

NOTTINGHAM ACADEMY PRIMARY – CURRICULUM 2020/21

In essence it is important that our curriculum is thoughtfully put together, it is progressive and structured appropriately and that subsequent lessons are sequenced in a way that makes sense and supports learning and development.

CURRICULAR AIMS			
<p>To give pupils appropriate experiences to develop as confident, responsible citizens who connect with their future possibilities.</p> <p>To provide a rich 'cultural capital'.</p> <p>To provide a coherent, progressive and structured curriculum that enables all pupils to learn, develop and experience success.</p>			
Core Values: Respect, Compassion, Listening, Kindness, Gratitude, Love, Friendship and Care.			
YEAR 3/4	INTRA-CURRICULUM: <i>Designing</i> provision effectively within a specific subject.	CROSS-CURRICULAR: <i>Purposefully</i> connecting and sequencing aspects of our whole school themes.	CONTINUOUS PROVISION 6 PILLARS: <i>Embedding</i> strong daily routines.
<p>Autumn 1</p> <p>Theme for awards – Playing kindly and thoughtfully</p> <p>Author/poet focus – Ted Hughes</p> <p>Curriculum drivers:</p> <p>1) Iron Man – Ted Hughes</p> <p>2) Supertato – Sue Hendra</p>	<p>INTRA-CURRICULUM</p> <p>Knowledge and Understanding</p> <p><u>Maths- Mastery approach</u> Place value and Rounding Written strategies for addition/ subtraction/ fluency Week 1 and 2 Place value Week 2 -3 Strategies for addition Weeks 4 -5 strategies for subtraction Week 6 - 7 Understanding inverse</p> <p><u>Topic</u> Art – sketching Iron Man DT – Building Iron Man Science- Circuits completing a circuit and understanding that a switch completes a circuit. Can we not do this because of COVID and equipment?</p> <p><u>Literacy – needs Y3 objectives adding</u> SPaG- Prefixes, Fronted Adverbials, Rhetorical Questions, Similes, Metaphors, Capital letters, Full stops, Commas, Direct/ indirect speech.</p> <p><u>Week 1</u> All about me</p> <p><u>Week 2-4</u> Descriptions linked to the Iron Man</p> <p><u>Weeks 5 – 7</u></p>	<p>CROSS-CURRICULAR</p> <p>Knowledge and Understanding</p> <p>The Adventurer – Create a drama in the wild</p> <p>CROSS-CURRICULAR</p> <p>Knowledge and Understanding</p> <p><u>Maths:</u> Investigation, scaling to work out the size of the Iron Man from his foot print.</p> <p><u>Literacy</u> Character descriptions of The Iron Man - entertain Iron man newspaper reports- inform</p> <p><u>Science</u> Construct a simple series electrical circuit. Identifying and naming its basic components including cells, wires, switches and buzzers. Use a battery and a switch to complete a circuit and identify whether it would work. Recognise different materials that conduct electricity.</p> <p><u>PSHE</u> Strand 2- D Relationships Year 3 (1,2,3) Year 4 (3) Strategies for calming down ("Inside Out" topic). Talking about relationships and feelings linked to transition. Strand 2 – F Healthy Relationships. Year 4 (1) Different family types</p> <p>Strand 1 – B - Growing and changing Year 3 and 4 (1,3) Linked to transition</p> <p>Strand 1- Dental health (linked to free toothbrushes)</p>	<p><u>Maths</u> Multiplication – TTRS + 1 multiplication lesson.</p> <p>Multiplication through P.E. (Continuously)</p> <p>Number bonds 10, 100 X tables, partition and add single and double digit numbers mentally</p> <p>Strategies for mental calculation (fluency and variation – adjusting tens/ hundreds including 9, 99, 98 etc)</p> <p>Consolidate mental additions through 10 and 100 by adjusting.</p> <p>Consolidate subtractions through 10 and 100 through adjusting.</p> <p>Decision making in Maths and examining different strategies.</p> <p>Telling the time</p> <p>Cooking as Friday activity including measuring, weight and volume.</p> <p>Daily reading</p>

