



# Class 3 Learning Journey (Cycle B)

**R.E.**  
Does the language of scripture matter?



**ART**

Print, Colour, Collage: Making Monotypes



**P.E.**

Netball & Athletics

**DT**  
Frame Structures



**PSHE**  
Safety & the Changing Body

**FRENCH**  
Food



**END OF YEAR**

- Sports Day
- Founders Day



**RSE**

- Year 3 and Year 4

**TRANSITION**

- Class Swap Day



**Assessment**

**SUMMER 2**

**PSHE**  
Health & Well-being

**FRENCH**  
Numbers, Calendars & Birthdays



**MUSIC**  
Traditional Instruments & Improvisation



**R.E.**  
Why is the Bible the best-selling book ever?



**ART**

Print, Colour, Collage: Exploring Pattern



**COMPUTING**  
Audio Production



**GEOGRAPHY**  
Natural Resources



**R.E.**  
Who was Jesus really?

**ART**  
Print, Colour, Collage: Working with Shape and Colour

**P.E.**

Swimming & Tennis

**MUSIC**  
Composition & Notation



**PSHE**  
Health & Well-being

**FRENCH**  
Animal Names



**SUMMER 1**

**HISTORY**  
Who Let the Gods Out?  
Ancient Greece



**SCIENCE**

Plants

**COMPUTING**

The Internet



**P.E.**

Cricket & Rounders



**Assessment**

**SPRING 2**

**PSHE**  
Safety & the Changing Body

**FRENCH**  
French Classroom



**DT**  
Simple Circuits and Switches



**R.E.**  
Just how important are our beliefs?

**ART**

Drawing and Sketchbooks: Typography and Maps



**SCIENCE**  
All Living Things and Their Habitats

**COMPUTING**  
Desktop Publishing

**GEOGRAPHY**  
The Water Cycle



**R.E.**  
What makes a text sacred?

**ART**  
Drawing & Sketchbooks: Storytelling through Drawing



**P.E.**  
Gymnastics & Rugby

**DT**  
Healthy and Varied Diet

**PSHE**  
Safety & the Changing Body

**FRENCH**  
Colour, Size & Shape



**SPRING 1**

**HISTORY**  
King Tut's Tomb: Ancient Egypt



**SCIENCE**  
All Living Things and Their Habitats

**COMPUTING**

Branching Databases



**P.E.**  
Swimming & Dance



**Assessment**

**AUTUMN 2**

**PSHE**  
Health & Well-being

**FRENCH**  
Greetings & Playground Games



**MUSIC**  
Body & Tuned Percussion



**R.E.**  
Are all religions equal?

**ART**

Drawing & Sketchbooks: Gestural Drawing with Charcoal



**SCIENCE**  
Properties of Materials

**COMPUTING**  
Stop Frame Animation

**GEOGRAPHY**  
Settlements



**AUTUMN 1**

**HISTORY**  
Hunter Gatherers: Stone Age to Iron Age



**SCIENCE**  
States of Matter

**COMPUTING**  
Key Skills



**P.E.**  
Football & Basketball



THE POCHIN SCHOOL PUPILS

## Class 3 Autumn 1 Overview

English Writing - Unit 1 Writing to Entertain: Setting Description:	English Writing – Unit 2 Writing to Entertain: Character Description:	Reading, Spelling and Handwriting
<p><b>Y3 Ready to Write: Word Class</b></p> <ul style="list-style-type: none"> <li>Nouns (including common, proper and abstract nouns)</li> </ul> <p><b>Y3 Ready to Write: Sentence Types</b></p> <ul style="list-style-type: none"> <li>Learning how to use both familiar and new punctuation correctly (full stops, capital letters, exclamations and questions)</li> </ul> <p><b>Y4 Ready to Write: Prepositions</b></p> <ul style="list-style-type: none"> <li>Prepositions and prepositional phrases</li> </ul>	<p><b>Y3 Determiners/Y4 Ready to Write: Determiners</b></p> <ul style="list-style-type: none"> <li>Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel</li> </ul> <p><b>Y3 Ready to Write: Punctuation Types</b></p> <ul style="list-style-type: none"> <li>Commas to separate items in a list</li> <li>Apostrophes for omission and possession</li> </ul> <p><b>Y4 Punctuation</b></p> <ul style="list-style-type: none"> <li>Inverted commas</li> </ul>	<p><b>Reading:</b> Children will read a range of fiction, non-fiction and poetry and work on a range of question types.</p> <p><b>Spelling:</b> <i>See No Nonsense Spelling Pathway</i></p> <p><b>Handwriting</b> The Ladder Family (l, i, u, t, y and j)</p>
<b>Maths</b>	<b>Science – States of Matter</b>	<b>Computing – Key Skills</b>
