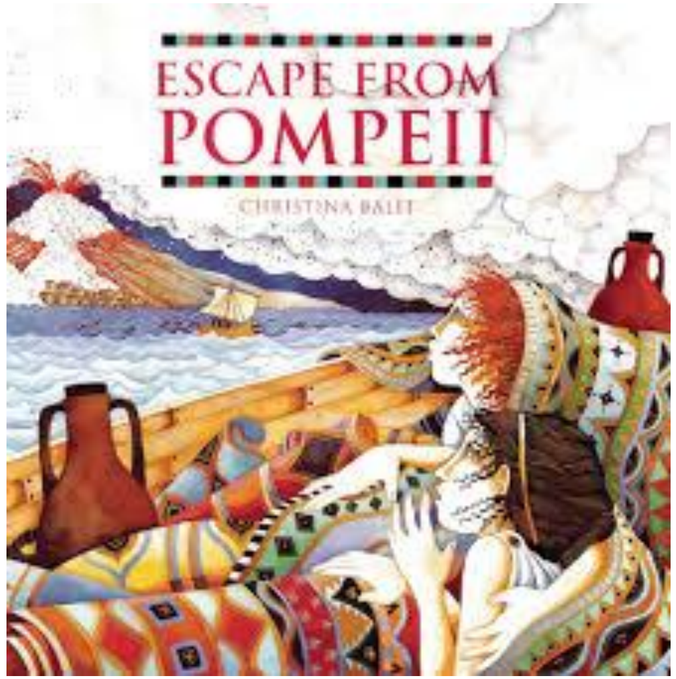
- Read for a range of purposes
- Discuss words and phrases that capture the reader's interest
- Check text makes sense
- Ask questions to improve understanding of a text
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Participate in discussion about books

Vocabulary:

Key Vocabulary		Developing Vocabulary	
accident	history	haggle	Roman
believe	perhaps	protector	forum
century	probably	looming	tremor
continue	recent	quiver	pumice
earth	reign	awning	molten
eight	thought	bray	citizen
experiment	woman	bolt	eruption
extreme	women	muffle	earthquake
		barren	excavate

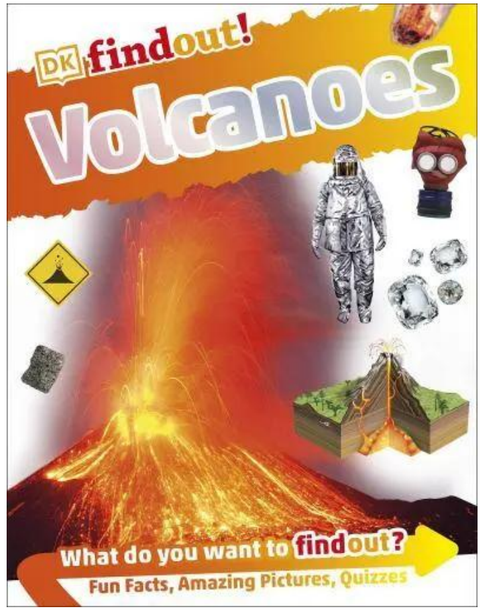
Writing Outcome: Historical narrative from character's point of view

Our core text this term will be 'Escape from Pompeii' by Christina Balit. Our final outcome for this unit will be to write the story from the point of view of one of the children (main characters), making sure we include the historical detail in our narrative. Those pupils who wish to challenge themselves further, will explore the narrative from the perspective of other key character's within the story (i.e. the captain).



T3 Reading: Volcanoes (by Maria Gill)

"Volcanoes by Maria Gill teaches kids everything they would want to know about the explosive world of volcanoes. With beautiful photography, lively illustrations, and key curriculum information, the DKfindout! series will satisfy any child who is eager to learn and acquire facts - and keep them coming back for more!"



Through reading Volcanoes both as a class and independently, the following skills are practised:

As well as the necessary skills to read and comprehend a text, we will also have a mastery focus on:

- *Use dictionaries to check the meaning of words that pupils have read.*
- *Identify how language, structure and presentation contribute to meaning of a text.*
- *Retrieve and record information from non-fiction*

Recommended reading approaches to develop fluency:

- **Teacher-led:** read aloud to model fluency while pupils follow the text
- **Choral:** teacher read aloud to model fluency while pupils read aloud alongside
- **Echo:** teacher read aloud a small section of text and pupils echo the same section
- **Paired**: pupils read to each other alternating sentences, paragraphs or sections
- **Individual at speed:** pupils practise reading a section of text in an allocated time to improve fluency; repeat and beat their previous time
- **Repeated (1:1):** pupil reads aloud a section of text – adult gives feedback, and the pupil tries it again, repeat until 99% accurate with appropriate fluency
- **Silent:** pupils read the text silently at their own pace

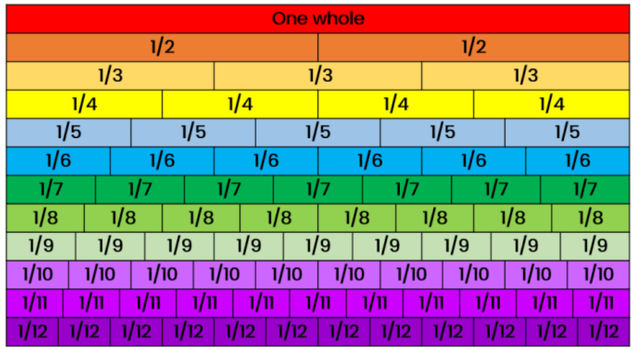
T3 Mathematics:

Length and Perimeter

In this unit, pupils will develop their understanding of length and distance. They will learn to measure and compare distances in kilometres and metres, including converting between equivalent lengths. Children will explore perimeter by calculating the distance around shapes, starting with simple shapes on grids and rectangles, and then moving on to more complex rectilinear shapes. They will practise finding missing side lengths and calculating the total perimeter of a variety of shapes, including regular polygons and other polygons.