	<p>Write a story based on Supertato by Sue Hendra.</p> <p><u>Guided Reading:</u> <u>Weeks 1-4</u> - Iron Man Chapter Extracts from Chapter 1 and Chapter 3. Skim, scan retrieval</p> <p><u>Week 5 – Taking Time poem by Jo Loring-Fisher – sequencing – new 2021</u> (National Poetry Day 1st October)</p> <p><u>Week 6 – Horrible Science – Shocking Electricity – new 2021</u></p> <p><u>Week 7 – The Boy who harnessed the wind – new 2021</u></p> <p><u>R.E.</u> Religion family and community: worship, celebration, way of living: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals? Ask questions that have no universal answers.</p> <p>AT2 Respond to meanings behind different beliefs and practices.</p> <p>AT2 Begin to make connections between their own ideas and others.</p> <p><u>P.E.</u> Multi-skills / net wall games / athletics (PPA staff): Utilise changes of direction, speed & level during performances/competition to succeed. Select and utilise appropriate tactics and techniques to cause problems for opponents. Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control). Follow the rules of the game and play fairly.</p> <p><u>Science</u> Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p>		<p>Daily handwriting</p> <p>Reading poetry/ Singing</p> <p>HITT</p> <p>Reflection / Wellbeing</p>
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	Recognise some common conductors and insulators, and associate metals with being good conductors		
<p>Autumn 2 7 weeks</p> <p>Whole Scheme Theme is The Discoverer</p> <p>Theme for awards – USE YOUR TALENTS TO ACHIEVE YOUR BEST</p> <p>Author focus: Jeremy Strong Poet: Roger McGough</p> <p>Curriculum drivers: HISTORY FOCUS What the Romans did for us by Alison Hawes Horrible History – Rotten Romans by Terry Deary Avoid being a Roman Soldier by David Stewart The Roman Soldiers Handbook by Lucia Fabricus How to be a Roman Soldier by Fiona McDonald</p>	<p><u>INTRA –CURRICULUM</u></p> <p>Knowledge and Understanding</p> <p><u>Maths- Mastery Approach.</u> Four operations and fractions Focus on written strategies for division and multiplication Fractions of amounts and shapes. Reasoning about fractions. Week 1 – Multiplication 1 digit by 1 digit, extend Year 4 to 2 digit by 1 digit using intermediate method. Week 2 – Understanding division as the inverse of multiplication, through arrays. Year 4 introduction to bus stop method upto 2 digit divided by 1 digit. Week 3 – Formal strategies for short multiplication (Year 4) Reasoning about single digit multiplication for Year 3. Week 4 – Reasoning about multiplication and division. Week 5 – Reasoning about fractions – bar diagrams. Finding fractions of whole numbers including none unit fractions. Week 6 -Adding and subtracting fractions with same denominator</p> <p><u>Literacy – HISTORY focus Autumn 2</u> Weeks 1-3 Non-Chronological Report Writing Weeks 4-5 Diary entry from soldier/conquered perspective linking to The Diary of Dorkin Maximus and The Voices a Roman Story Weeks 6-7 Narrative based around The Snowman by Michael Morpurgo</p> <p><u>SPAG + Y3</u> -Fronted adverbials -Noun phrases -Opposing conjunctions -Full stops/ Capital letters -Prefixes and Suffixes -Spelling rules for Prefixes (Eg: 'in' for opposite - Inadequate) -Powerful punctuation -Repetition -Formal Language -Rhetorical questions. -Tenses.</p> <p><u>Guided Reading</u> Week 1 – 'How to be a Roman Solider' by Fiona MacDonald. Non-fiction (vocabulary, retrieval and text structure) Week 2 – 'In Flanders Fields' poem by Lt. Col John McRae.