<b>Place Value</b> <b>Addition and Subtraction</b>	<p><b>Enquiry Questions:</b></p> <ol style="list-style-type: none"> <li>What are solids, liquids and gases</li> <li>Liquid Investigation</li> <li>How do materials change state</li> <li>What is the water cycle?</li> <li>Evaporation Investigation</li> </ol>	<ol style="list-style-type: none"> <li>Parts of a PC</li> <li>Using a computer mouse or laptop trackpad</li> <li>Using a computer or laptop keyboard</li> <li>Launching applications</li> <li>Saving, finding and opening files</li> <li>Using our computer skills</li> </ol>
<b>History – Stone Age to Iron Age</b>	<b>RE – Are All Religions Equal? (Kapow)</b>	<b>PSHE – Health and Well-being (Kapow)</b>
<p><b>Enquiry Questions:</b></p> <ol style="list-style-type: none"> <li>What is prehistory and how do we know about it?</li> <li>What can we learn about life in the Stone Age from Skara Brae and Stonehenge?</li> <li>Is it true to say that the Stone Age man was just a simple hunter gatherer only interested in food and shelter?</li> <li>How did Bronze change life in Britain?</li> <li>What was life like in the Iron Age and how do we know?</li> <li>Who killed the 52 bodies at Maiden Castle?</li> </ol>	<p><b>Enquiry Questions:</b></p> <ol style="list-style-type: none"> <li>How can we talk about religions and worldviews respectfully?</li> <li>How are different religious worldviews connected?</li> <li>Is there more than one way to understand God?</li> <li>Why is religious harmony important?</li> <li>How can people from different worldviews live in harmony?</li> <li>How and why should we celebrate religious equality?</li> </ol>	<ol style="list-style-type: none"> <li>Looking after our teeth (Year 3 Lesson 1)</li> <li>Celebrating Mistakes (Year 3 Lesson 3)</li> <li>My Happiness (Year 3 Lesson 5)</li> <li>Emotions (Year 3 Lesson 6)</li> <li>Mental Health (Year 3 Lesson 7)</li> </ol>
<b>Art – Gestural Drawing with Charcoal (Access Art)</b>	<b>DT - Food - Healthy and varied diet</b> Link to History (Stone Age)	<b>Music – History of Music</b>
<p><b>Key Concepts:</b></p> <ol style="list-style-type: none"> <li>That when we draw we can use gestural marks to make work.</li> <li>That when we draw we can use the expressive marks we make to create a sense of drama.</li> <li>That when we draw we can move around.</li> <li>That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</li> </ol>	<p><b>Enquiry Questions:</b></p> <ol style="list-style-type: none"> <li>What ingredients have been used?</li> <li>How does this fit the Eat Well Guide?</li> <li>How can we improve the taste?</li> <li>How can we describe the taste/texture/smell?</li> <li>How do the sensory characteristics affect your liking for the food?</li> </ol>	
<b>P.E. – Football and Basketball</b>	<b>French – Greetings and Playground Games (Kapow)</b>	<b>Events/Visits</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Year 3</b></p> <ol style="list-style-type: none"> <li>Using an appropriate greeting, introducing themselves and asking someone's name.</li> <li>Using appropriate greetings and recognising these in the written form.</li> <li>Speaking the numbers from one to six in French and recognising these in their written form.</li> <li>Speaking and understanding the numbers to 12 in French</li> <li>Saying their age and asking for someone else's age. Explaining similarities and differences between French and English sentence structures.</li> <li>Reading and recognising the numbers one to twelve in French. Identifying and pronouncing French words with the phonemes 'eu', 'oi', 'ou'.</li> <li>Using the numbers one to twelve in French to play games.</li> </ol>	<p><b>September:</b></p> <ul style="list-style-type: none"> <li>13<sup>th</sup> Roald Dahl Day</li> <li>15<sup>th</sup> Mawlid</li> <li>23<sup>rd</sup> National Coding Week</li> <li>26<sup>th</sup> European Day of Languages</li> <li>Harvest Festival TBS</li> </ul> <p><b>October</b></p> <ul style="list-style-type: none"> <li>Black History Month</li> <li>3<sup>rd</sup> National Poetry Day</li> <li>8<sup>th</sup> Beaumanor Trip</li> <li>18<sup>th</sup> Show Racism the Red Card</li> </ul>