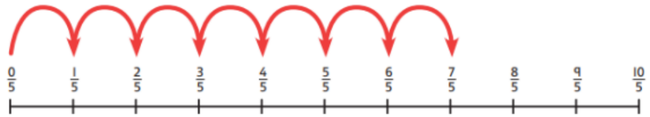
Fractions

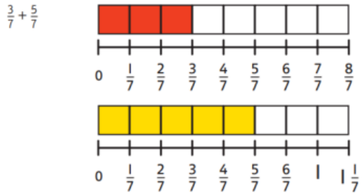
In this unit, pupils will deepen their understanding of fractions and how they relate to whole numbers. Children will learn to count beyond one whole and explore mixed numbers and improper fractions, including how to convert between them. They will use number lines to compare, order and identify equivalent fractions, helping them see how fractions fit together. Pupils will also practise adding and subtracting fractions and mixed numbers, including subtracting from whole amounts, to develop confidence in solving fraction problems accurately.



Problem Solving and Reasoning:

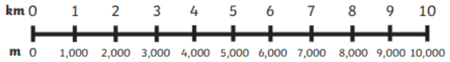
As part of our approach to Maths, we aim for pupils to be fluent with key concepts. There are also regular problem solving an reasoning challenges to develop a deeper understanding of the concepts.



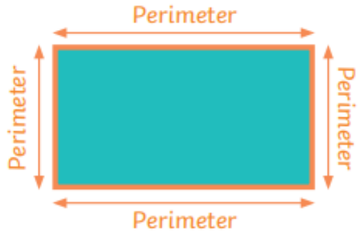


Measure in kilometres and metres.

km	1 **kilometre** = 1000 **metres**
m	1 **metre** = 100 **centimetres**
cm	1 **centimetre** = 10 **millimetres**
mm	



Perimeter is the total **distance** around the outside of a 2D shape.



Key Vocabulary:

Length and Perimeter

- Length
- Metre (m)
- Equivalent
- Measure
- Grid
- Rectilinear shape
- Edge
- Regular polygon
- Square
- Total
- Distance
- Kilometre (km)
- Convert
- Perimeter
- Rectangle
- Side
- Missing length
- Polygon
- Calculate

Fractions

- Whole
- Fraction
- Denominator
- Improper fraction
- Fraction family
- Compare
- Greater than
- Equal to
- Add
- Total
- Difference
- Part
- Numerator
- Mixed number
- Equivalent fraction
- Number line
- Order
- Less than
- Convert
- Subtract

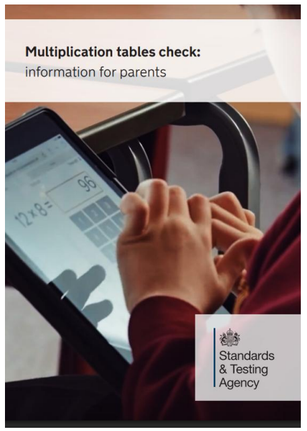
- numerator, denominator
- fraction, whole number, mixed number, proper fraction, improper fraction
- add (+), subtract (–), multiply (×), divide (÷), sign, greater than (>), less than (<)
- whole, part, find … of …
- fraction strip, represent, number line, diagram, problem solving

Year 4 Multiplication Tables Check

Overview of the Multiplication Tables Check (MTC)
The multiplication tables check (MTC) is statutory for all year 4 pupils in England.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently up to 12, through a set of 25 timed questions. This skill is essential for future success in mathematics, and the check will help schools identify pupils who have not yet mastered this and provide additional support.

In 2026, schools must administer the MTC in the 2-week period between Monday 1st June and Friday 12th June.



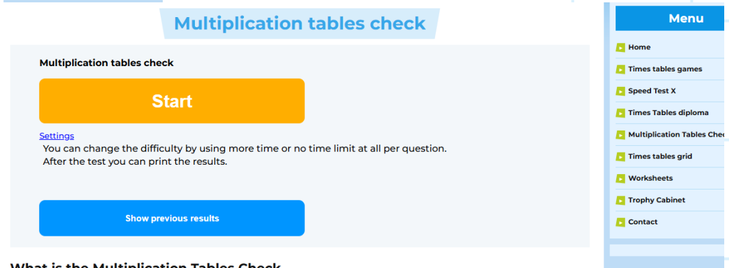
Information for Parents
An information document for parents from the DfE can be found by following the link below:

https://www.gov.uk/government/publications/multiplication-tables-check-information-for-parents

How can you help at home:?
Pupils will now have a timestables.co.uk login sent home with them. On this website, there is a replica MTC trial run. This will help pupils to familiarise themselves with the assessment, so that it becomes second nature.