</p>	<p><u>CROSS-CURRICULAR</u></p> <p>Knowledge and Understanding</p> <p><u>Literacy</u> <u>Roman Report</u> Week 1-3 History/ Geography: What the Romans did for us? Where is Rome Who were the Romans? What is their legacy? Invasion routes and maps Human physical features – comparison of maps over time/ road and cities</p> <p><u>DT</u> Creating a Roman Shield</p> <p><u>Art</u> Roman Mosaics</p> <p><u>Maths</u> Understanding Roman Numerals and counting systems. See Geography understanding compass points</p> <p><u>Computing</u> Scratch – programming Apps – TTRS – Spelling Shed</p> <p><u>NGHS</u> Science/Maths and PE Opportunities for disadvantaged children in STEM. – online workshops</p> <p><u>Maths</u> Weight and measures – Measuring volume of liquid and weight of food items</p> <p><u>PSHE</u> Strand 2 – F Healthy Relationships Year 3 (1,2,3 and 5) Year 4 (2 and 5) Online learning, how to maintain relationships whilst in lockdown (chit chat channel).</p> <p>Strand 3 – G Living in the wider world Year 4 (1) Appreciate difference and diversity in the wider world.</p>	

	<p>Week 3 – ‘Romans on the Rampage’ by Jeremy Strong (author of the term) fiction linked to Romans topic.</p> <p>Week 4 – No Pens Wednesday – performance poetry</p> <p>Week 5 – ‘The Chase’ narrative, sequencing and inference.</p> <p>Week 6 – ‘One Christmas Wish’ by Katherine Rundell</p> <p>Week 7 – ‘Christmas in Exeter Street’ by Diana Hendry and John Lawrence.</p> <p><u>Geography</u></p> <p>Week 2 – NC locate the world’s countries, using maps to focus on Europe – large A3 map for each child (to add too throughout lessons) children to locate Rome, UK and countries using atlases.</p> <p>-NC Similarities and differences through the study of human and physical geography – looking at the similarities and differences between Roman Britain and Modern Britain (2 maps side by side)</p> <p>-NC describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water – research/ discuss land use/ settlement by the Romans (invasion routes)</p> <p>-NC use maps, atlases, globes to locate countries – highlight on maps where the Romans invaded.</p> <p><u>Science</u></p> <p><u>Animals including humans</u></p> <p>NC - Identify different types of teeth in humans and their functions. Did Romans have better teeth than we do now? Time has discovered that the ancient Romans had better teeth than people today. Children could think about why this might be... as Romans didn't have same standard of dental care... however had low-sugar, fibre rich diets.</p> <p>Food chains. (develop a toothpaste... stem.org.uk).</p> <p>NC - Describe the simple functions of the basic parts of the digestive systems in humans.</p> <p>Make own digestive system experiment (stem.org.uk)</p> <p><u>R.E.</u></p> <p>Spiritual expression: Christianity, music and worship: what can we learn? Explain some of the religious practices of both clerics and individuals. Present the key teaching and beliefs of a religion (Linked to present giving in bible vs modern day).</p> <p>AT 1 Begin to compare directly different responses to ethical questions looking at a range of different religions.</p>	<p><u>PE</u></p> <p>Orienteering – map work</p> <p><u>HIIT</u></p> <p>Solids, liquids and gas. Each pupil molecule (stem.org.uk)</p>	
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	<p>Carol concert for parents</p> <p><u>P.E.</u> Striking and fielding and Team games (PPA STAFF) Utilise changes of direction, speed & level during performances/competition to succeed. Select and utilise appropriate tactics and techniques to cause problems for opponents. Displays an understanding of fair play, working well with others and leading a small group.</p>		