## Class 3 Autumn 2 Overview

English Writing - Unit 1 Writing to Inform: Information Text	English Writing – Unit 2 Writing to Instruct: Instructions	Reading, Spelling and Handwriting
<p><b>Y3 Ready to Write: Conjunctions</b></p> <ul style="list-style-type: none"> <li>• Co-ordination (mixed)</li> <li>• Sub-ordination 'because', 'if'</li> <li>• Sub-ordination 'when', 'that'</li> </ul> <p><b>Y4 Ready to Write: Conjunctions</b></p> <ul style="list-style-type: none"> <li>• Co-ordinating and Subordinating conjunctions</li> </ul> <p><b>Y4 Pronouns</b></p> <ul style="list-style-type: none"> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (nouns)</li> </ul> <p><b>Y4 Paragraphs</b></p> <ul style="list-style-type: none"> <li>• Introduction to paragraphs to group material</li> </ul>	<p><b>Y3 Ready to Write: Word Class</b></p> <ul style="list-style-type: none"> <li>• Tenses – present and past tense including the progressive form</li> </ul> <p><b>Y4 Ready to Write: Tenses</b></p> <ul style="list-style-type: none"> <li>• Present perfect form in contrast to the past tense</li> </ul> <p><b>Y4 Ready to Write: Adverbs</b></p> <ul style="list-style-type: none"> <li>• Using adverbs to express time and cause (adverbs of time and cause)</li> </ul> <p><b>Y4 Fronted Adverbials</b></p> <ul style="list-style-type: none"> <li>• Using fronted adverbials and commas after fronted adverbials</li> </ul>	<p><b>Reading:</b> Children will read a range of fiction, non-fiction and poetry and work on a range of question types.</p> <p><b>Spelling:</b> <i>See No Nonsense Spelling Pathway</i></p> <p><b>Handwriting</b> The One-Armed Robot Family (n, m and h)</p>
<b>Maths</b>	<b>Science – Properties of Materials</b>	<b>Computing – Creating Media – Stop Frame Animation</b>
<p><b>Multiplication and Division A Area</b></p> <p><b>Multiplication and Division B</b></p>	<p><b>Enquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. Can you describe and compare properties?</li> <li>2. Insulating Investigation</li> <li>3. What is dissolving?</li> <li>4. How can you separate materials?</li> <li>5. What is an irreversible change?</li> </ol>	<ol style="list-style-type: none"> <li>1. Can a picture move?</li> <li>2. Frame by frame</li> <li>3. What's the story?</li> <li>4. Picture Perfect</li> <li>5. Evaluate and make it great!</li> <li>6. Lights, camera, action!</li> </ol>
<b>Geography – Settlements</b>	<b>RE –What makes a text sacred? (Kapow)</b>	<b>PSHE – Safety and the Changing Body (Kapow)</b> Link to Safety Week
<p><b>Enquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the different types of settlements in the United Kingdom?</li> <li>2. How has land use changed over time?</li> <li>3. How is land use different in Thurmaston and London?</li> <li>4. What are the human and physical features of our local area?</li> <li>5. Fieldwork Lesson: How is the land in Barkby used?</li> <li>6. How does land use affect the human and physical features of an area?</li> </ol>	<p><b>Enquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do people communicate beliefs without words?