A good way to prepare is to start early and build a daily routine practising the times tables. With regular practise pupils will learn all the questions and gain confidence. We suggest practising 10 to 15 minutes a day for optimal results and the website has a variety of games and activities to support with this.

https://www.timestables.co.uk/



T3 Science: Misty Mountain Sierra

Through both geographical and scientific lines of enquiry, this project will teach pupils about the human and physical features of mountain environments, developing their knowledge of mountain formation, settlement, climate zones and the water cycle. Pupils will be able to develop their own investigations linked to scientific questioning: What do squirrels eat? Where does water go? Can worms sense danger? Why does it flood?

Scientific Objectives: States of Matter/ Working scientifically

Habitats: Describe how environments can change due to human and natural influences and the impact this can have on living things.

Earth: Describe the water cycle using words or diagrams and explain the part played by evaporation and condensation.

Survival: Explain how adaptations help living things to survive in their habitat.

Gather & record data: Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs).

Changes: Observe and explain that some materials change state when they are heated or cooled and measure or research the temperature in degrees Celsius (°C) at which materials change state.

Lesson Sequence:

Learning Launcher: Comparing Mountain Heights *WALT: Gather, record, classify and present observations and measurements in a variety of ways*	***Modelling The Water Cycle*** *WALT: Describe the water cycle using words or diagrams and explain the part played by evaporation and condensation.*	***Exploring Evaporation:*** *WALT: Observe and explain that some materials change state when they are heated or cooled.*	***Changes of State:*** *WALT: Investigate different changes of state and measure the temperatures at which this happens.*	***Altitude Adaptations:*** *WALT: Explain how adaptations help living things to survive in their habitat.*	***Mountaineering Exploration:*** *WALT: Describe how environments can change due to human and natural influences and the impact this can have on living things.*

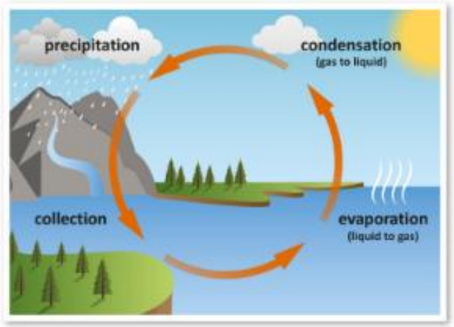
Glossary:

Glossary

adaptation	A change in an organism that allows it to better suit its environment.
altitude	The height of an object or point above sea level.
climate	The usual weather patterns of a place.
collection	The process of water gathering in oceans, rivers, lakes and streams.
condensation	The process of a gas cooling and changing into a liquid.
crust	The rocky outer layer of the Earth.
evaporation	The process of a liquid heating up and changing into a gas.
lowland area	An area of land that is usually flat and is not very high above sea level.
magma	Hot molten rock found in the Earth's mantle.
tectonic plate	A large, moving piece of rock that makes up the Earth's crust.
precipitation	Rain, snow, sleet or hail that falls to the ground from clouds.
upland area	Land that is high above sea level.

The water cycle

Water cannot be made. It is constantly recycled through a process called the water cycle. Water in seas, oceans, rivers and lakes is heated by the Sun and evaporates to form water vapour that rises into the air. The water vapour condenses as it cools and changes back into tiny drops of water, forming clouds. The clouds get blown over high ground, where the water falls back to Earth as rain, snow, sleet or hail, called precipitation. The rainwater runs off the land into rivers and streams and travels back to the sea. The cycle then starts again.



The water cycle is the constant movement of water from one place and state to another:

- **Evaporating**: water in water stores, such as seas and lakes, is heated by the Sun and evaporates into water vapour.
- **Condensing**: water vapour cools as it rises and condenses to form clouds; tiny liquid droplets of water.
- **Precipitation**: water falls from the clouds in a liquid state (e.g. rain) or a solid state (e.g. snow).
- **Run-off**: precipitation runs off the land into rivers and streams and back to water stores like the sea.

Living at high altitude

Living at high altitude can be difficult. The air is thinner and does not contain as much oxygen, making it harder to breathe. It is much colder and can be very windy. There are fewer plants and animals, and those that make their homes at high altitudes have special adaptations.

Plants

Some plant species have adapted to live at high altitudes, including grasses, mosses and flowering plants. They have adapted to grow in cold temperatures, dry air and have a short growing season. Trees cannot grow at high altitudes because of the cold temperatures and lack of moisture.

alpine fleabane

Animals

There are some animals, such as yaks, llamas and mountain goats, that have adapted to live high up mountains. Yaks have a thick layer of body fat and long fur to keep warm. Their lungs and heart are large to provide enough oxygen in their blood.

Himalayan yak

Humans

Some humans have adapted to living at high altitudes. To get more oxygen, some people whose families have lived at high altitudes for generations have developed a larger lung capacity and quicker breathing.

Porters carrying bags in the Himalayas

T3 Art: Vistas

Landscape art is a genre focused on depicting natural scenery like mountains, valleys, trees, rivers, and skies, emphasizing the beauty, mood, and character of the outdoors, though it can also include cityscapes or abstract interpretations. It became a distinct genre around the Renaissance, popularizing in the Romantic era, and encompasses various styles from realistic to abstract, often using elements like foreground, middleground, and background to create depth and guide the viewer's eye. In this topic, pupils will be taught the skills and techniques to create their own 'Vista' artwork based on scenery of their choosing.