<p>Spring 1 The Explorer – Find your way with a map</p> <p>Author focus: Maria Isabel Sanchez Vegara Poet: Spaced Out book of poems by Brian Moses/James Carter</p> <p>Curriculum drivers 1) The Adventurous Journey of a Mouse to the Moon 2) Space Maps</p>	<p><u>INTRA –CURRICULUM</u></p> <p>Knowledge and Understanding</p> <p><u>Maths</u> Daily revision of 4 operations including working with decimals. Reasoning about fractions. Reasoning about shape. Week 1 and 2 – Revise 4 ops – decimals. Year 4 to understand place value related to decimal number and apply to the four operations. Week 3- Properties and language of shape. Reasoning about shape Week 4 – Understanding area as a unit of measurement and reasoning about areas of rectilinear shapes. Week 5 – Area and reasoning about area. Week 6 – Perpendicular and parallel and angles.</p> <p><u>Literacy – Space theme</u> Weeks 1-3 a biography based on The Adventurous Journey of a Mouse to the Moon by Torben Kuhlmann Weeks 4-6 Persuasive advert why someone should visit chosen planet based on Space Maps by Lara Albanese</p> <p><u>SPAG</u> Biography conjunctions, adverbs and prepositions -Use of paragraphs to organise ideas -expanded noun phrases -Fronted adverbials (e.g. Later that day) -third person</p> <p>Persuasive advert -nouns and pronouns. -relative clause -Uses adverbials -conjunctions, adverbials and prepositions -Paragraphs -persuasive noun phrases</p>	<p><u>CROSS-CURRICULAR</u></p> <p>Knowledge and Understanding</p> <p><u>Maths</u> Co-ordinates linked to maps.</p> <p><u>Geography</u> Use eight compass points to find locations.</p> <p>OAA – coordinates to find locations using compass points. Orienteering using mathematical directions.</p> <p><u>Science</u> Measuring liquid in ml/l</p> <p><u>Topic:</u> *Link to Science by looking at materials *Link to reading/writing *Link to maths for measuring</p> <p><u>Geography</u> Linked to whole school theme- Adventurers and explorers. Human and Physical geography - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Coordinates- Recognise how to read maps using coordinates.</p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>PHSE- E –Safety</u> Year 3 – Stand 1, C (4/5) Year 4 – Stand 1, C (3,5,6)</p>	

	<p><u>Guided Reading</u></p> <p>Week 1 – ‘Survival in Space – the Apollo 13 mission’ by David Long (extract from chapter 1) Non-fiction</p> <p>Week 2 – ‘Little Leaders’ by Vashti Harrison. Extract on Katherine Johnson. Non-fiction</p> <p>Week 3 – ‘Lights on Cotton Rock’ by David Litchfield. Fiction.</p> <p>Week 4 – ‘The Great Galactic Ghoul’ by Brian Moses (poet of the term)</p> <p>Week 5 – ‘Charlotte’s Web’ by E.B. White (extract from opening chapter)</p> <p>Week 6 – ‘The Legend of Podkin One-ear’ by Kieran Larwood (opening extract)</p> <p><u>R.E.</u></p> <p>Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages? Recommended religions: Islam, Hinduism, Christianity</p> <p>AT1 Begin to compare the similarities of at least three different religious texts or stories.</p> <p><u>P.E.</u></p> <p>Team games</p> <p>Gym and dance</p> <p>Displays an understanding of fair play, working well with others and leading a small group</p> <p>Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements</p> <p>Utilise changes of direction, speed & level during performances/competition to succeed</p> <p>Select and utilise appropriate tactics and techniques to cause problems for opponents</p> <p>Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control)</p> <p><u>Science:</u></p> <p>NC – Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Three identical balloons, fair test (stem.org.uk YR4 states of matter).</p> <p>Experiment outdoors</p> <p>(https://www.youtube.com/watch?v=NifnyqeCHg0).</p> <p>Create moon dust.</p> <p>NC – Observe that some materials change state when they are heated and cooled, research the temperature in which this happens.</p> <p>Changing state of two materials (one changes, one doesn’t) when heated or cooled.</p>	<p>Talk about staying safe online, not sharing passwords or personal information. Create an informative poster.</p> <p>Stand 3 - G Living in the wider world</p> <p>Year 4 (2) Fake news. (Covid myths).</p>	
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	<u>Geography:</u> Identify features of Human and Physical geography, in rural and urban areas. Using maps to identify features and compare.		