</li> <li>2. What can we find out about scripture?</li> <li>3. What does it mean if scripture was revealed or remembered?</li> <li>4. Why do some worldviews have more than one book of scripture?</li> <li>5. How do some people demonstrate the value of scripture?</li> <li>6. How do sacred texts play a part in some people's lives?</li> </ol>	<ol style="list-style-type: none"> <li>1. 1st Aid: emergencies and calling for help (Year 3 Lesson 1)</li> <li>2. Drugs, alcohol and tobacco: influences (Year 3 Lesson 7)</li> <li>3. Keeping safe out and about (Year 3 Lesson 8)</li> </ol>
<b>Art – Storytelling through Drawing (Access Art)</b>	<b>DT - Food - Healthy and varied diet</b> Link to History (Stone Age)	<b>Music – Christmas Production</b>
<p><b>Key Concepts:</b></p> <ol style="list-style-type: none"> <li>1. That we can tell stories through drawing.</li> <li>2. That we can use text within our drawings to add meaning.</li> <li>3. That we can sequence drawings to help viewers respond to our story.</li> <li>4. That we can use line, shape, colour and composition to develop evocative and characterful imagery.</li> </ol>	<p><b>Enquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. What ingredients have been used?</li> <li>2. How does this fit the Eat Well Guide?</li> <li>3. How can we improve the taste?</li> <li>4. How can we describe the taste/texture/smell?</li> <li>5. How do the sensory characteristics affect your liking for the food?</li> </ol>	<p>Children to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
<b>P.E. – Gymnastics and Tag Rugby</b>	<b>French – Colour, Size and Shape (Kapow)</b>	<b>Events/Visits</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to</li> </ul>	<p><b>Year 3</b></p> <ol style="list-style-type: none"> <li>1. Recognising and naming colours in French.</li> <li>2. Using colour and size adjectives to describe shapes. Explaining the difference between English and French word order.</li> <li>3. Speaking and understanding vocabulary related to shape, size and colour and recognising similarities between French and English nouns.</li> <li>4. Following instructions in French and finding new French nouns in a bilingual dictionary.</li> <li>5. Using colour and shape vocabulary to describe a picture.</li> </ol>	<p><b>October</b></p> <ul style="list-style-type: none"> <li>- 28<sup>th</sup> Safety Week and Individual Photos</li> <li>- PTA Halloween Disco TBC</li> </ul> <p><b>November:</b></p> <ul style="list-style-type: none"> <li>- 1<sup>st</sup> Diwali</li> <li>- 5<sup>th</sup> and 6<sup>th</sup> Parents Evening</li> <li>- 11<sup>th</sup> Remembrance Day</li> <li>- 11<sup>th</sup> Anti-bullying Week</li> <li>- 15<sup>th</sup> Children in Need</li> <li>- Stirring the Pudding TBC</li> </ul> <p><b>December:</b></p> <ul style="list-style-type: none"> <li>- 11<sup>th</sup> Class 3 Christmas Show</li> <li>- 12<sup>th</sup> Christmas Jumper Day</li> <li>- 13<sup>th</sup> Whole School Panto</li> <li>- 19<sup>th</sup> Christmas Dinner</li> <li>- 20<sup>th</sup> Christmas Service</li> </ul>