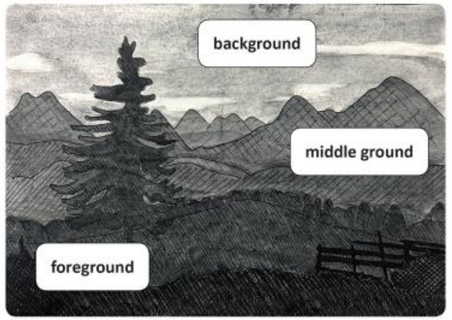
Glossary:

cross-hatching	A drawing technique that uses groups of parallel lines, which usually overlap at a 90° angle, to add shade, tone and texture to a drawing.
genre	An artistic style that has a set of specific characteristics.
hatching	A drawing technique that uses a series of parallel lines to add shade, tone and texture to a drawing.
landscape	A view or picture of an area of land.
scene	A view or picture of a place, activity or event.
stippling	A drawing technique that uses dots to create areas of light and shade.
technique	An activity that requires skill to complete.
tone	A lighter or darker version of a colour.
wash	A thin layer of watery paint.
watercolour	A paint, usually mixed with a large amount of water.

Atmospheric perspective

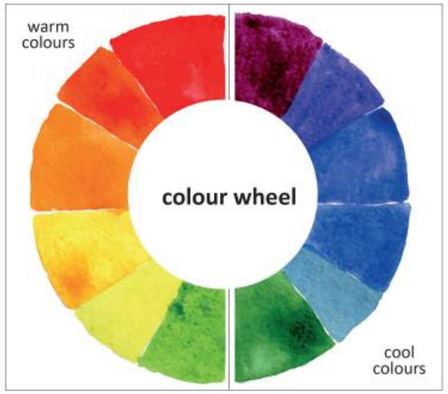
Atmospheric perspective is a technique that creates depth in a landscape. The objects that are further away from the viewer are painted in lighter and sometimes blue tones. Objects that are closer to the viewer are painted in darker, stronger tones. A variety of shading techniques and watercolour or ink washes can be used to create different tones in a landscape.

A photograph showing atmospheric perspective.



Warm and cool colours

The choice of colour that an artist makes can create a feeling of warmth or coolness in a painting.



Red, orange and yellow are warm colours and remind people of heat, fire, blood and the Sun. Cool colours include purple, blue and green and remind people of water, shade and cold weather. Artists can use warm or cool colours to express moods and emotions.

cool colours

warm colours

Shading techniques

Shading techniques, such as cross-hatching, hatching, stippling and random lines, can be used to add different tones to a landscape. Using lines that are thicker or closer together will create darker tones. Using lines that are thinner or further apart will produce lighter tones.

cross-hatching

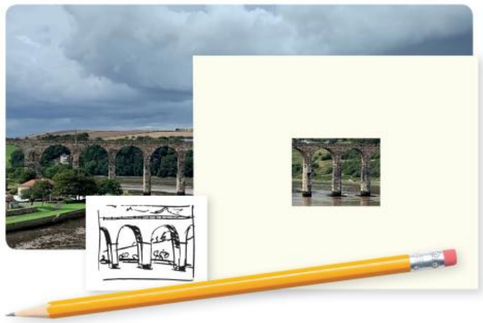
stippling

hatching

random lines

Viewfinders

A viewfinder is a frame that isolates a small part of a landscape. The artist looks through the viewfinder and moves it around the scene until they find a part of the landscape that they want to draw or paint.



T3 History: 1066AD

We're travelling back to 1066, probably the most famous date in English history. These are troubled times and there is danger afoot. A much loved king is dead and a French Duke has staked a claim for our kingdom. Discover a changing England, shaped by shires, protected by castles and ruled by foreign knights. Use the famous Bayeux Tapestry to explore the significant events of 1066. What happened when, and how did William of Normandy come to be called the Conqueror? Design a castle with defences strong enough to hold back the enemy. What about a space for fine dining and revelry? Try and build a happy (but safe) home. You're the architect. Are you ready for the Norman invasion? Then don your armour and watch your back..

Glossary

Anglo-Saxon	The Germanic people who lived in England from the 5th century up to the Norman conquest.
bailey	The open area within the outer wall of a castle containing buildings necessary for castle life.
Bayeux Tapestry	An embroidered cloth that shows the events leading up to the Norman conquest of England.
brother-in-law	The husband of your sister or the brother of your husband or wife.
castle	A large, strong building built to defend the people inside from attack.
claim to the throne	To demand to be recognised as an individual who has a right to become the next king or queen of a country.
conqueror	Someone who has successfully taken over a country or its people.
Domesday Book	A written record, ordered by William the Conqueror, showing who owned the land in England and parts of Wales.
keep	The strong, central tower of a castle, acting as a final refuge.
motte	A raised mound or area on which a wooden or stone keep is built.
Norman	Belonging or relating to the Normans, who were people from northern France.
rebellion	An action against those in authority.
Witan	The council of important and wise English noblemen summoned to advise the king.

Britain in 1066

In 1066, Edward the Confessor was the Anglo-Saxon king of England. After his death, his brother-in-law Harold Godwinson was crowned King Harold II, although several others also claimed the right to the throne.

