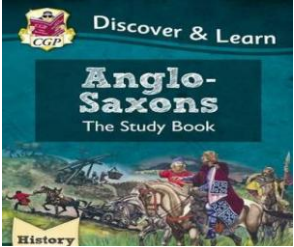


Overview Spring 2 Angelou Class

Home Learning	Read to an adult 4 times a week	Spelling sheet	TT rockstars	
Text				
Literacy	<ul style="list-style-type: none"> • Various spelling patterns • Comprehension skills 	Maths	<u>Year 3</u> <ul style="list-style-type: none"> • Multiplication • Division • Length and perimeter 	<u>Year 4</u> <ul style="list-style-type: none"> • Multiplication • Division • Length and perimeter

Subject: Science

Topic	Vocabulary	Knowledge / Skills
Parts of a plant	<ul style="list-style-type: none"> • fertilisation • ovule • ovary • germination • leaf • nutrients • pistil 	<ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Ask relevant questions and use different types of scientific enquiries to answer them. • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Use straightforward scientific evidence to answer questions or to support their findings.

Subject: History

Topic	Vocabulary	Knowledge / Skills
Anglo-Saxons	<ul style="list-style-type: none"> • Angles • Saxons • Picts • Kingdom • Pagan 	<ul style="list-style-type: none"> • Explain why, where and how the invasions of Britain took place after the Roman withdrawal. • Know where the Anglo-Saxons settled and what they named the places they settled in. • Know about Anglo-Saxon settlements and village life. • Understand Anglo-Saxon religious beliefs and the gods they worshipped.

Subject: Religious Education (RE)

Topic	Vocabulary	Knowledge / Skills
Why do Christians call the day Jesus died Good Friday (Salvation)	<ul style="list-style-type: none"> • Salvation • Jerusalem • Resurrection • Forgiveness • Crucifixion • Palm Sunday • Disciples • Sin • Easter • Calvary 	<ul style="list-style-type: none"> • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. • Offer informed suggestions about what the events of Holy Week mean to Christians. • Give examples of what Christians say about the importance of the events of Holy Week. • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. • Describe how Christians show their beliefs about Jesus in worship in different ways. • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.

Subject: DT

Topic	Vocabulary	Knowledge / Skills
3D photograph frames	<ul style="list-style-type: none"> • aesthetics • component • natural resources • purpose • attaching • connecting • structure 	<ul style="list-style-type: none"> • Freestanding photograph frames stand up on their own, without support or attachments. • Printed photographs usually go inside. • Different types of frames display photographs in different ways – ‘windows’ can be different shapes, although these are most commonly rectangular. • Most commonly, people have photographs of loved ones in their frames and have them displayed in their house. Why is it important for structures to be stable and what are the different ways to strengthen them? • Structures need to be stable for durability, to maximum space, for aesthetic reasons and for safety reasons. • It is important structures are stable to stop them falling over. • Some products have a wide base, whereas some use the support of legs (e.g. tripod). • Certain materials are more stable than others. In terms of a photograph frame, wood would be more stable than paper/ card, however the paper/card can be strengthened in a variety of ways. • Masking tape, paper clips and PVA glue can be used to strengthen structures

Subject: PSHE

Topic	Vocabulary	Knowledge / Skills
Drug education	<ul style="list-style-type: none"> • Risk • Effects • Hazard • Safety • Legal 	<ul style="list-style-type: none"> • Recognise that habits can have both positive/negative effects on a healthy lifestyle. • Understand how medicines, when used responsibly, contribute to health. • Identify how to predict, assess and manage risk. • Understand what hazards may cause harm or risk and what they can do to reduce risks/keep safe. • Understand the importance of taking medicines correctly and using household products safely. • Identifying strategies for keeping safe. • How to respond and react in an emergency situation. • Learn about the risks and effects of legal drugs common to everyday life.

Subject: PE

Topic	Vocabulary	Knowledge / Skills
	<ul style="list-style-type: none"> • Forehand • Shot • backhand 	<ul style="list-style-type: none"> • play a forehand shot with control • play a forehand shot with increased accuracy • control and accurately direct the ball • play a backhand shot
Swimming	<p><u>National Curriculum Requirements (Revised 2023)</u></p>	
	<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 stipulates 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: Computing

Topic	Vocabulary	Knowledge / Skills
Coding	<ul style="list-style-type: none"> •Action •Attribute •Debug\ Debugging •Fixing •Collision Detection •Event •Sequence •Interval •Nesting 	<ul style="list-style-type: none"> • Understand what a flowchart is and how flowcharts are used in computer programming. • Understand that there are different types of timers. • Understand how to use the repeat command. • To understand the importance of nesting when coding, testing and debugging. • Design a program. • Use design documentation to code a program.
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.

Subject: Music

Topic	Vocabulary	Knowledge / Skills
Musical contrasts	<ul style="list-style-type: none"> • Timbre • Major tonalities • Minor tonalities • Compose 	<ul style="list-style-type: none"> • Explore instrumental timbre and instrument families • Explore major and minor tonalities • Recognize and responding to musical instructions • Compose in a structure