## Class 3 Spring 1 Overview

English Writing - Unit 1 To entertain: Character Description	English Writing – Unit 2 To Explain: Explanation Text	Reading, Spelling and Handwriting
<p><b>Y3 Speech</b></p> <ul style="list-style-type: none"> <li>Inverted commas</li> </ul> <p><b>Y4 Speech</b></p> <ul style="list-style-type: none"> <li>using and punctuating direct speech (speech verbs)</li> <li>using and punctuating direct speech (other punctuation and moving the reporting clause)</li> </ul> <p><b>Y4 Apostrophes</b></p> <ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>	<p><b>Y3 Paragraphs</b></p> <ul style="list-style-type: none"> <li>Introduction to paragraphs to group material</li> </ul> <p><b>Y4 Paragraphs</b></p> <ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> </ul>	<p><b>Reading:</b> Children will read a range of fiction, non-fiction and poetry and work on a range of question types.</p> <p><b>Spelling:</b> <i>See No Nonsense Spelling Pathway</i></p> <p><b>Handwriting</b> The One-Armed Robot Family (k, b, p and r)</p>
Maths	Science – All Living Things and Their Habitats 1	Computing – Data and Information – Branching Databases
<p><b>Length and Perimeter</b> <b>Fractions A</b></p>	<p><b>Enquiry Questions:</b></p> <ol style="list-style-type: none"> <li>What are the 7 life processes?</li> <li>How can we sort and group animals?</li> <li>What are vertebrate animals?</li> <li>Which living things can be found in the local area?</li> <li>What is a classification key?</li> <li>How is our environment changing?</li> </ol>	<ol style="list-style-type: none"> <li>Yes or No Questions</li> <li>Making Groups</li> <li>Creating a Branching Database</li> <li>Structuring a Branching Database</li> <li>Planning a Branching Database</li> <li>Making a Dinosaur Identifier</li> </ol>
History – Ancient Egyptians	RE – Just how important are our beliefs? (Kapow)	PSHE – Safety and the changing body (Kapow) Link to Safer Internet Day
<p><b>Enquiry Questions:</b></p> <ol style="list-style-type: none"> <li>How can we discover what Ancient Egypt was like over 5,000 years ago?</li> <li>What did the River Nile offer the Egyptians?</li> <li>Who were the most influential Egyptians? (Queens and Pharaohs)</li> <li>Who opened Tutankhamun's tomb?</li> <li>What was the hierarchy of society? (Slaves and Pyramids)</li> <li>What did the Ancient Egyptians believe about the after-life?</li> <li>How did the Ancient Egyptian empire end?</li> </ol>	<p><b>Enquiry Questions:</b></p> <ol style="list-style-type: none"> <li>What do promises mean?</li> <li>What promises do we make?</li> <li>Can we see the importance of someone's beliefs on the outside?</li> <li>How else might some people show their commitment?</li> <li>What else might people give up for their beliefs?</li> <li>What might someone sacrifice?</li> </ol>	<ol style="list-style-type: none"> <li>Cyberbullying (Year 3 Lesson 4)</li> <li>Fake emails (Year 3 Lesson 5)</li> <li>Internet safety: Age restrictions (Year 4 Lesson 1)</li> <li>Share aware (Year 4 Lesson 2)</li> </ol>
Art – Typography and Maps (Access Art)	DT – Electrical – Simple Circuits and Switches Link to Lighting for Habitats	Music
<p><b>Key Concepts:</b></p> <ol style="list-style-type: none"> <li>That when designers work with fonts and layout it is called Typography.</li> <li>That we can use the way words look to help us communicate ideas and emotions.</li> <li>That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.</li> </ol>	<p><b>Enquiry Questions:</b></p> <ol style="list-style-type: none"> <li>Where and why is 'x' product used?</li> <li>What are the key features of this product?</li> <li>What is the products purpose?</li> <li>What is its intended purpose?</li> <li>How could this be dangerous?</li> <li>What are the benefits of battery power?</li> <li>What are the benefits of mains power?</li> </ol>	
P.E. – Dance and Swimming	French – French Classroom (Kapow)	Events/Visits
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations</li> </ul>	<p><b>Year 3</b></p> <ol style="list-style-type: none"> <li>Giving, understanding and responding to classroom instructions.</li> <li>Identifying whether nouns are masculine or feminine. Describing items in a school bag and pencil case and knowing their gender.</li> <li>Asking and answering a question in French about something they do or do not have. Using strategies to remember new vocabulary.</li> <li>Reading and understanding short sentences and creating new sentences from an example.</li> <li>Preparing and presenting a short text in French using previously learned vocabulary.</li> </ol>	<p><b>January:</b></p> <ul style="list-style-type: none"> <li>6<sup>th</sup> INSET Day</li> <li>13<sup>th</sup> Energy Saving Week</li> <li>29<sup>th</sup> Chinese New Year</li> </ul> <p><b>February:</b></p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> Children's Mental Health Week</li> <li>4<sup>th</sup> Y3/4 Dodgeball Tournament</li> <li>11<sup>th</sup> Safer Internet Day</li> <li>PTA Valentine Disco TBC</li> </ul>