Potential kings

Harold Godwinson

Harold was Edward the Confessor's brother-in-law and the most powerful Saxon earl. Harold's mother was related to the former king, Cnut the Great.

William of Normandy

William was the second cousin of Edward the Confessor and the Duke of Normandy. William claimed Edward had named him as his successor.

Harald Hardrada

Harald was a fierce Viking warrior and King of Norway. He claimed he was a descendant and successor of Cnut the Great.

Edgar Ætheling

Edgar had the strongest claim to the throne. He was the grandson of a previous English king, Edmund I. However, he was in his early teens in 1066.

Battle of Hastings

Build-up to the battle

King Harold II's brother, Tostig, had gone to Norway to help the Viking king, Harald Hardrada, to take the throne of England. King Harold II's army fought against Harald Hardrada in a battle at Stamford Bridge in Yorkshire on 25th September 1066. After a long battle, King Harold II defeated Harald Hardrada. He marched his army to the south of England where William of Normandy and his troops had landed at Pevensey Bay.

During the battle

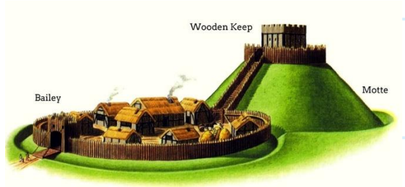
King Harold II told his men to get ready for battle on Senlac Hill, Hastings on 14th October 1066. Both sides fought a hard battle. By the early evening, the battle was over. King Harold II and his brothers had been killed.

After the battle

William was crowned King of England on Christmas Day 1066 and became known as William the Conqueror. The time of the Anglo-Saxons had ended and the Norman period began. King William took over the Saxon lands, introduced the French language and built many castles.

Castles

The Normans built motte and bailey castles all around Britain to protect their new country. These consisted of a mound of earth known as a motte, with a wooden or stone tower on top called a keep. An enclosed area at the bottom of the mound, the bailey, housed the stables, storehouses, bakeries and quarters for the soldiers. These castles were quick and cheap to build, but not very strong and they caught fire easily. The motte and bailey castles were soon replaced with stone castles. These were castles with tall, square keeps and thick walls that could hold off fierce enemy attacks.



Domesday Book

Between 1085 and 1086, William the Conqueror ordered a 'Great Survey' to find out who owned the land across England and parts of Wales. He also wanted to find out how much money could be raised in taxes. This information was recorded in the *Domesday Book*. Officials had to record how much land there was and the owner. The information was given to scribes and clerks who recorded it in the *Domesday Book*.

Lesson Sequence:

Learning Launcher: Meet Harold Godwinson *Pupils will explore the claimants to the throne in 1066AD and deliver speeches from the perspective of these historical figures. We will meet as a Witan and make a decision on who should be king. .*	*The Battle of Hastings: Sequencing the Battle* *During this lesson, pupils will create an in-depth study of the Battle of Hastings and piece together evidence from the battle which led to Norman victory.*	*Norman Castles/ Motte and Bailey Castles* *Pupils will Use a range of historical source materials to find out about Norman castles, including both motte and bailey and stone built ones.*	*The Doomsday Book* *Pupils will discover what middle ground the Domesday Book was and why it was commissioned by William the Conqueror.*	*Village Life* *Use a range of historical source materials to find out what country life was like during the 11th century. Investigate what the villages looked like, which buildings they contained, what jobs people did, what crops were farmed and how they were traded.*	*What did the Normans do for us?* *Explore the impact of the Norman era over time.* *Innovate Task: Designing a Norman Castle* *Apply knowledge of the Norman era and create a design of a Norman Castle.*

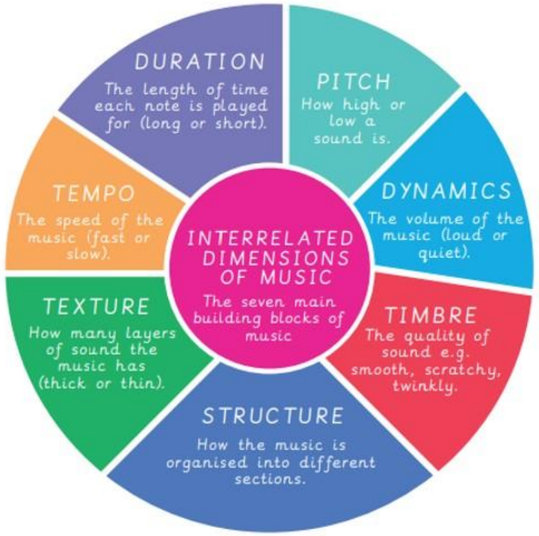
Create moods in music by changing dynamics, tempo, timbre, and texture. A river might start quietly and slowly, then grow faster, louder and fuller as it flows towards the sea.

T3 Music: Changes in Pitch, Tempo and Dynamics (Rivers)

During our T3 Music topic pupils will learn to sing in tune and in harmony with others, with developing breath control. They will explain how a piece of music makes them feel with use of musical terminology. There will be an element of performance whereby pupils will perform a vocal ostinato in time. They will listen to other members of their group as they perform. Collaboratively, they will create an ostinato and represent it on paper so that they can remember it and create and perform a piece with a variety of ostinatos.

Key Vocabulary:

ostinato	A repeating musical pattern.
a cappella	Singing without musical accompaniment.
round	A song sung by two or more groups of people in which one group starts singing then the next group starts to sing the same song shortly after.