<p>Spring 2 The Tracker – Life in water</p> <p>Poet: Joseph Coelho Author: Zainib Mian</p> <p>Curriculum drivers Once upon a raindrop Planet full of plastic</p>	<p><u>INTRA –CURRICULUM</u></p> <p>Knowledge and Understanding</p> <p><u>Maths</u> Daily revision of 4 operations including working with decimals. Reasoning about fractions. Week 1 – Understanding tenths (Year 3 as a fraction Year 4 as a fraction and decimal). Week 2 – Fractions and decimals, addition and subtraction. Week 3 – Decimals related to money (Year 4) 4 operations related (Year 3) Week 4 - 5 - 3 D shapes Week 5 – Reasoning about 3d shapes Week 6 – PIXL</p> <p><u>Literacy</u> Week 1 – 3 – Explanation text based on The Sea Book by Charlotte Milner Week 4 - 6 – Persuasion based around sea conservation – Leaflet</p> <p><u>SPaG</u> <u>Explanation</u> - nouns and pronouns - Fronted adverbials - Relative clauses - Use prepositions - Heading and subheadings - rhetorical questions</p> <p><u>Persuasive leaflet</u> - nouns and pronouns. - relative clause - Uses adverbials - conjunctions, adverbials and prepositions - Paragraphs - persuasive noun phrases</p> <p><u>Guided Reading</u> Week 1 – ‘Why Waters Worth It’, by Lori Harrison Week 2 – The Blue Planet 2 by Leisa Stewart-Sharp (non-fiction) Week 3 – Example leaflet text – linked to literacy Week 4 – ‘The Lion, The Witch and the Wardrobe’ C.S. Lewis (extract from the first chapter) Week 5 – Joseph Coelho poem – A Year of Nature Poems (extract)</p>	<p><u>CROSS-CURRICULAR</u></p> <p>Knowledge and Understanding</p> <p>Using measures to compare amounts in ML and L. Converting measures using decimals.</p> <p><u>Computing</u> Researching locations along the Trent using different on-line resources. Geography – understanding the characteristics of a river</p> <p><u>Maths</u> Data handling – Bar and line graphs, measuring eg evaporation of water over time Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) (Recording the temperature change of ice and boiling water over time, recording in a table).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Geography and rivers, rivers wanting to return to the sea).</p> <p>*Link to current affairs – link to global warming (rise of rivers). How can we look after our environment?</p>	

	<p>Week 6 – Planet Omar: Accidental trouble magnet by Zabib Mian - extract (author of the term)</p> <p><u>Geography</u> NC name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics including rivers.</p> <p>NC describe and understand key aspects of rivers and the water cycle.</p> <p>Finding out how rivers are formed, comparing rivers from around the world and understanding how rivers are used. Describe what happens to the upper, middle and lower course of the river</p> <p>NC use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p> <p><u>R.E.</u> The journey of life and death: Why do some people think life is like a journey? Where do we go? What do different people think about life after death? Recommended religions: Christianity - Linked to Easter</p> <p>AT1 Express views about why belonging to a faith community is valuable in their own lives.</p> <p><u>P.E.</u> OAA (PPA staff) Gym and dance</p> <p>Displays an understanding of fair play, working well with others and leading a small group Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements Utilise changes of direction, speed & level during performances/competition to succeed Select and utilise appropriate tactics and techniques to cause problems for opponents Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control) Orienteering – Can follow a set of instructions, number of steps etc in order to locate a given position.</p> <p><u>Science:</u> NC – Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>		
		<p><u>Geography</u> Rivers wanting to return to the sea.</p> <p><u>PSHE</u> Strand 3 Living in the wider world Year 3 and 4 - H (1) Responsibilities and duties towards the environment. (Literacy and Guided Reading links). Year 3 G - (2,3) Contribute to community. Speakers in to recognise roles of individuals in the community. (See Summer 1 for litter picking).</p> <p>Strand 3 Living in the wider world Year 4 G (1) Difference and diversity. Holi festival GR work.</p>	

	<p>Pond life food chain.</p> <p>NC - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Investigations to include – evaporation rate of different liquids, factors that affect evaporation and observing condensation.</p>		