## Class 3 Spring 2 Overview

<b>English Writing - Unit 1</b> <b>To Persuade: Leaflet</b>	<b>English Writing – Unit 2</b> <b>To Entertain: Humorous Poetry</b>	<b>Reading, Spelling and Handwriting</b>
<b>Y3 Adverbs</b> <ul style="list-style-type: none"> <li>using adverbs to express time and cause (adverbs of time and cause)</li> </ul> <b>Y4 Noun Phrases</b> <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (noun phrases)</li> </ul>	<b>Y3 Word Families</b> <ul style="list-style-type: none"> <li>Word families based on common words, showing how words are related in form and meaning</li> </ul> <b>Y4 Noun Phrases</b> <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (determiners)</li> </ul>	<b>Reading:</b> Children will read a range of fiction, non-fiction and poetry and work on a range of question types.  <b>Spelling:</b> <i>See No Nonsense Spelling Pathway</i>  <b>Handwriting</b> The One-Armed Robot Family (k, b, p and r)
<b>Maths</b>	<b>Science – Plants</b>	<b>Computing – Creating Media – Desktop Publishing</b>
<b>Mass and Capacity</b> <b>Fractions B</b>	<b>Enquiry Questions:</b> <ol style="list-style-type: none"> <li>What do plants need?</li> <li>Do the different parts of the plant have a different function?</li> <li>What are roots?</li> <li>How to plants transport water?</li> <li>How do plants reproduce?</li> <li>How are seeds dispersed?</li> </ol>	<ol style="list-style-type: none"> <li>Words and Pictures</li> <li>Can you edit?</li> <li>Great Template</li> <li>Can you add content?</li> <li>Lay it out</li> <li>Why DTP?</li> </ol>
<b>Geography – The Water Cycle</b>	<b>RE – Who was Jesus really? (Kapow)</b>	<b>PSHE – Health and Well-being (Kapow)</b>
<b>Enquiry Questions:</b> <ol style="list-style-type: none"> <li>What are the 3 states of water?</li> <li>What are the processes in the water cycle?</li> <li>What order does the water cycle happen?</li> <li>Why is the water cycle closed?</li> <li>What are the physical features linked to the water cycle?</li> <li>How does the water cycle impact humans?</li> <li>Why do some places flood?</li> </ol>	<b>Enquiry Questions:</b> <ol style="list-style-type: none"> <li>What do we know about Jesus?</li> <li>Who was around at the time of Jesus?</li> <li>What did people think of the Romans?</li> <li>What is a prophecy?</li> <li>What might miracles suggest about Jesus?</li> <li>What happened when Jesus died?</li> </ol>	<ol style="list-style-type: none"> <li>Looking after our teeth (Year 4 Lesson 1)</li> <li>Celebrating Mistakes (Year 4 Lesson 3)</li> <li>My Happiness (Year 4 Lesson 5)</li> <li>Emotions (Year 4 Lesson 6)</li> <li>Mental Health (Year 4 Lesson 7)</li> </ol>
<b>Art – Working with Shape and Colour (Access Art)</b>	<b>DT – Electrical – Simple Circuits and Switches</b> Link to Lighting for Plants	<b>Music</b>
<b>Key Concepts:</b> <ol style="list-style-type: none"> <li>That we can be inspired by key artworks and make our own work in creative response.</li> <li>That we can use shape and colour as a way to simplify elements of the world.</li> <li>That shapes have both a positive and negative element.</li> <li>That we can arrange shapes to create exciting compositions.</li> <li>That we can build up imagery through layering shapes.</li> <li>That we can use collage to inspire prints.</li> </ol>	<b>Enquiry Questions:</b> <ol style="list-style-type: none"> <li>Where and why is 'x' product used?</li> <li>What are the key features of this product?</li> <li>What is the products purpose?</li> <li>What is its intended purpose?</li> <li>How could this be dangerous?</li> <li>What are the benefits of battery power?</li> <li>What are the benefits of mains power?</li> </ol>	
<b>P.E. –Tennis and Swimming</b>	<b>French – Animal Names and Habitats</b>	<b>Events/Visits</b>
Pupils should be taught to: <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations</li> </ul>	<b>Year 3</b> <ol style="list-style-type: none"> <li>Identifying and recognising key phonemes in new nouns (animals and habitats).</li> <li>Using a dictionary to determine the gender of new French nouns.</li> <li>Recognising and using the negative form and the correct article (un/une, le/la) for a noun's gender. Building positive and negative sentences.</li> </ol>	<b>February:</b> <ul style="list-style-type: none"> <li>25<sup>th</sup> Book Fair</li> <li>25<sup>th</sup> and 26<sup>th</sup> Parents Evening</li> </ul> <b>March:</b> <ul style="list-style-type: none"> <li>3<sup>rd</sup> National Careers Week</li> <li>6<sup>th</sup> World Book Day</li> <li>10<sup>th</sup> British Science Week</li> <li>15<sup>th</sup> Comic Relief</li> <li>16<sup>th</sup> Holi</li> <li>23<sup>rd</sup> Mad March Hair Day</li> <li>24<sup>th</sup> Class Photos</li> </ul> <b>April:</b> <ul style="list-style-type: none"> <li>Easter Service TBC</li> </ul>

