

### LITERACY

- **Reading** (independent, paired, shared and guided reading, adding expression and intonation throughout)
- **Writing** (stories with a familiar setting, shape poetry, writing instructions)
- **Spelling** (Year 3 Read Write Inc scheme followed as part of the Year 1- 6 spelling curriculum)
- **Grammar** (sentence structure including capital letters, full stops, nouns, adjectives, verbs and adverbs)
- **Comprehension** (literal and inferential, written and verbal in full sentences. Discussion of text and author intent)
- **Handwriting** (reinforce posture, pencil grip, letter size and formation, presentation and a cursive script)

#### Ideas for home:

- Reading with an adult every night for 20 minutes at least
- Asking questions about the plot, character(s) and setting. Begin to make links to other stories and the world around them
- Be a 'good reading 'role model' for your child – let them see you reading for pleasure and with good expression. Discuss stories you enjoy and interesting things you have been currently reading
- Look for a variety of opportunities to read different texts e.g newspapers, magazines and instructions
- Listen to audio books together and share your thoughts about the stories. What did you like / dislike? Would you recommend the text and to who and why?

### MATHS

- Using number bonds to 100 and understanding their relationship in other addition / subtraction problems
- Add and subtract 1 and 2 digit numbers both written and mentally
- Know your 2, 3, 4, 5, 10 and 11 times tables by heart – extended focus on the relationship between 3 and 6 times tables
- Doubling and halving
- Place Value and ordering 2, 3, 4 digit numbers, extended through use of decimals
- Understand the calendar – days, weeks, months and years
- Fractions (shape and number)
- Properties of 2D and 3D shapes

#### Ideas for home:

- Identify maths in real life contexts eg telling the time, using calendars or timetables
- Encourage the children to calculate change and difference when shopping
- Handle coins regularly
- Use tape measures
- Identify shapes, 3D structures, patterns and symmetry when out and about
- Board games and strategy games such as Backgammon, Rummi-kub, Monopoly and Battleships
- Sudoku

### TOPIC GEOGRAPHY / HISTORY

#### Invasion! - Celts, Romans, Anglo Saxons and Vikings

- Chronology
- Understand the timescale and difference between the Romans and Celts
- Reasons for immigration and movement between countries
- A closer look at weapons, how and why they were used
- Transport, how the Romans, Vikings etc travelled to Britain and invaded—linked to floating and sinking.
- Battle formations
- How the Roman Empire came to an end
- People of note during each invasion— Boudicca, Caesar, Claudius
- Food, recipes, amongst many other parts of Celt, Romans, Anglo Saxon and Viking life
- Atlas work, locating countries of origin on maps— basic compass directions.

#### Ideas for home:

- Locate countries on a map, use google earth and discuss places they have visited
- Discuss: why do people travel?
- Locate the countries Romans, Vikings etc came from on maps
- Read books relating to the various types of people in our Invasions Topic
- Use compass directions when talking to the boys in the car or out and about so they become familiar with the terms

### SCIENCE

#### Humans and Healthy Eating

- What is a balanced diet?
  - Looking at the different food groups – fats, carbohydrates, sugars and proteins
  - Looking at the school lunch menu and deciding what would make a healthy diet
  - How the food helps the body
  - How much food is needed
  - Exercise and living a healthy lifestyle
- #### Senses
- Using senses to explore and explain
  - How do you know an object is where you think it is?
  - Senses and their purpose

#### Skills

- Identify and control variables within experiments

#### Ideas for home:

- Create a menu for the week or review what the family have eaten in the last week
- Talk about the food groups when eating with your boy so they understand what job each food might be doing for our bodies
- Play 'Brainbox' games to encourage visual memory recall
- Create experiments at home just for fun and general scientific enquiry. What will you test? Will you record anything? What have you discovered?



