

Author of the term: Adam Blade

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

Poetry: For Forest by Grace Nichols

RE- How and why is advent important to Christians?

Advent comes from the Latin 'advent,' which means 'coming' or 'arrival' to signify the birth of Jesus.

For Christians, Advent is a time for celebration; anticipating Christ's birth and looking forward to when Jesus will come again. Christians believe Jesus is the son of God so they celebrate the lead up to his birth (Christmas).

Key Vocabulary:

Advent - The first season of the Church year, leading up to Christmas. The arrival of a notable person or thing.

Wreath - The wreath represents the infinite circle of life - no beginning or end.

Eternal - Lasting or existing forever; without end.

Traditions - Customs or beliefs passed from generation to generation.



Computing: Word processing

Key Learning:

To format images for a purpose.

To use formatting tools to create an effective layout.

To use the spell check tool.

To insert and format a table in a word processing document.

To change a page layout for a purpose.

To create hyperlinks within a word document.

Key Vocabulary:

Cell – Each little box in a table.

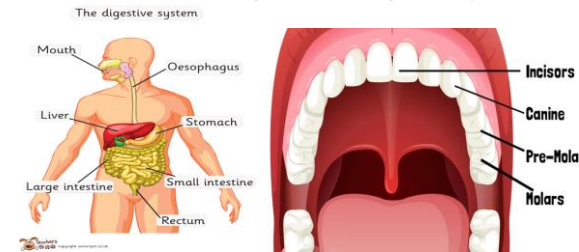
Rows – Cells which are horizontal.

Columns – Cells which are vertical.

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

Page layout – Where everything is on the page.

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.

Vocabulary: raid, invasion, resistance, peasantry and parliament.

PHSE and RHE Say no to bullying

British Value- Mutual Respect

To know about the different types of bullying (physical, social, verbal and cyber-bullying). Bullying has a negative and often lasting impact on mental wellbeing, and we all have a role in helping others. If family relationships are making them feel unhappy or unsafe, they know how to seek help or advice from a trusted adult.

To know how to ask for advice or help for themselves or others, and to keep trying until they are heard. To know the role of the NSPCC and how to contact them.

To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, for individuals and communities. To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.

To understand the pressure to behave in unacceptable or risky way can come from a variety of sources, including people they know. To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; to realise the nature and consequences of racism, discrimination, homophobia, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help – whether it is for yourself or a friend, even when a friend says they do not need help.

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

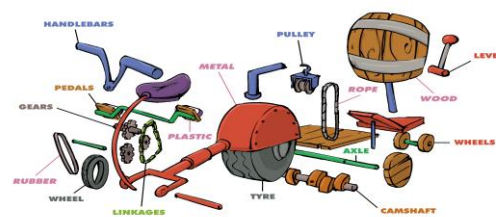
To create their own exploded diagram from a 2D image or from knowledge of a product.

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 wholescale 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.

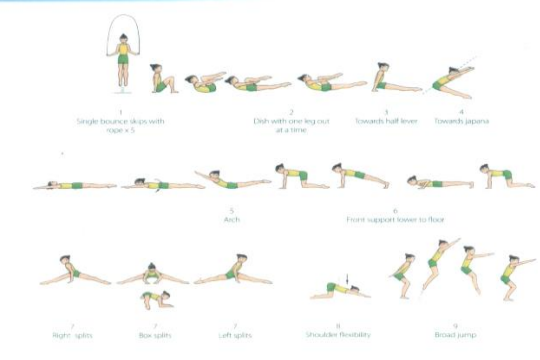


P.E. Gymnastics

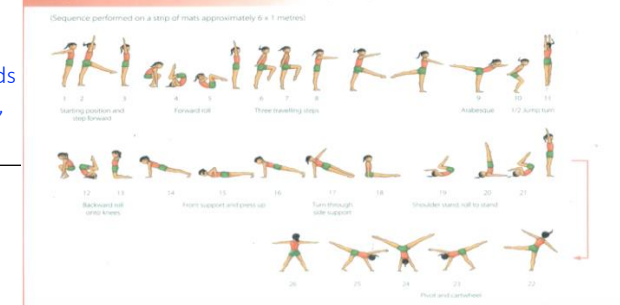
Year 3 Balance on points and patches with my hips higher than my head. Show my spatial awareness when I move (considering others). Create different shapes with my body (letters). Balance on my head, with a partner supporting my legs. Create point and patch balances with a partner. Describe what I'm doing 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. Make shapes in the air when jumping from a small height. Travel on apparatus in different ways (forwards, backwards, sideways, slither, crawl).

Year 4 Balance on my head, with my legs straight and toes pointed, with partner supporting. Perform a handstand against a wall or using a partner for support. Create symmetrical and asymmetrical balances with a partner. Perform a sequence of 4 or more gymnastic linked movements (e.g., travel, jump, roll, stand, balance). Jump from apparatus, using my body correctly to gain height and land safely. Turn 180° when jumping to the right and left. Show a good gymnastic finishing position. To available apparatus safely, with caution. Balance on a narrow beam independently. Travel showing different speeds, directions, foot patterns and levels.

Key vocabulary: **Symmetrical shapes:** mirror image shape from a partner. **Asymmetrical:** a shape that is different on either side of the body. General: Dish, towards half lever, towards japana, arch and front support. Left, right and box splits, broad jump, arabesque, press up, tuck and pencil roll.



Step 2 - Floor Exercise (Lower Key Stage 2 - Years 3 & 4)



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:

bleu –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

Music: Developing Pulse & Groove through Improvisation

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.

A **time signature** lets you know how many beats are in a bar.

Key Notation: minims, crotchets, paired quavers and rests

note value	notes	rests	rest value
4 beats	o	—	4 beats
2 beats	♪	—	2 beats
1 beat	♪	—	1 beat
1/2 beat	♪	—	1/2 beat