## Class 3 Summer 1 Overview

<b>English Writing - Unit 1</b> <b>To Entertain: Narrative</b>		<b>Reading, Spelling and Handwriting</b>
<b>Y3 Prepositions</b> <ul style="list-style-type: none"> <li>Prepositions and prepositional phrases</li> </ul> <b>Y3 Speech</b> <ul style="list-style-type: none"> <li>Inverted commas</li> </ul> <b>Y4 Speech</b> <ul style="list-style-type: none"> <li>using and punctuating direct speech (speech verbs)</li> <li>using and punctuating direct speech (other punctuation and moving the reporting clause)</li> </ul> <b>Y4 Suffixes</b> <ul style="list-style-type: none"> <li>-tion</li> <li>-sion</li> <li>-ssion</li> <li>-cian</li> </ul>		<b>Reading:</b> Children will read a range of fiction, non-fiction and poetry and work on a range of question types.  <b>Spelling:</b> <i>See No Nonsense Spelling Pathway</i>  <b>Handwriting</b> The Curly Caterpillar Family (f, q and o)
<b>Maths</b>	<b>Science – All Living Things and Their Habitats 2</b>	<b>Computing – Computing Systems and Networks – The Internet</b>
<b>Time</b> <b>Decimals</b> <b>Money</b>	<b>Enquiry Questions:</b> <ol style="list-style-type: none"> <li>How do mammals reproduce?</li> <li>Do animals reproduce in the same way?</li> <li>How do plants reproduce?</li> <li>What is a life cycle?</li> <li>What are the stages of a life cycle of a plant?</li> </ol>	<ol style="list-style-type: none"> <li>Connecting Networks</li> <li>What is the internet made of?</li> <li>Sharing information</li> <li>What is a website?</li> <li>Who owns the web?</li> <li>Can I believe what I read?</li> </ol>
<b>History – Ancient Greece</b>	<b>RE – Why is the Bible the best-selling book of all time? (Kapow)</b>	<b>PSHE – Health and Well-being</b>
<b>Enquiry Questions:</b> <ol style="list-style-type: none"> <li>How can we know so much about the Ancient Greeks who lived over 2,500 years ago?</li> <li>What was life like in Ancient Greece?</li> <li>Would you prefer to live in Athens or Sparta?</li> <li>What was the impact of the Plague of Athens?</li> <li>What does the Olympics tell us about Ancient Greece?</li> <li>What were the greatest Greek achievements and what did the Greeks do for us?</li> </ol>	<b>Enquiry Questions:</b> <ol style="list-style-type: none"> <li>How did the Christian Bible come to be?</li> <li>What is in the Bible?</li> <li>How did the Bible become a bestseller?</li> <li>How can the Bible mean different things to different people?</li> <li>Where might we find the Bible?</li> <li>How is the Bible relevant for some people today?</li> </ol>	<ol style="list-style-type: none"> <li>The importance of rest (Year 5 Lesson 2)</li> <li>Taking responsibility for my feelings (Year 5 Lesson 5)</li> <li>Healthy Meals (Year 5 Lesson 6)</li> <li>Sun Safety (Year 5 Lesson 7)</li> </ol>
<b>Art – Exploring Pattern</b>	<b>DT – Frame Structures</b> Link to Ancient Greek Buildings	<b>Music</b>
<b>Key Concepts:</b> <ol style="list-style-type: none"> <li>That the act of making drawings can be mindful.</li> <li>That we can use line, shape and colour to create patterns.</li> <li>That we can use folding, cutting and collage to help us create pattern.</li> <li>That we can create repeated patterns to apply to a range of products or outcomes.</li> </ol>	<b>Enquiry Questions:</b> <ol style="list-style-type: none"> <li>How well does the frame structure meet users' needs and purposes?</li> <li>Why were materials chosen?</li> <li>What methods of construction have been used?</li> <li>How has the framework been strengthened reinforced and stiffened?</li> <li>How does the shape of the framework affect its strength?</li> <li>How innovative is the design?</li> <li>When, who and where was it made?</li> </ol>	
<b>P.E. – Cricket and Rounders</b>	<b>French – Numbers, Calendars and Birthdays</b>	<b>Events/Visits</b>
Pupils should be taught to: <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b>Year 4</b> <ol style="list-style-type: none"> <li>To learn the numbers to 31 and do maths calculations in French.</li> <li>To say the days of the week in French.</li> <li>To say the months of the year.</li> <li>To know how to ask what the date is and to write down the date in French.</li> <li>To learn about the similarities and differences between traditional birthday celebrations in France and England.</li> </ol>	<b>May:</b> <ul style="list-style-type: none"> <li>5<sup>th</sup> May Day</li> <li>12<sup>th</sup> Mental Health Awareness Week</li> <li>12<sup>th</sup> KS2 SATS Week</li> <li>20<sup>th</sup> World Day for Cultural Diversity</li> </ul>

