

Curriculum Learning Overview

Autumn Term 2023: Class 4

This document will give you an overview of what Class 3's learning will look like during the autumn term.

Curriculum coverage:

- Maths and English are taught daily.
- PE will be every Tuesday and Thursday. Please ensure children arrive wearing school PE kit on these days.
- Music, PSHCE and French are taught weekly. All other subjects are blocked (taught over a period of 1 or 2 weeks). Please see page 2 for an outline of what will be covered in topics this term.

Please check your 'Dojo' app for messages and rewards throughout the week. Let the office know if you do not have access to this.

Thank you for your support,

Mrs Clarke & Mrs Fardon

English: Reading & Writing

Our reading and writing this term will be based around 'Letters from the Lighthouse' by Emma Carroll, 'My Secret War Diary' by Marcia Williams, 'The Tunnel' by Pie Corbett, war poetry and 'The Arrival' by Shaun Tan. The intended outcomes are:

- **Persuade:** Formal letter to persuade not to destroy the lighthouse
- **Inform:** Use information learnt from the text based on WW2. Weave facts from the text into their own diary. Write a newspaper report showing the main event from the story.
- **Entertain:** Write in an engaging style to make the reader want to read on. Use the story as a stimulus for own writing. E.g. alternative ending, change a detail about the story and rewrite.

Maths

Place value

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (Y6 up to 10,000,000)
- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 (Y6 up to the nearest 1,000,000)
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. (Y5)

Four operations

- Add and subtract whole numbers with more than 4 digits, using formal written methods
- multiply numbers up to 4 digits by a one digit (or two-digit number – Y6) using a formal written method
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division (Y6 – 4 digits x 2 digits)

Music - Pitch

In this unit, we will continue to learn the recorder. In addition the children will:

- Sing with accurate pitch and good expression.
- Sing 3-part rounds and songs
- Create melodies that use steps and leaps.
- Recognise and play from pitch intervals on a staff.
- Talk about how music reflects the time in which it was written

The key pieces of music you will be listening to and responding to are 'In the mood' by Glenn Miller and 'Overture' by Grażyna Bacewicz.

French

Celebrations (On fait la fête)

- Say, spell and read the date.
- Ask and answer questions about age and birthdays.
- Prepare, write and present a short presentation about yourself using phrases learnt in this unit.

Breakfast (Le petit déjeuner)

- Say, read and spell a range of breakfast foods and drinks. Use this vocabulary to write sentences, ask and answer questions.
- Develop accurate pronunciation.
- Ask and answer questions about likes and dislikes.

PSHCE

Identity, society and equality

Through this unit, we will be learning about stereotypes, discrimination and prejudice, including tackling homophobia.

This will also include studying human rights and what this means.

RE: How can following God bring freedom and justice?

To answer this question, we will be learning about the life of Moses and how it brought freedom and justice. **Autumn 1** At the end of this unit, you will be able to:

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the people of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others

Science: Properties and Changes of Materials

By the end of this unit, you will be able to:

- Compare and group together everyday materials on the basis of their properties.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- List some examples of irreversible changes, explaining why the change is irreversible.
- Demonstrate/describe a reversible change, such as dissolving.

Art & Design: Shape – Bridget Riley

We are going to be exploring the shape element of Art through looking at the work of the artist Bridget Riley. You will be developing your drawing and painting skills by:

- Composing original designs by adapting and synthesising the work of others.
- Analysing and evaluating an artists' use of shape.
- Sketching the key shapes of objects from different angles when drawing still life.
- Imitating the techniques of other artists, using simplified shapes and lines to create more abstract drawings.

History: Local WW2 study

In this unit, you will be looking at the impact of WW2 on Spofforth and Follifoot by:

- Naming residents who served during WWII.
- Explaining how life would have changed for an evacuee coming to our villages.
- Understanding and explaining the impact on families in our villages – rationing, changes to family dynamics
- Compare and contrast the impact of WWII on our villages and Leeds.

RE: If God is everywhere, why go to a place of worship?

This will be an opportunity to explore the significance of places of worship and why they are important by:

- Presenting ideas about the importance of people in a place of worship rather than the place itself.
- Giving examples of how places of worship support believers in difficult times, explaining why these matter to believers.
- Making clear connections between Bible texts studied and what Christians believe about God, for example through how churches are designed.

DT: Structures - Textiles

You will be designing and creating a waistcoat using the new skills and skills you have developed over the past few years. To be successful in this project, you will need to:

- Design a waistcoat in accordance with specifications linked to a set of design criteria to fit a specific theme and annotate designs.
- Use template pinning panels onto fabric.
- Mark and cut fabric accurately, in accordance with a design.
- Sew a strong running stitch, making small, neat stitches and following the edge.
- Tie strong knots.
- Learn different decorative stitches and sew accurately with even regularity of stitches.
- Decorate a waistcoat - attaching objects using thread and adding a secure fastening.
- Evaluate work continually as it is created.

Computing: Programming

This term, we will be creating quizzes. They will use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program

Our online safety focus for the term is online relationships using resources from Project Evolve. This will focus on respect and the potential impact of sharing things online.

Ideas for creative writing at home this term...

- Book review to persuade others to read your favourite book.
- Interview a family member or friend who was alive during WW2 and write up their experience.
- Keep a food diary and find out the French translation for each meal.
- Create a Maths guide that records and explains every new method you learn in Maths. This could become your own revision guide when you need some reminders.
- Make an information booklet about the village you live in which includes any historical links to WW2.

Homework

For information about our Homework policy please click the link below:

[Homework | Federation of Follifoot and Spofforth](#)

We welcome and encourage children to continue their learning beyond school and share the results with us. We have consciously decided not to publish or set homework sheets to avoid these becoming a list to work through however there are some key weekly tasks/ activities that we would like all children to complete. These are outlined on this page alongside some ideas to encourage creative

TT Rockstars App

Being confident at times tables helps all areas of Maths including problem solving. Daily Practice on TT Rockstars will improve times table recall and speed and incorrect answers are immediately corrected so that children start to associate the correct answer to every question.



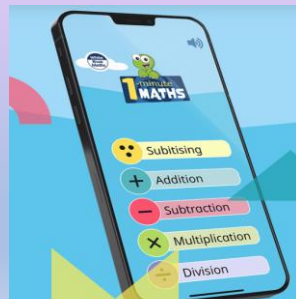
Phonics

In Early Years and KS1 in addition to daily phonics we read three times a week in school. Please listen to your child when they bring home their reading practice book each week.



1 Minute Maths

Please log on to:



Daily Reading

Learning to read – and to love to read – is directly linked to children's success at school and beyond.

Reading **daily** with and to your child is the single most important thing that you can do to help them with their learning.

For more information about how to support your child with their reading,

Spelling App

Please remind your child to log on to Spelling Shed. This will help children consolidate the statutory spellings for their year group as well as revising the spelling rules.

