

English	<p>Stone Age Boy</p> <p>This half term our writing will be based on the book 'Stone Age Boy'. We will be:</p> <ul style="list-style-type: none">• writing effective sentences for our adventure story using adjectives, repetition and alliteration• creating our own success criteria• plan an extended piece of writing considering which techniques are appropriate and effective• writing independently• editing and improving our narrative
Maths	<p>Number- Addition and Subtraction</p> <p>Year 3-</p> <p>Composition and calculation: 100 and bridging 100:</p> <ul style="list-style-type: none">• there are ten tens in 100; there are 100 ones in 100. 100 can also be composed multiplicatively from 50, 25 or 20, units that are commonly used in graphing and measures• known addition facts can be used to calculate complements to 100.• known strategies for addition and subtraction across the tens boundary can be combined with unitising to count and calculate across the hundreds boundary in multiples of ten• knowledge of two-digit numbers can be extended to count and calculate across the hundreds boundary from/to any two-digit number in ones or tens <p>Composition and calculation: three-digit numbers:</p> <ul style="list-style-type: none">• three-digit numbers can be composed additively from hundreds, tens and ones; this structure can be used to support additive calculation• each number on the 0 to 1,000 number line has a unique position• the smallest three-digit number is 100, and the largest three-digit number is 999; the relative size of two three-digit numbers can be determined by examining the hundreds digits, then the tens digits, and then the ones digits, as necessary• three-digit multiples of ten can be expressed multiplicatively and additively, in terms of tens or hundreds• known facts and strategies for addition and subtraction within and across ten, and within and across 100, can be used to support additive calculation within 1,000• familiar counting sequences can be extended up to 1,000 <p>Year 4-</p> <p>Composition and calculation: 1,000 and four-digit numbers:</p> <ul style="list-style-type: none">• ten hundreds make 1,000, which can also be decomposed into 100 tens and 1,000 ones• when multiples of 100 are added or subtracted, the sum or difference is always a multiple of 100• numbers over 1,000 have a structure that relates to their size. this means they can be ordered, composed and decomposed• numbers can be rounded to simplify calculations or to indicate approximate sizes

	<ul style="list-style-type: none"> • calculation approaches learnt for three-digit numbers can be applied to four-digit numbers • 1,000 can also be composed multiplicatively from 500s, 250s or 200s, units that are commonly used in graphing and measures <p>Composition and calculation: tenths:</p> <ul style="list-style-type: none"> • when one is divided into ten equal parts, each part is one tenth of the whole • tenths can be expressed as decimal fractions; the number written '0.1' is one tenth; one is ten times the size of 0.1 • we can count in tenths up to and beyond one • numbers with tenths can be composed additively and multiplicatively. • known facts and strategies, including column algorithms, can be applied to calculations for numbers with tenths • numbers with tenths can be rounded to the nearest whole number by examining the value of the tenths digit
Science	<p>Physics- Sound:</p> <ul style="list-style-type: none"> • know that science is a way to understand our world by carefully thinking about it and testing our guesses with observations and experiments • know that energy comes in different forms and can be neither created nor destroyed, only changed from one form to another • know that sound is generated when an object vibrates; some of the energy from the vibrating object is transferred to the air, making the air particles move • know that sound is a form of energy that transfers in a longitudinal wave - like that seen in a slinky - not a transverse wave - like that seen in water ripples • know that sound travels through a medium (e.g. particles in the air) and thus sounds does not travel through a vacuum which has no particles in it at all • know that longitudinal sound waves are detected in the ear by humans and that the brain interprets this as the sounds we hear • know that sound travels at different speeds through different objects • know that pitch is how high or low a sound is and that this is determined by how many vibrations per second are being made by the vibrating object; the number of vibrations per second is called frequency • know that volume is how loud or quiet a sound is and that this is determined by the amount of energy in the wave • know that the volume of a sound is quieter if the listener is further away from the object
History	<p>The Stone Age, Bronze Age, Iron Age and transition to agriculture:</p> <p>We will:</p> <ul style="list-style-type: none"> • know what Britain looked like in prehistory and where they found clothing and food • understand the impact settlers had on the country • understand that most of our evidence comes from archaeology • which helps us understand how people of the time lived • know how bronze and iron tools and weapons were made • know the impact and changes these items brought
DT	Cooking and Nutrition- Eating Seasonally

	<p>We will:</p> <ul style="list-style-type: none"> • explain that fruits and vegetables grow in different countries based on their climates • understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then • know that eating seasonal fruit and vegetables has a positive effect on the environment • design their own tart recipe using seasonal ingredients • understand the basic rules of food hygiene and safety • follow the instructions within a recipe
RE	<p>What do Christians learn from the Creation story?</p> <p>We will:</p> <ul style="list-style-type: none"> • place the concepts of god and creation on a timeline of the bible's 'big story' • make clear links between genesis 1 and what Christians believe about god and creation • recognise that the story of 'the fall' in genesis 3 gives an explanation of why things go wrong in the world • describe what Christians do because they believe god is creator (e.g. follow god, wonder at how amazing god's creation is; care for the earth – some specific ways) • describe how and why Christians might pray to god, say sorry and ask for forgiveness • ask questions and suggest answers about what might be important in the creation story for Christians and for non-Christians living today.
PSHE	<p>Friendship; making positive friendships, managing loneliness, dealing with arguments:</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
PE	<p>This half term, PE will be on a Tuesday and Friday. Our session on a Thursday will be run by NUF. We will be learning the skills necessary to play modified team games. Our session on a Tuesday will be dance. Children will need to come into school in their PE kit.</p>
Computing	<p>Connecting Computers.</p> <p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • explain how digital devices function • identify input and output devices • recognise how digital devices can change the way that we work • explain how a computer network can be used to share information • explore how digital devices can be connected • recognise the physical components of a network
French	<p>J'apprends le français</p>

	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • pinpoint France and other French speaking countries on a map of the world. • ask and answer the question 'How are you?' in French. • say 'Hello' and 'Goodbye' in French. • ask and answer the question 'What is your name?' in French. • count to 10 in French. • say 10 colours in French
Music	<p>Notational Music:</p> <ul style="list-style-type: none"> • long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols • these symbols can be written on a staff and named with special musical names. • explore the notes, crotchets and minims within the music you learn. see how these notes can fit on the lines and spaces of a staff. • how does music bring us closer together? • Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B

Spelling tests will take place every Wednesday- spelling sheets will be given out and spellings will be set on the Spelling shed <https://www.spellingshed.com/en-gb/>

Homework needs to be handed in every Thursday. Homework packs will be given out each half term and will be dated to make it clear when they are due.