## Class 3 Summer 2 Overview

English Writing - Unit 1 To Inform: Non-chronological Report	English Writing – Unit 2 To Recount: Letter	Reading, Spelling and Handwriting
<p><b>Y3 Paragraphs</b></p> <ul style="list-style-type: none"> <li>Headings and subheadings to aid presentation</li> </ul> <p><b>Y4 Paragraphs</b></p> <ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> </ul> <p><b>Y4 Suffixes</b></p> <ul style="list-style-type: none"> <li>Spell words ending: <ul style="list-style-type: none"> <li>-ation</li> <li>-ly</li> <li>-ous</li> </ul> </li> </ul>	<p><b>Y3 Tenses</b></p> <ul style="list-style-type: none"> <li>Present perfect form in contrast to the past tense</li> </ul> <p><b>Y4 Standard English</b></p> <ul style="list-style-type: none"> <li>Standard English forms for verb inflections instead of local spoken forms</li> </ul>	<p><b>Reading:</b> Children will read a range of fiction, non-fiction and poetry and work on a range of question types.</p> <p><b>Spelling:</b> <i>See No Nonsense Spelling Pathway</i></p> <p><b>Handwriting</b> The Zigzag Monster Family (z, v, w and x)</p>
Maths	Science – All Living Things and Their Habitats 2	Computing – Creating Media – Audio Production
<p><b>Shape</b> <b>Position and Direction</b> <b>Statistics</b></p>	<p>1. Jane Goodall Project</p>	<p>1. Recording a sound 2. Editing Audio 3. Planning a Podcast 4. Creating a Podcast 5. Combining Audio 6. Evaluating Podcasts</p>
Geography – Natural Resources	RE – Does the language of scripture matter? (Kapow)	PSHE – Safety and the changing body and Transition (Kapow)
<p><b>Enquiry Questions:</b></p> <ol style="list-style-type: none"> <li>What are natural resources?</li> <li>How have human needs for resources changed over time?</li> <li>How is energy generated and distributed?</li> <li>How is water generated and distributed?</li> <li>Why are foods imported and exported?</li> <li>How can we reduce energy, food and water waste?</li> </ol>	<p><b>Enquiry Questions:</b></p> <ol style="list-style-type: none"> <li>What came before written scripture?</li> <li>How has Biblical Hebrew evolved?</li> <li>Is all Arabic the same?</li> <li>Should prayers be said in their 'original' languages?</li> <li>How important are translations of religious scripture?</li> <li>Why does some religious scripture contain artwork?</li> </ol>	<p>Year 4 Only:</p> <ol style="list-style-type: none"> <li>Introducing puberty (Year 4 Lesson 7)</li> </ol> <p>All:</p> <ol style="list-style-type: none"> <li>Coping Strategies (Year 3 Lesson 1)</li> </ol>
Art – Making Monotypes (Access Art)	DT -	Music –
<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>That Monotype is a process where we make images by transferring ink from one surface to another to make a single print.</li> <li>That we can use the “distance” that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.</li> <li>That we can combine monotype with other disciplines such as painting and collage.</li> <li>That we can make art by expressing our own personal response to literature or film.</li> </ul>	<p><b>Enquiry Questions:</b></p>	
P.E. – Athletics and Netball	French – Food (Kapow)	Events/Visits
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Year 4</b></p> <ol style="list-style-type: none"> <li>To begin to understand a conversation in French</li> <li>To read and say amounts of money in French</li> <li>To say the names of French shops correctly.</li> <li>To work out the meanings of unfamiliar words.</li> <li>To create a French menu based on authentic texts.</li> </ol>	<p><b>June:</b></p> <ul style="list-style-type: none"> <li>PRIDE Month</li> <li>2<sup>nd</sup> Y4 MTC</li> <li>9<sup>th</sup> Healthy Eating Week</li> <li>9<sup>th</sup> Money Sense Week</li> <li>16<sup>th</sup> Arts Week</li> <li>16<sup>th</sup> National School Sports Week</li> <li>20<sup>th</sup> Sports Day</li> <li>20<sup>th</sup> Summer Fayre</li> </ul> <p><b>July:</b></p> <ul style="list-style-type: none"> <li>Transition Days TBC</li> <li>8<sup>th</sup> Class 4 and 5 End of Year Production</li> <li>9<sup>th</sup> Reports</li> <li>11<sup>th</sup> Founders Day</li> </ul>