

Overview Summer 2 Angelou Class

Home Learning	Read to an adult 4 times a week	Spelling sheet	TT rockstars	
Text	 Joel Trotter's Uncle 'Globe' is no ordinary uncle. He has lots of exciting adventures and he always needs help. This time he's in Egypt. He's been set a mission - but it doesn't turn out quite as he expected! Joel must learn all he can about ancient Egypt to help his uncle. The only question is - will Joel solve the puzzle before it's too late?			
Literacy	• Various spelling patterns • Comprehension skills Information texts Leaflets	Maths	<u>Year 3</u> • Fractions • Money • Shape	<u>Year 4</u> • Decimals • Fractions • Shape • Statistics

Subject: Science

Topic	Vocabulary	Knowledge / Skills
Magnets and Forces	• force • pull • contact force • non-contact force • friction • metal • magnetic • attract • repel • poles	• Explain that a contact force occurs between two objects that are touching and give examples; • Plan and carry out a comparative test; • Explain that objects move differently on different surfaces and that rough surfaces slow objects down and make them stop more quickly; • Know that a magnetic force is a non-contact force; • give examples of magnetic and non-magnetic materials; • Know that the strength of a magnet is not necessarily dependent on its size; • Know that opposite poles of a magnet attract and like poles repel.

Subject: History

Topic	Vocabulary	Knowledge / Skills
Ancient Egypt	• Ancient • Civilisation • Egypt • Hieroglyphics • Irrigation • The Nile • Pharaoh • Tomb	• Understand what was important to people during ancient Egyptian times. • Compare the powers of different Egyptian gods. • Find Egypt on a map. • Raise questions when confronted with an artefact in order to understand more about this ancient civilisation • Select information that is useful in understanding the use of hieroglyphs as a form of communication and recording. • Know where and when the Egyptians lived through looking at maps and artefacts. • Select information about mummification and Egyptian gods carefully when learning about these areas.

Subject: Religious Education (RE)

Topic	Vocabulary	Knowledge / Skills
What does it mean to be a Christian in Britain today?	• Faith • Connections • Beliefs • Teachings • Express • Modern worship	• Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. • Describe some ways in which Christian express their faith through hymns and modern worship songs. • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.

Subject: DT

Topic	Vocabulary	Knowledge / Skills
Torches	• Torch • Light • Wire • Bulb • Battery • Switch • Bulb holder • Circuit • Conduct • Features • Hidden • Decoration	• Understand how circuits work, identify components and describe what their function in the circuit is. • Strip wire and connect components together • Make a working circuit • Make a range of switches • Decorate torch shape • Shape paper materials to create a 3D body for the torch • Shape paper to make a reflector and handle • Conceal their circuit in their 3D torch

Subject: PSHE

Topic	Vocabulary	Knowledge / Skills
Changes	• Feelings • Intensity • Expressing • Varied • Struggling • Change • Loss • Emotions • Strategies	• Recognise that feelings can change over time, and range in intensity. • Identify the everyday things that affect feelings, and the importance of expressing how we feel. • Using a varied vocabulary when talking about feelings. • Recognise the signs when someone may be struggling and understand how to seek support. • Discuss change and loss, and how these can affect feelings, thoughts and behaviours. • Identify strategies for dealing with emotions, challenges and change. • Identify strategies to manage transitions between classes and key stages

Subject: PE

Topic	Vocabulary	Knowledge / Skills
Athletics		Athletics Running, throwing and jumping
Swimming	<u>National Curriculum Requirements (Revised 2023)</u> <u>25m Competently, Confidently and Proficiently</u> Over a distance of at least 25m using a recognised stroke. - 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 <u>Use a Range of Strokes Effectively</u> - Head up front crawl - Breaststroke legs for treading water (10m of two recognised strokes (front crawl, back crawl and breaststroke)) <u>Perform Safe Self Rescue in different water Based Situations</u> - 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. 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. <u>Perform Safe Self Rescue Skills</u> - 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: Computing		
Topic	Vocabulary	Knowledge / Skills
Spreadsheets	• Binary Choice • Binary Tree • Branching Database • Database • Debug/Debugging	• Understand the concept of using 'Yes' or 'No' questions to sort objects. • Understand and use a branching database effectively. • Plan and create a branching database. • Test and debug branching databases to correct errors.
SAFEGUARDING – Privacy and Security	• Strategies • Password • Pressured • Trusted adult • Connected devices • Information	• Describe simple strategies for creating and keeping passwords private. • Give reasons why someone should only share information with people they choose to and can trust. • Explain that if they are not sure or feel pressured then they should tell a trusted adult. • Describe how connected devices can collect and share anyone's information with others.
Subject: Music		
Topic	Vocabulary	Knowledge / Skills
Melody Builders	• Layers • Accompaniment • Thicker texture • Melodic • Ostinato	• Identify different layers of accompaniment • Layer simple accompaniments to create a thicker texture • Choose and use Melodic ostinato accompaniments to songs • Play Melodic ostinato accompaniments to songs