Key Skills:

- *Recognising the use and development of motifs in music.*
- *Identifying gradual dynamic and tempo changes within a piece of music.*
- *Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.*
- *Recognising, naming and explaining the effect of the interrelated dimensions of music.*
- *Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.*
- *Using musical vocabulary to discuss the purpose of a piece of music.*
- *Using musical vocabulary when discussing improvements to their own and others' work.*
- *Composing a coherent piece of music in a given style with voices, bodies and instruments.*
- *Beginning to improvise musically within a given style.*
- *Developing melodies using rhythmic variation, transposition, inversion and looping.*
- *Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.*
- *Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.*
- *Singing and playing in time with peers with accuracy and awareness of their part in the group performance.*
- *Explaining their preferences for a piece of music using musical vocabulary.*

Key Knowledge:

- *When you sing without accompaniment it is called 'a cappella'.*
- *Harmony means playing two notes at the same time that usually sound good together.*
- *An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.*
- *'Performance directions' are words added to musical notation to tell the performers how to play.*

T3 French: Numbers, Calendars and Birthdays

Topic Overview:

During this French study, pupils will learn how to Say the numbers to 31 in French. They will read and calculate Maths sums correctly in French. Pupils will learn to say all the days of the week, working out the words for the days that are yesterday and today. Moving on, pupils will match the French months to their English equivalents and ask when someone's birthday is. They will give the number and month of their own birthday. Pupils will then learn to say the seasons of the year. To complete our study, pupils will say the similarities and differences between birthdays in the UK and France.

Key Skills:

Language comprehension

- ✓ Listening and noticing rhyming words when joining in with songs.
- ✓ Beginning to notice common spelling patterns.
- ✓ Recognising some familiar French words when written in a short phrase.
- ✓ Identifying and discussing cognates and beginning to explore various language detective strategies.
- ✓ Using contextual clues and cues to gist and make predictions about meanings.

Language production

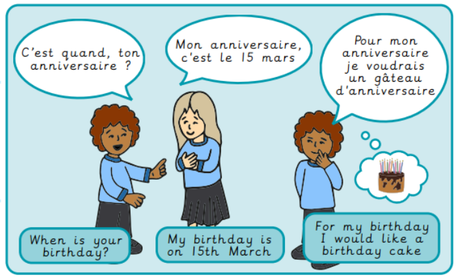
- ✓ Beginning to form opinion phrases.
- ✓ Using a model to form a spoken sentence.
- ✓ Listening and repeating key phonemes with care.
- ✓ Recognising that sounds and spelling patterns can be different from English.
- ✓ Recognising how intonation and gesture are used to differentiate between statements and questions.
- ✓ Building confidence by repeating short phrases with increasing accuracy.
- ✓ Rehearsing and performing a short role-play or song.
- ✓ Selecting and writing short words and phrases.

French Vocabulary:

1 un one	2 deux two	3 trois three	4 quatre four	5 cinq five	6 six six
7 sept seven	8 huit eight	9 neuf nine	10 dix ten	11 onze eleven	12 douze twelve
13 treize thirteen	14 quatorze fourteen	15 quinze fifteen	16 seize sixteen	17 dix-sept seventeen	18 dix-huit eighteen
19 dix-neuf nineteen	20 vingt twenty	21 vingt-**et**-un twenty-one	22 vingt-deux twenty-two	30 trente thirty	31 trente-**et**-un thirty-one

Days of the week and months of the year **do not** start with a capital letter

Other phrases	
C'est quand, ton anniversaire ?	When is your birthday?
Mon anniversaire	My birthday is ...
Pour mon anniversaire ...	For my birthday ...
Je voudrais ...	I would like ...



lundi	mardi	mercredi	jeudi	vendredi	samedi	dimanche
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Key Knowledge:

Phonics

- ✓ To identify sounds created by linking some of the key phonemes: **in, ou, on, en, eau, et, eau, eu, ez**.
- ✓ To recognise and begin to predict key word patterns and spellings.
- ✓ To know that 'h' at the start of a word in French is not pronounced.

Grammar

- ✓ To know the equivalents for the word 'the' in French : **le/la/l'/les** and 'a/an/some': **un, une, des**.
- ✓ To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.
- ✓ To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.
- ✓ To know that basic sentence structures in English and French have the same pattern: subject + verb + object.

T3 PSHE: Dreams and Goals

This term, we will be 'Dreams and Goals'. This will include: explaining our hopes and dreams and understanding the emotions when these don't perhaps come true.

I will learn about...

- What my hopes and dreams are
- How to manage feelings of disappointment
- How it might help to think positively and reflect on my experiences
- How to change and make new plans
- How to take small steps to achieve a goal on my own or as part of a group

I will explore...

- How it feels to have hopes and dreams
- How disappointment feels and how to cope with it
- How to help others cope with disappointment
- How to be resilient and have a positive attitude
- How it feels to rise to a group challenge and share our success

T3 Computing: Coding with Scratch

Unit Overview:

- Identify how variables and if statements are used in Scratch games.
- Explain what a variable is, tracking and how a condition changes what happens.
- Create variables to keep and display scores.
- Use sensing blocks and if statements to control game actions.
- Combine variables, sensors and if/else blocks to build a multiplication game.
- Debug code by finding and fixing errors.
- Evaluate the game by explaining what worked well and what could be improved.