<p><b>ART / DT</b></p>	<p><b>DRAMA</b></p>	<p><b>MUSIC</b></p>	<p><b>ICT/COMPUTING</b></p>
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Primary and secondary colours</li> <li>• Colour mixing</li> <li>• Use of paint brush</li> <li>• Roman mosaics</li> <li>• Clay work to create coins / models</li> <li>• Viking, Saxon, Celt jewellery</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>• Cutting accurately and affixing with care</li> <li>• Design and create a sandwich</li> <li>• Design and create Roman shield</li> </ul>	<p><b>Using your senses in Drama</b></p> <ul style="list-style-type: none"> <li>• The importance of sight in Drama</li> <li>• Using your body to describe something abstract</li> <li>• Understanding collaboration in soundscapes</li> <li>• Introducing movement and interaction</li> <li>• Exploring physical connection in performative work</li> </ul>	<p><b>Recognising Notation</b></p> <ul style="list-style-type: none"> <li>• Me Ray Doh</li> </ul> <p><b>Recognising Rhythm</b></p> <ul style="list-style-type: none"> <li>• Vertical bar by bar reading.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Mozart Twinkle variations</li> <li>• Delibes Flower Duet</li> </ul>	<ul style="list-style-type: none"> <li>• Purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• Use search technologies effectively</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>
<p><b>RE</b></p>	<p><b>MFL (SPANISH - 12 weeks)</b></p>	<p><b>PE/SWIMMING</b></p>	<p><b>PSHE / PHILOSOPHY</b></p>
<p><b>How the world began</b> <b>Genesis Creation story</b></p> <ul style="list-style-type: none"> <li>• Learn what Genesis says about God's creation of the world in six days</li> <li>• Contrast story with the modern world</li> <li>• Read the story of Adam and Eve and relate it to modern themes</li> </ul> <p><b>Science's view (simplified)</b></p> <ul style="list-style-type: none"> <li>• Explore the Big Bang theory</li> <li>• Contrast this theory with the Christian/Jewish view</li> <li>• Evaluate both arguments</li> </ul> <p><b>Personal view</b></p> <ul style="list-style-type: none"> <li>• Explore personal beliefs and attitudes</li> <li>• Discuss the co-existence of science and religion</li> </ul>	<p><b>Autumn term 1st half</b></p> <ul style="list-style-type: none"> <li>• Introduction to Spain – geography, culture, food</li> <li>• Basic classroom instructions</li> <li>• Saying your name + asking someone his name</li> <li>• Asking someone how he is doing + different possible answers</li> <li>• Numbers 1-12</li> </ul> <p><b>Autumn term 2nd half</b></p> <ul style="list-style-type: none"> <li>• Saying your age +asking someone his age</li> <li>• Days of the week</li> <li>• Colours</li> <li>• Christmas vocabulary</li> </ul>	<p><b>PE</b></p> <ul style="list-style-type: none"> <li>• ball skills and badminton</li> </ul> <p><b>Games</b> <b>Soccer</b></p> <ul style="list-style-type: none"> <li>• Including passing, dribbling, space finding, blocking shots, receiving and travelling</li> </ul> <p><b>Rugby (tag)</b></p> <ul style="list-style-type: none"> <li>• Including grip, how to pass, run onto pass, how to support ball carrier</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• stroke technique</li> <li>• racing skills</li> </ul>	<p><b>Living in the Wider World &amp; Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Discussing topical issues</li> <li>• Learning about why we have laws and rules</li> <li>• Learning about being part of a community</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Talking about feelings</li> <li>• Talking about when to and when not to keep 'secrets' from others</li> <li>• To talk about different types of relationships</li> <li>• To talk about boundaries</li> <li>• To think about our actions and their consequences</li> </ul> <p><b>Philosophy</b></p> <p>Boys are taught how to create their own philosophical questions from a given stimulus. They work in groups and as a class. Boys will learn to develop many skills including:</p> <ul style="list-style-type: none"> <li>• Listening, Questioning, Debating, Communication, Cooperation, Creativeness, Respectfulness, Tolerance, Thoughtfulness</li> </ul>