

Class 3

Autumn 2023

French

We start with a focus on French greetings and being able to select the correct greeting depending on the time of day. We will learn to ask each other how we are feeling and then respond appropriately. Our focus then turns to using adjectives for colour, shape and size.

Maths We begin our maths learning with 'Inspirational Maths', which is designed to help us consider how we work best in maths, strategies we can use and developing a growth mindset. We begin with a focus on place value, to build on our existing knowledge and understanding, before moving to developing our understanding of and successful implementation of the four operations, addition, subtraction, multiplication, and division. It is essential that children in Class 3 continue to learn, and gain a faster recall of, their times tables. It will be important particularly for the Year 4 children to be proficient in this area, in readiness for the statutory multiplication check during the summer term.

RE: We start by exploring Creation, Genesis 1:1 and consider What do Christians Learn from the Creation Story? We will explore how Christians believe God is the Creator and cares for all creation, including human beings, and how they do best when they listen to God. We then ask the big question What does it mean to be a Muslim in Britain today? This will allow us to identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an; giving examples of how Muslims put their beliefs into practice in different ways.

Art and Design: Using different shading and toning techniques, pupils will develop an awareness of composition in drawing and sketching and combine media for effect when developing a drawing into a print.

DT sees us explore nutrition and investigate where our food comes from before we seek to adapt a well-known recipe and consider how we can make it healthier.

Science:

Y5 Living Things & their Habitats:

Children will learn about sexual and asexual reproduction of plants; about lifecycles of amphibians, insects, mammals and birds and will discover what it takes to become a natural scientist.

Material consultants: Children will compare and group together everyday materials on the basis of their properties, and conductivity (electrical and thermal). They will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.

Y4 Magnets and Forces: Children will explore poles and friction and forces, through a range of practical tasks before moving to **Fit for Success**, where they will investigate nutrition and diet, and the impact of exercise and a healthy lifestyle on our bodies.



PE: Class 3 are fortunate to have Premier Sport lead their PE sessions, which will support the development of stamina, skill, agility, and teamwork, through a range of activities and invasion games. PE kits must be in school all week, as our lessons are Monday and Friday.

Topic:

Y5 Our History Topic before half term, will be **'Were the Vikings raiders, traders or something else?'** We will be investigating what the Vikings were really like, creating a Viking trade route game, evaluating the impact of the Viking invaders on Britain, and displaying the achievements of the Vikings in a 'Viking achievement gallery'. Geography will consider **'What is life like in the Alps?'** investigating the climate of mountain ranges and why people choose to visit the Alps.

Y4 **Would you prefer to live in the Stone Age, Iron Age or Bronze Age?** Through investigation and discussion, and the use of historical evidence and artefacts, children will identify changes and continuities between the Neolithic and Iron Age periods. The children will explain which period they would prefer to have lived in, providing evidence for their choice. Geography studies will focus on **Why do people live near volcanoes?** This will be an opportunity to investigate how mountains are formed, what causes earthquakes and a local study of rocks in the area around school.

Computing:

This term, we will be using Kapow to learn about website design and features, before working collaboratively to plan and design a class website.

After half term, we will learn about coding to begin to understand how a Scratch game works by using decomposition to identify key features.

English:

We have started with our poetry explorations and are focussing on the works of A.F.Harrod. We will discuss and compare a range of poems and work towards planning and presenting our own individual poetry composition. We are learning new, more ambitious literary vocabulary and will be exploring how to apply nouns and pronouns correctly.

Varjak Paw is the focus for our upcoming fiction-based learning, with another look at relative clauses, during our grammar lessons. Spellings continue to be set weekly, with the test on the following Friday. It is expected that children will practise, and we will be encouraging them to take time and care when applying them in their work across all subjects. There are plenty of opportunities to use our spellings during the week, as our decision spelling lessons are now linked closely to the words we are learning, supporting us to recognise patterns in word groups and allowing us to build on our existing knowledge and understanding.

Music

Learning is underway in music, and we are very enthused by our Rock and Roll-based lessons. We have listened to a variety of artist and musicians and evaluated them according to set criteria. We move forward investigating other influential artists, with a delve into the history of rock and roll, an opportunity to play a walking bassline and then play our own rock and roll composition. After half term, we slow the tempo with an exploration into **Haiku** music and performance. Linked to an investigation into the Hanami Festival in Japan, we will use musical vocabulary to discuss the purpose of a piece of music and continue with recognising, naming, and explaining the effect of the interrelated dimensions of music.

During the next couple of weeks, your child will have a number of logins for online learning in their Reading Diary.

I actively encourage children to read regularly (independently and to an adult) to foster a love of reading for pleasure, and to record their reading in their diaries. Reading diaries will be checked weekly. Please encourage your children to be adventurous in their reading choices and discuss their books with them, to develop key reading skills and comprehension. In class, we will be using Accelerated Reader and Epic Reader. **Spellings** will be set on a Friday and will be tested on the following Friday. Children can use **SPELLING FRAME** to practise their spellings; however, everyone has a paper copy too. **Homework** moves away from online study, and we are encouraging children to get creative and extend their learning. We will be supporting them to become inspiring researchers and speakers, and they will be set a range of tasks, from which they choose one to complete over the course of the half term. There will be the expectation for all children to complete one task and then to share their work with the class in the penultimate week of term. For more practical tasks, parents are asked to provide photographs or written details about the nature of the activity, to ensure it is recorded in school for the continuous monitoring and evidence gathering, in readiness for the presentation of their Inspiring Changemaker certificate. Thank you for your continued support.