Key Knowledge:

- Breaking down a problem into smaller parts makes it easier to solve the problem.
- Loops are used to save time when writing code by reducing repetition.
- A variable is a container or holder for storing information that can change, e.g. numbers or text.
- Conditional statements tell the computer what to do next based on a user's input.
- It is important to identify where the mistake is in the programming as part of the debugging process.
- Errors in a program could result from sequencing errors, coding errors or missing code.

This program starts when the green flag is clicked. It asks for the player's name and says, "Hi!" followed by their answer. It then asks, "What is 3 × 2?"

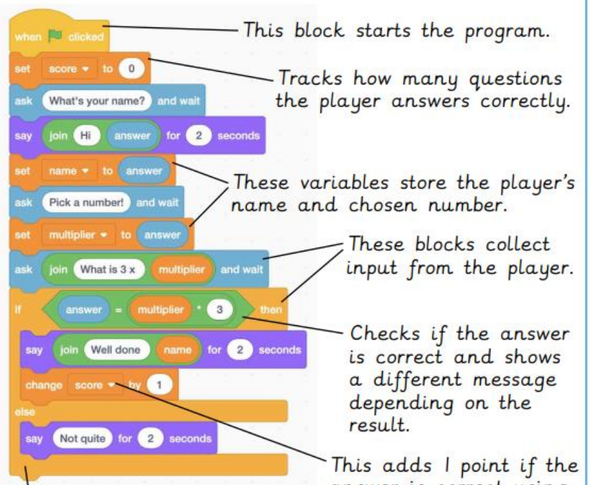
It checks the answer using an **if statement**. The **condition** 'if answer = 6' decides which message to show.

The 'answer' block stores what the player types, such as their name or maths answer.

Multiplication game blocks

- **Storing information**: use variables like **score**, **name** and **multiplier** to track what the player does.
- **Making choices:** use **if** and **if, then, else** to control what happens based on the user's **answer**.
- **Using sensors**: use blocks like answer, key pressed and touching sprite to react to input.

Multiplication game code



This block starts the program.

Tracks how many questions the player answers correctly.

These variables store the player's name and chosen number.

These blocks collect input from the player.

Checks if the answer is correct and shows a different message depending on the result.

This adds 1 point if the answer is correct using the score variable.

The 'if, then, else' block checks if the answer is correct and shows a different message depending on the result.

Key Skills:

- Working towards a given goal that a program needs to accomplish.
- Breaking down what they want to achieve into smaller, manageable parts.
- Tinkering with an existing text-based code to see how it affects a program.
- Remixing code to alter and add to an existing program.
- Creating loops to make code more efficient in block-based programs.
- Beginning to use variables in block-based programming languages to make programs more interactive.
- Including a conditional statement in block-based programming languages.
- Recognising the relationship between what is happening in a program and the written (block) code.
- Working backwards, beginning to identify the code they think a program uses.
- Running small chunks of code at a time to find the error or 'bug.'

T2 PE: Basketball

Unit Overview:

Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Can you think of any other invasion games that share these principles?

Key Objectives:

- *I can delay an opponent and help to prevent the other team from scoring.*
- *I can dribble, pass, receive and shoot the ball with increasing control.*
- *I can move to space to help my team to keep possession and score goals.*
- *I can provide feedback using key terminology and understand what I need to do to improve.*
- *I can use simple tactics to help my team score or gain possession.*
- *I share ideas and work with others to manage our game.*
- *I understand the rules of the game and I can use them often and honestly.*

Key Vocabulary:

Key Vocabulary

accelerate: speed up
accurate: successful in reaching the intended target
decision: select an outcome
delay: to slow someone down
deny: to prevent an action happening
gain: get possession of the ball
option: possible choices
possession: to have
pressure: to add challenge
protect: to look after
receiver: the person collecting or stopping the ball
referee: the person who makes sure the rules are followed
supporting: being an option for the person with the ball
teamwork: working with others to succeed
tournament: a competition of more than two teams

Ladder Knowledge

Sending & receiving:	Dribbling:	Space:	Attacking	Defending:
Cushioning a ball will help you to control it when catching it.	Protecting the ball when you dribble will help you to maintain possession.	Moving into space will help your team keep possession and score goals.	Shoot when close to goal or if there is a clear path.	Mark a player to stop them from being an option. Try to intercept the ball as it is passed.

Movement Skills

- run
- jump
- throw
- catch
- dribble
- shoot

This unit will also help you to develop other important skills.

Social responsibility, communication, support

Emotional honesty, independence, confidence, perseverance

Thinking exploration, observation, select and apply skills, make decisions

Rules

- **Double dribble:** dribbling the ball with two hands at the same time and / or dribbling the ball, catching it and then dribbling again.
- **Travelling:** moving with the ball without dribbling it.
- **Foul:** you cannot push, hold or make contact with an opponent that stops their movement.

If a rule is broken, the opposing team get a free pass.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals..

