

Author of the term: Adam Blade

Power of reading book: The Great Kapok Tree by Lynne Cherry

Poetry: For Forest by Grace Nichols



P.E. Gymnastics

Year 3

To balance on points and patches with my hips higher than my head. To show my spatial awareness when I move (considering others). To create different shapes with my body (letters). To balance on my head, with a partner supporting my legs if needed. To create interesting point and patch balances with a partner, to describe exactly what I'm doing using gymnastic vocabulary. To perform a series of rolls (log, forward, tuck, pencil). To jump from a small height, turning 90° or 180° and landing safely. To make shapes in the air when jumping from a small height. To travel on apparatus in different ways (forwards, backwards, sideways, slither, crawl).

Year 4

To balance on my head, with my legs straight and toes pointed, with partner supporting if needed. To perform a handstand against a wall or using a partner for support. To create symmetrical and asymmetrical balances with a partner. Perform a sequence of 4 or more gymnastic movements that are linked (e.g., travel, jump, roll, stand, balance). Jump from apparatus, using my body correctly to gain height and land safely. To turn 180° when jumping to the right and left. Always show a good gymnastic finishing position. To use a range of available apparatus safely, with caution. Balance on a narrow beam (upturned bench) independently.

Travel showing different speeds, directions, foot patterns and levels

Key vocabulary: **Sequence:** Two or more skills which are performed together creating a different combination skill. 90 degree and 180 degree turns. **Symmetrical shapes:** mirror image shape from a partner. **Asymmetrical:** a shape that is different on either side of the body

Computing: Word Processing

Key Learning:

Images can be formatted. Examples include cropping images, changing the brightness or contrast and adding borders.

We can use formatting tools to make an effective layout, so it is clear and appealing. We can use the spell check tool.

You can insert and format a table onto Microsoft Word by choosing the number of columns and rows.

Hyperlinks can be added to documents. This makes it quicker to access webpages.

Key Vocabulary:

Cell – Each little box in a table.

Rows – Cells which are horizontal.

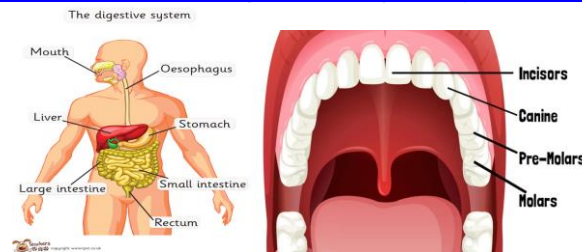
Columns – Cells which are vertical.

Spell-check – The computer checks the spelling for you.

Page layout – Where everything is on the page.

Hyperlink – A link which takes you to another webpage.

Science – Animals including humans – digestive system and teeth



Significant Individual: Marie Curie

Key learning:

RHE: To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check ups at the dentist

We can describe the simple functions of the basic parts of the digestive system in humans.

We know how to identify the different types of teeth in humans and their simple functions

Key vocabulary:

Oral hygiene is the practice of keeping the mouth clean and healthy by brushing and flossing to prevent tooth decay and gum disease. **molar tooth:** a grinding tooth at the back of a mammal's mouth. **Canine tooth:** a pointed tooth between the incisors and premolars of a mammal, often greatly enlarged in carnivores. **Incisors:** a narrow-edged tooth at the front of the mouth, adapted for cutting. In humans there are four incisors in each jaw.

The human digestive system: is a complex series of organs and glands that processes food. **Organs:** An organ is the name of a group of different tissues working together to perform a function. **Glands:** glands are tissues or organs that produce substances that are necessary for the functioning of other tissues or organs. **The oesophagus** is like a stretchy pipe that's about 10 inches (25 centimetres) long. It moves food from the back of your throat to your stomach. The **small intestine** runs from your stomach to your **large intestine**, which is the last part of the digestive system. The **stomach** is the organ in the body that receives food that has been swallowed and begins to digest it, to convert (food) into absorbable form.

History-

How was the Viking raid on England significant for Northern Britain?



The Vikings originated from the area that became modern-day Denmark, Sweden, and Norway.

The Vikings raided Britain to steal gold from monasteries and also to take people as slaves

Alfred the Great resisted attack Viking raids by building forts and built warships to guard the coast from raiders.

Athelstan the Great is regarded as the first King of England.

King Ethelred 2nd was known as King Ethelred the Unready as he was a weak king.

Danegeld was introduced by Ethelred as he tried to stop the Vikings from invading by giving them gold and land.

The key aspects of Viking life were farming, fishing, fighting and crafts (such as jewellery).

Each of the different Anglo-Saxon kings and kingdoms decided on their own laws and punishments. Each Viking community had its own laws too.

Edward the Confessor Edward was an ambitious man, and was known as a strong king with a clear vision. He died in 1066.

Key Vocabulary

Raid- a sudden attack **Invasion-**to attack another land **Resistance-** the refusal to accept something **Peasantry** low social status **Parliament-** law making group



PHSE and RHE Say no to bullying

British Value- Mutual Respect

There different types of bullying (physical, social, verbal and cyber-bullying) and they all have a negative impact on mental wellbeing.

