


Overview Summer 1 Angelou Class

Home Learning	Read to an adult 4 times a week	Spelling sheet	TT rockstars	
Text				
Literacy	<p><u>Book:</u></p> <ul style="list-style-type: none"> • Escape from Black Mountain, written and illustrated by Martin Chatterton. • Creatures in Danger by Alison Hawes <ul style="list-style-type: none"> • Story • Poem • Report <ul style="list-style-type: none"> • Various spelling patterns • Comprehension skills 	Maths	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Fractions • Length and perimeter • Mass and capacity 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • Fractions • Decimals • Money

Subject: Science

Topic	Vocabulary	Knowledge / Skills
Light and shadows	<ul style="list-style-type: none"> • Brightness • Darkness • Emit • Image • Iris • Light source • Matt • Reflective • Opaque 	<ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that shadows are formed when the light from a light source is blocked by a solid object • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Find patterns in the way that the size of shadows change. • Set up simple practical enquiries, comparative and fair tests • Gather, record, classify and present data in a variety of ways to help in answering questions • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further question

Subject: Religious Education

Topic	Vocabulary	Knowledge / Skills
When Jesus left, what was the impact of Pentecost? (Kingdom of God)	<ul style="list-style-type: none"> • Pentecost • Holy Spirit • Disciples • Lord's Prayer • Baptised • Tongues • Acts • Trinity • Apostles 	<ul style="list-style-type: none"> • Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. • Describe how Christians show their beliefs about the Holy Spirit in worship • Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas

Subject: Geography

Topic	Vocabulary	Knowledge / Skills
Why is the coast so amazing?	<ul style="list-style-type: none">• Weathering• Erosion• Coastline• Features• Landscape• Human geography	<ul style="list-style-type: none">• Explain what weathering and erosion mean• Name some features of a coastline• Name some famous UK coastal features• Describe how erosion changes the look of a coastline• Name an area of the UK which has been affected by coastal erosion• Identify similarities in photographs of a landscape taken at different times• Describe some ways that weather can change the landscape• Describe some ways that human activity changes the landscape.

Subject: ART

Topic	Vocabulary	Knowledge / Skills
Working with shape and colour	<ul style="list-style-type: none">• Shape• Colour• Elements• Positive elements• Negative elements• Compositions• Layering• Collage	<ul style="list-style-type: none">• Be inspired by key artworks and make our own work in creative response• Use shape and colour as a way to simplify elements of the world• Shapes have both a positive and negative element• Arrange shapes to create exciting compositions• Build up imagery through layering shapes• Use collage to inspire prints

Subject: PE

Topic	Vocabulary	Knowledge / Skills
Invasion Games	<ul style="list-style-type: none"> • Pass • Attack • Defend • Shooting • Teamwork • Coordination • Spatial awareness 	<ul style="list-style-type: none"> • Pass and move the ball accurately, creating opportunities to score points - this includes combining passing, moving, and shooting skills to score against another team. • Defend in a game by applying pressure to prevent attacking opportunities - understanding the idea of attacking and defending in simplified forms. • Teamwork and Coordination - building coordination, spatial awareness, decision making, while working with others

<u>National Curriculum Requirements (Revised 2023)</u>		
Swimming	<p><u>25m Competently, Confidently and Proficiently</u> Over a distance of at least 25m using a recognised stroke.</p> <ul style="list-style-type: none"> • Stroke recognised to an informed onlooker; front crawl, back stroke and breaststroke • Swim completed without undue stress • Continuous swim of at least 25m without touching the side or bottom of the pool • Whenever possible at least part of the swim should be completed in deep water –greater than shoulder depth • The stroke should be as strong at the end as it was at the start of the swim <p><u>Use a Range of Strokes Effectively</u></p> <ul style="list-style-type: none"> • Head up front crawl • Breaststroke legs for treading water (10m of two recognised strokes (front crawl, back crawl and breaststroke)) 	<p><u>Perform Safe Self Rescue in different water Based Situations</u></p> <ul style="list-style-type: none"> • Pupils should understand the different types of water and dangerous associated with the different water types. • Understanding and adhere to national and local water safety advice. • Demonstrate appropriate safe self-rescue and survival skills if they were to accidentally fall into water or get into difficulty. <p>The “Safe Self Rescue Award” from the Swim England School Swimming and Water Safety Charter covers a range of safe self-rescue skills. This award stipules to wear clothing. In terms of reporting safe self-rescue, if a pupil completes the skills without clothing this is accepted; but experiencing swimming in clothing is preferable.</p> <p><u>Perform Safe Self Rescue Skills</u></p> <ul style="list-style-type: none"> • Fall-in entry and recover to surface • Float on the back with minimal movement for 60 seconds • Rotate from a star float on back to a vertical position • Tread water for 30 seconds, whilst treading water, signal for help, with one arm extended above the head and simultaneously shouting for help • Swim 15m to a floating object, using a recognised personal survival stroke (head up long arm front paddle or lifesaving backstroke) • Retaining the floating object take up the Heat Escape Lessening position/posture for a minimum 30 seconds • Form the huddle position as a group for 30 seconds • Swim 15m to exit the water unaided

Subject: PSHE

Topic	Vocabulary	Knowledge / Skills
Growing Up	<ul style="list-style-type: none"> Concerns Hygiene Infection Personal qualities Individuality Achievements Interests Life-cycle Permission Consent 	<ul style="list-style-type: none"> Understand that everyday hygiene routines can limit the spread of infection. Identify what contributes to who we are. Recognise their individuality and personal qualities. Identify personal strengths, skills, achievements and interests. Identify the physical and emotional changes that happen when approaching/during puberty. Identify the importance of keeping clean and how to maintain personal hygiene. Understand the human life cycle. Understand privacy and personal boundaries. Recognise what seeking and giving permission (consent) means. Explain where to get advice or report concerns if worried.

Subject: French

Topic	Vocabulary and Knowledge / Skills		
Friends and family	Key Vocabulary - Meet My Family		
	m = masculine f = feminine pl = plural		
	Qui est-ce ? Who's this?	Voici... Here/this is... Here/these are...	mon (m) / ma (f) / mes (pl) my
	père (m) father	mère (f) mother	parents (pl) parents
	frère (m) brother	sœur (f) sister	grand-mère (f) grandmother
	grand-père (m) grandfather	tante (f) aunt	oncle (m) uncle
	cousin (m) cousin (male)	cousine (f) cousin (female)	neveu (m) nephew
	nièce (f) niece	famille (f) family	moi me

Subject: Computing

Topic	Vocabulary	Knowledge / Skills
Presentations - Microsoft, Apple & Google	<ul style="list-style-type: none">• Communicate• Email• Attachment	<ul style="list-style-type: none">• To understand how people communicate with each other.• To understand and respond to an email.• To compose and send an email.• To send an email attachment.• To learn how to use email safely.• To explore simulated email scenarios.
SAFEGUARDING – Online Relationships	<ul style="list-style-type: none">• Similar• Interests• Online• Offline• Trust• Nervous	<ul style="list-style-type: none">• Describe ways people who have similar likes and interests can get together online.• Explain what it means to ‘know someone’ online and why this might be different from knowing someone offline.• Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.