T3 PE: Dance

Key Objectives:

- *I can choose actions and dynamics to convey a character or idea.*
- *I can copy and remember set choreography.*
- *I can provide feedback using appropriate language relating to the lesson.*
- *I can respond imaginatively to a range of stimuli relating to character and narrative.*
- *I can use changes in timing and spacing to develop a dance.*
- *I can use counts to keep in time with others and the music.*
- *I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.*
- *I show respect for others when working as a group and watching others perform.*

Key Vocabulary

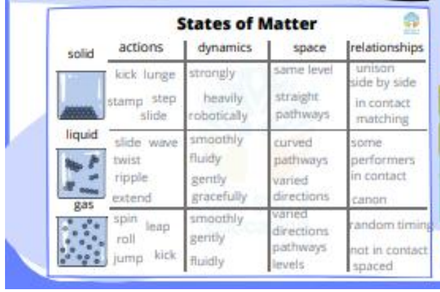
action: the movement a performer uses e.g. travel, jump, kick
action and reaction: one movement has an effect on another movement e.g. push/pull, up/down, forward/backward
canon: when performers complete the same action one after the other
dynamics: how an action is performed e.g. quickly, slowly, gently
expression: actions or gestures used to share thoughts or feelings
flow: actions that move from one to another easily
formation: where performers are in the space in relation to others
match: to perform the same action as someone else
mirror: reflecting the movements of another person as if they are a reflection
mirror: reflecting the movements of another person as if they are a reflection
order: the sequence of actions
performance: the complete sequence of actions
phrase: a short sequence of linked movements
relationship: the ways in which dancers interact; the connections between dancers
represent: to stand for something
rhythm: a strong, regular repeated pattern of movement
space: the 'where' of movement such as levels, directions, pathways, shapes
structure: the way in which a dance is ordered or organised
timing: moving to the beat of the music
unison: two or more people performing the same movement at the same time

Unit Overview:

Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow. Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore..



Ladder Knowledge

Actions: Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea.

Dynamics: Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea.

Space: Space can be used to express a certain character, mood or idea.

Relationships: Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.

Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

Social co-operation, communication, inclusion, collaboration

Emotional confidence, empathy, determination

Thinking observe and provide feedback, select and apply skills, creativity, comprehension

Strategies

Being aware of other performers in your group will help you to move in time. You can select from a range of dance techniques to help translate your dance idea such as actions, space, dynamics and relationships.

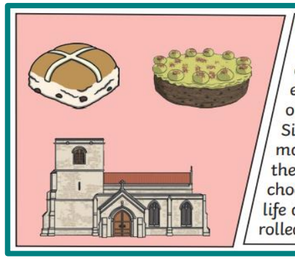
T3 RE and World Views: Holy Week (Christianity)

VOCABULARY	
Salvation	Saved, rescued. (From sin and the effects of sin, by faith)
Holy Week	The events of the seven days before Easter Sunday.
Resurrection	To be brought back to life after someone has died.
Tomb	A place where a dead person's body is buried.
Cross	A large wooden shape where people were punished and killed. This doesn't happen today, it was a very long time ago.
The Last Supper	The Last Supper was Jesus' last meal with his disciples before he died.
Holy Communion	Communion means 'togetherness' and Holy Communion is a ritual to show the togetherness of Christians and God. At the Last Supper, Jesus shared two symbols with his disciples: bread as a symbol for his body being broken and wine as a symbol for his blood being spilled when he was crucified. Holy Communion is a way for Christians to say 'thank you' to God for Jesus' life and death. When Christians take Holy Communion they eat a small piece of bread and take a sip of wine/grape juice in memory of Jesus.
Eucharist	The Eucharist is celebrated by Christians. It is a service of reenactment of The Last Supper where Christians take Holy Communion.
Disciples	Jesus' close followers.
Sabbath	A day of rest and worship.
Betrayal	To be unfaithful to a friend and help an enemy. To turn against someone.
Denial	A refusal.

What is Holy Week?

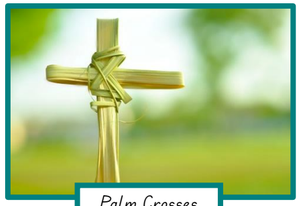
Holy Week is the last week of Lent. It starts with Palm Sunday, which commemorates Jesus' arrival in Jerusalem over 2000 years ago. During Holy Week, the story of Jesus' last supper and trial are commemorated. Good Friday is a day of mourning in many Christian churches as Jesus' crucifixion is remembered.

Easter Sunday is the day when Christians remember the resurrection of Jesus with church services, candles, acclamations, great food and Easter eggs.



Easter Traditions

Many **Christians** go to church at **Easter**. Parts of the **Bible** are read and special **hymns** are sung. Hot cross buns are eaten. The cross reminds people that **Jesus** died on the cross. Many **Christians** send **Easter** cards. Simnel cake is eaten. It is a fruit cake with eleven marzipan balls on the top. These represent all of the **disciples** except Judas. Eggs are painted and chocolate eggs are given. The eggs **symbolise** new life and are the same shape as the rock that was rolled in front of **Jesus'** **tomb**.



Palm Crosses

The **Last Supper** is when **Jesus** ate his last meal with his **disciples**, which is still celebrated in Christian churches as **Holy Communion**.

Leonardo da Vinci: The Last Supper

The Last Supper is the first event of the Easter period.

The Last Supper by Sarah Jenkins

Taking Holy Communion

The bread and wine symbolise Jesus' body and blood.

Easter Gardens

Knowledge & understanding

- *Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.*
- *Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.*
- *Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.*

Gain & deploy skills

- *Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.*

Ideas & insights

- *Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.*
- *Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.*