<p>Summer 1 6 weeks Terrific Trees</p> <p>Theme for awards – RESPECT ALL RELATIONSHIPS</p> <p>Poet: Jackie Morris Author: Malorie Blackman (GR)</p> <p>Text Drivers: 1) The Tin Forest by Helen Ward 2) The Nowhere Emporium by Ross Mackensie</p>	<p><u>INTRA –CURRICULUM</u></p> <p>Knowledge and Understanding</p> <p><u>Maths</u> Daily revision of 4 operations, including working with decimals. Reasoning about fractions. Measures Week 1- Y4 decimals – Y3 addition Week 2 –Y4 decimals – Y3 addition Week 3 – Place value and rounding Week 4 – Multiplication and Division Week 5 – Reasoning about fractions Week 6 – Assessment Week</p> <p><u>Literacy</u> Weeks 1 –3 a letter based on The Tin Forest by Helen Ward and Wayne Anderson Weeks 4 - 5 a descriptive poem based The Nowhere Emporium by Ross Mackensie</p> <p><u>SPaG</u> Letter conjunctions, adverbs and prepositions -paragraphs to organise ideas -expanded noun phrases -Fronted adverbials (e.g. Later that day) - First person from old man’s perspective</p> <p>Poem Verses Conjunctions Expanded noun phrases Similes/metaphors Tense</p> <p><u>Guided Reading</u> Week 1 – The Legend of Saint George by Brenda Williams. Week 2 – The Magic and Mystery of Trees by Jen Green Non-fiction text pages 12-15 parts of a tree and secret roots. Week 3 – The Night Gardener by The Fan Brothers.</p>	<p><u>CROSS–CURRICULAR</u></p> <p>Knowledge and Understanding</p> <p><u>Science</u> Geography links to climate zones and biomes (common characteristics), changing climates and climate change (Gretta Thunberg speech). The positive and negative impact of humans on the environment, population development and litter. Comparing nature reserve versus deforestation. (Recycling campaign across Y4/School).</p> <p><u>Maths</u> Measuring temperature.</p> <p><u>Geography</u> NC use maps, atlases, globes to locate countries and describe features studied I.e rainforest/ deforestation</p> <p><u>PSHE</u> Stephen Lawrence Day (22.04.21) Aspirations, racism, bullying and personal strengths.</p> <p>Strand 2 -Healthy, Safe Relationships Bullying Year 3 E (1,2) Understanding bullying and what to do if you experience or witness it. No, GO TELL approach to bullying. Year 4 (4) Recognise that there are different types of bullying.</p> <p>Strand 1 - B Growing and Changing Year 4 (4) Conflict resolution strategies. Strand 2 D Feelings and emotions Year 3 (4, 5) Discuss peer pressure and how to be a good friend. Understanding procedures and responses to others behaviour. Year 4 (1, 2) Discuss peer pressure and what to do if that happens to them or someone they know. When to keep secrets. Strand 2 – E Healthy, Safe Relationships Year 4 (1,2,3) Listen to others respectfully. Strand 2 – F Healthy Relationships Year 4 (2,3, 5 and 6) Building and maintaining positive relationships. Working together to achieve results (Tin forest and Blue Peter badge). Year 3 (4) Working together to achieve results (Tin forest and Blue Peter badge).</p>	

	<p>Week 4 – The Nowhere Emporium’ by Ross Mackenzie. (extract).</p> <p>Week 5 - Jackie Morris – The Ice Bear extract (poet of the term).</p> <p>Week 6 – Grandpa Bert and the Ghost Snatchers, by Malorie Blackman (author of the term).</p> <p><u>R.E.</u> Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages? Recommended religions: Islam - link to the Eid assembly</p> <p>AT1 To begin to understand the diversity of belief in different religions, nationally and globally.</p> <p><u>P.E.</u> OAA Athletics and team games (PPA staff) Utilise changes of direction, speed & level during performances/competition to succeed Select and utilise appropriate tactics and techniques to cause problems for opponents Demonstrates a developed understanding of how the body changes/functions during exercise Change running styles according to distance, with the intention of beating personal best's</p> <p><u>Science: Living things and their habitats</u> NC - Recognise that environments can change and that this can sometimes pose dangers to living things. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. Deforestation – linked to Literacy topic.</p> <p>NC – Explore and use classification keys to help group, identify a variety of living things in their local and wider environment. Identifying how habitats change throughout the year. Recognising vertebrates and invertebrates, grouping.</p> <p><u>Computing</u> Computing 1 – Basic skills – typing skills – using Microsoft applications</p> <p>Computing 2 – Scratch - programming</p>		
Summer 2 The Adventure	<u>INTRA –CURRICULUM</u>	<u>CROSS-CURRICULAR</u>	

