



## Class 3 - Terms 1 and 2

### Programme of Work



| Subject   |   |   |
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| English   | <p><u>Fiction</u>: At the beginning of Term 1 our work in English is linked to our History topic. The children read 'Stone Age Boy' and learn how a text can both be fiction and non-fiction. The children will be use role play in order to gain a deeper understanding of the text and be able to draw upon this when writing their own 'Stone Age Boy' style stories.</p> <p><u>Non-Fiction</u>: Instructions and explanations. This creative unit uses art activities as a vehicle for instruction writing. The children will practise using imperative verbs and pronouns and then learn how to write an explanation.</p> <p><u>Poetry</u>: Class 3 will explore how simile and metaphor can be used to create powerful images, though reading and discussing poems.</p> <p><u>Fiction</u>: Stories by the same author. The children will explore familiar settings by meeting Horrid Henry and his friends (and enemies). They will learn about and use adverbs, adverbials and prepositions. The children will then write a new Horrid Henry story.</p> <p><u>Non-Fiction</u>: Letters. Class 3 will learn about the features of letter writing and write letters in the third person using powerful verbs.</p>  |   |
| Maths     | <p><u>Place value</u>. We begin by looking at the value of digits within three-digit numbers and for Y4, four-digit numbers and representing these in different ways. The children will then work at finding 10, 100 or 1000 more or less than a given number. They will compare and order numbers up to 1,000, and beyond 1,000 for Y4, and solve number problems and practical problems involving these ideas. The children will practice counting from 0 in multiples of 4, 8, 50 and 100 and for Y4 children, counting from 0 in multiples of 6,7,9, 25 and 1000.</p> <p><u>Addition and Subtraction</u>: The children begin by adding and subtracting mentally, three digit numbers and ones, tens and hundreds, and for Y4 children, adding and subtracting mentally, four-digit numbers and ones, tens, hundreds and thousands, drawing upon their knowledge and understanding of place value. They will then progress on to using formal written methods of columnar addition and subtraction, estimating the answer to a calculation and using the inverse operation to check. The children will use their number facts, understanding of place value, addition and subtraction to solve problems including missing number problems.</p> <p><u>Multiplication and Division</u>: We revisit counting from 0 in multiples of 4,8, 50 and 100, and for Y4 children, counting from 0 in multiples of 6,7,9,25 and 1000, identifying patterns in number to help with this. The children will then work at recalling and using multiplication and division facts for the 3, 4 and 8 times tables. Y4 children will work at recalling and using multiplication and division facts for all multiplication tables up to 12 x 12. The children will learn how to multiply a two digit number by a single digit number using mental and written strategies.</p> |   |
| Science   | <p>Animals including Humans</p> <p>As part of this unit, the class will compare how plants and animals obtain their food and that animals, including humans need the right types of nutrition by examining food groups and nutrient groups. The children will also learn that humans and some other animals have skeletons and identify the different parts of a skeleton. The children will also learn about the function of skeletons and muscles.</p>  |   |
| Computing | Term 1: the children will learn how to program using Turtle Logo and Scratch software.  | Term 2: We will be talking about E-Safety. In particular we will be looking at how to keep passwords and personal information safe. |
| R.E.      | During terms 1 and 2 the children will be looking at the questions: What do Hindus believe  |   |

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|            | that God is like? and, What is the Trinity and why is it important for Christians?  |   |
| Geography  | Stone Age to the Iron Age<br>Children learn about life in Britain from the Stone Age to the Iron Age, a period covering a million years of history. As well as understanding the chronology of this fascinating time, children will learn about the food, homes, technology and art and how each of these areas developed and changed over time and how amazing developments occurred from the Stone Age to the Iron Age.   |   |
| Art / D.T. | Still life: In this unit children consider what still life is and how objects can be positioned in order to create a composition. Our art work is linked to our science topic where the children will develop their drawing and painting skills of fruit and vegetables.  | Healthy Snacks:<br>The children will consider what a healthy snack is. Using this information, they will then create and make their own healthy snacks. |
| P.E.       | Term 1: The children will be looking at invasion games. This will include looking at a number of different sports using skills from each in order to build up a base of knowledge and a range of skills that the children can use in their sporting pathway through school. We will look at tactics and skills that can be used across a wide range of sports and games. The children will be consolidating skills such as throwing and catching but now applying them into sporting game situations whilst not losing the core values of sport such as team work and sportsmanship.<br>Term 2: Swimming at Shipston Swimming Pool. |   |
| French     | Class 3 will learn the basics of the French language; how to greet each other, exchange names, ask how someone is, count to 20 and say how old they are.  |   |
| Music      | The children will learn about Composers from 1900 and beyond. We begin our work by learning about the different families of the orchestra by listening to 'Peter and the Wolf' by Prokofiev. The children will also learn about the life of Gustav Holst and perhaps his most famous piece, 'The Planets'.<br>The children will develop their understanding of different musical terms, playing different percussion instruments and listening to different genres of music. They will be listening and responding to other classical pieces of music from the Ten Pieces 3 programme.  |   |
| PSHE       | Term 1: Core Theme - Relationships. Feelings and emotions. The children will learn about recognising and managing different feelings; keeping something confidential or secret and recognising and managing dares. The children will also learn about recognising aspects of a healthy relationship, working together and resolving conflict.<br>Term 2: Core Theme - Health and Wellbeing. Healthy Lifestyles. The children will learn about making informed choices, what a balanced diet is and about basic hygiene.   |   |

If there is anything you would like to discuss further about the Programme of Work please do not hesitate to come and speak to us.

Karen Davies

Cheryl Dean