You can seek advice or help from a trusted adult if family relationships are making them feel unhappy or unsafe. Asking for advice or help for themselves or others, and to keep trying until they are heard is important.

The role of the NSPCC is to help prevent cruelty to children.

The consequences of anti-social and aggressive behaviours, such as bullying and racism, for individuals and communities can be severe.

Pressure to behave in unacceptable or risky way can come from a variety of sources, including people they know and their actions affect themselves and others.

It is important to see things from other people's points of view; realise the nature and consequences of racism, discrimination, homophobia, teasing, bullying, and aggressive behaviours are wrong and we can ask for help.

Everybody needs help, whether it is yourself or a friend, even when a friend says they do not need any and talking to a safe adult is a good way to start.

Key vocabulary:

Bullying is something that can hurt you on the inside or on the outside. It hurts you on the outside by hitting you and hurting you physically or mentally. STOP means several times on purpose and we have a zero tolerance to bullying. **Mental wellbeing** concerns your thoughts and feelings, and how you manage the ups and downs of daily life.

Design and Technology- Exploded Diagrams

Key Learning

To read existing exploded diagrams

To understand and label an existing exploded diagram.

To create their own exploded diagram from a dis-assembled product

To create their own exploded diagram from a 2D image or from knowledge of a product.

Key vocabulary:

Exploded diagrams: show how a product can be assembled and how the separate parts fit together, with dotted lines showing where the parts slide into place. The diagrams also show components that would usually be hidden in a solid drawing.

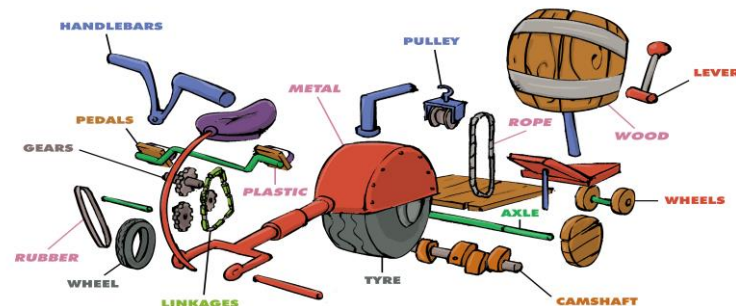
Components: a part or element of a larger wholesale model.

Assemble: fit together the separate component parts

Disassemble: to take separate component parts away

Construction: the style or method used in the building of something.

Annotations; a note to explain the diagram.



French

Key Learning:

We can make simple sentences with new nouns using the learnt structure: Voici _____ et _____
Some nouns are masculine and some nouns are feminine.

Key vocabulary:

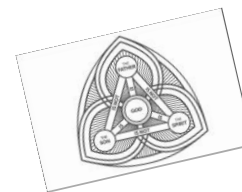
_____ –blue, **rouge** – red, **vert** – green, **gris** – grey, **jaune** – yellow **Bonjour** – Hello **Au revoir** - Goodbye

Ecoutez! – Listen, **Regardez!** – Watch/Look! **Taisez-vous!** – Be quiet! **Croisez les bras!** – Fold your arms! **Asseyez-vous!** Sit down!

Asseyez-vous correctement ! Sit up straight! **Levez-vous!** Stand up! **Montrez-moi!** Show me, **un-** a

Le père Noël - Santa Claus, **un bonhomme de neige** snowman, **un sapin** – Christmas tree, **un cadeau** – a present, **un renne** – a reindeer

RE- What is the trinity?



A Gospel tells the story of the life and teachings of Jesus. Christians show their beliefs about the Trinity in worship (in baptism and prayer) and in the way they live. Christians believe that God is Trinity: Father, Son and Holy Spirit. The Father creates, he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. That Christians believe the Holy Spirit is God's power at work in the world and their lives. The Grace is a letter from St. Paul to his new congregation and is now said as a blessing.

Key Vocabulary:

Trinity- three persons of the Christian God; Father, Son, and Holy Spirit.

Baptism- Christian religious rite of sprinkling water on to a person's forehead or of immersing them in water, symbolizing purification admission to the Christian Church.

The Grace- A blessing used in church or schools to conclude worship.

Music: Developing Pulse & Groove through Improvisation

Key Vocabulary:

A **pulse** is the heartbeat of the music and is also referred to as steady beat

Groove is the sense of rhythmic "feel" or sense of "swing" created by music

Tempo (the amount of beats per minute) can be brisk, moderate or slow.

Time signature: 3/4 (3 crotchet beats in a bar)

Key signature: G major

Rhythmic pattern: crotchet, quaver, semibreves, dotted crotchet, semiquavers, dotted quavers

Key repertoire:

Bringing us together (**disco**)

Mambo from West Side Story

(**Musicals**)

Old Joe Clark (**Folk**)

Bachianas Brasileiras

(**Orchestral**)

Dance with me (**Orchestral**)