<p>Show resilience of body and mind</p> <p>Poet: Author: Cerrie Burnell</p> <p>Text drivers:</p> <p>1) TBC</p>	<p>Knowledge and Understanding</p> <p><u>Maths</u> Daily revision of 4 operations including working with decimals. Reasoning about fractions. Measures Reasoning about measures Practice for Times Table Check Week 1- Revise 4 ops Week 2 – Geometry – properties of 3d shape Week 3 – Reasoning about shape. Week 4 – Timetables/ charts and time difference linked to sport Week 5 – Assessment Week 6 – Reasoning about fractions.</p> <p><u>Literacy</u> Weeks 1 - 2 a recount of sports day Weeks 3 – 5 a report on how to lead a healthy lifestyle Week 6 – Letter to new teacher for transition.</p> <p><u>SPaG</u> Recount -Express time, place and cause, conjunctions, adverbs and prepositions -Inverted commas (Ready! Steady! GO!) -Use of paragraphs -Fronted adverbials -first person Report -Express time, place and cause using conjunctions and prepositions - Use of relative clause to add further detail. -nouns and expanded noun phrases and pronouns -Use of paragraphs to organise ideas -Headings and subheadings, columns, bullets etc used to aid presentation</p> <p><u>Guided Reading</u> Week 1 – ‘I’m Not a Label’ by Cerrie Burnell (author of the term – extract) sportsperson link Week 2 – ‘Danny Baker’s silly olympics’ by Steve Hartley Week 3 – Outstanding Olympics by Clive Gifford (non-fiction) Week 4 – Local Poet Week 5 – The Train to Impossible Places by P.G. Bell (extract) Week 6 – My encyclopaedia of very exciting adventures DK Books (non-fiction)</p> <p><u>Science - Animals including humans</u></p>	<p><u>Science</u> Link to music/strings lessons, pitch and understanding how they can create high and low pitches using fingers and shortening strings. Understanding volume through drumming lessons, difference in volume depending on vibrations and power of strike. Higher volume equals higher waves.</p> <p><u>PHSE</u> Strand 1 (Year 3 -1,4)- Health and well-being – Healthy diet, benefits of exercise linked to Olympic athletes and literacy nonfiction writing) Year 4 (1, 2, 3, 4) Creating own healthy meals and snacks as part of Olympic theme day. T, creating healthy habits. Talk about how some athletes use performance enhancing drugs and why drugs should be avoided.</p> <p>Strand 1 B Growing and Changing Year 3 (2, 4, 5 and 6) Body parts discussed, sporting hero's. Personal strengths and weaknesses. Letter to new teacher, linked to transition. Year 4 (2, 5, 6 and 7) As above but discuss changes to the human body as we get older.</p> <p>Strand 3 – G Living in the wider world Year 3 (1) Mental Wellbeing).</p> <p><u>Maths</u> Sports Day times and organizing data. Build a den – measuring items for their den.</p> <p><u>Maths</u> Interpret bar charts and times. Calculating time differences.</p> <p>Olympics – eating to win (stem.org.uk)</p> <p><u>Computing</u> E-safety</p> <p><u>HIIT</u> Heart rate increase... exercise.</p>	
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	<p>NC – Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get it from nutrition. Importance of nutrition, food groups, pyramid. Are you a hare or a tortoise? Be a nutritionist plan a meal for a sports person.</p> <p>NC – Identifying that humans and some other animals have skeletons and muscles for support, protection and movement. Identifying and grouping animals with and without skeletons. Movement specifically with muscles linking to Olympics.</p> <p><u>Geography</u> NC locate the world’s countries, using maps to focus on Europe and North and South America - focus on Olympics Environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>R.E.</u> Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages? Recommended religions: Hinduism, Christianity</p> <p>AT1 Begin to compare the similarities of at least three different religious texts or stories.</p> <p><u>P.E.</u> Team games Striking and fielding (PPA staff) Utilise changes of direction, speed & level during performances/competition to succeed Select and utilise appropriate tactics and techniques to cause problems for opponents Demonstrates a developed understanding of how the body changes/functions during exercise Displays an understanding of fair play, working well with others and leading a small group Change running styles according to distance, with the intention of beating personal best's</p> <p><u>R.E.</u> The journey of life and death, Why do some people think that life is a journey? Where do we go? What do different people think about life after death?</p> <p><u>Local History topic</u> Rebecca Adlington/ Richard Whitehead – local Olympians.</p>		
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