**Frieth School**



**Kestrels’ Curriculum News**

Welcome back to school and the beginning of the summer term. We have had a wonderful start to our new topic of “Master Chef” and are looking forward to what we hope will be an exciting term celebrating the joys of different foods. Here is an outline of the work we will be covering over the term.

**English**

Narrative

We will start the term completing our myths and legends writing, working on becoming authors in the style of traditional story tellers.

We will look at **Instruction Texts** such as The Usborne Cookbook for boys and girls. Using these texts the children will look at the main features of instructions and explanation texts. They will learn how to recognise the imperative verb and use it in their own writing. They will learn about the function of a pronoun and explore how it gives writing cohesion.

In **Chronological writing** the children will consider the impact of language, structure and presentation when reading Who was Rosa Parks and Henry’s Freedom Box. They will extend sentences with time/cause details using adverbs, prepositions and conjunctions; Peer-evaluate and improve writing and edit writing to vary sentence structure.

Using Edward Lear’s Book of Nonsense,the children will study the features that poets use when creating **Nonsense poems**. They will plan, create and perform their own imaginative poems and concentrate on rhythm and rhyming patterns and syllable usage in poetry.

Using David Walliams Billionaire Boy and Mr Stink, children will investigate, read and write humorous stories, They will exercise their imagination and develop rounded characters as they explore their own humorous style as they investigate the distinctive style of other authors. They will investigate dialogue and structure and organise paragraphs appropriately.

Spellings will continue to be sent home on a Monday, as well as a termly list which the children need to work on each week, so please keep up all the practice! Also make sure that your homework books are in school on that day. The children will have weekly Guided Reading sessions and have the chance to choose their own books to read during the week.

Throughout the term all areas will continue to support and cover the core skills of word structure and spelling plus sentence structure and punctuation.

**Maths**

# Maths Year 3

Planning is based on the new curriculum and follows a well-established scheme of work including resources from the White Rose Maths Hub. We will continue to look at using three and four digit numbers including in money; revise methods of addition and subtraction and look at compact method of addition; revise doubling numbers to 50 using partitioning, revise halving numbers to 100 using partitioning, revise times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x), begin to use the grid method to multiply 2-digit numbers (teens) by 1-digit numbers, begin to use the grid method to multiply 2-digit numbers (numbers < 30) by 1-digit numbers, find and test rules; measure in litres and millilitres, convert between the two units, revise measuring in millimetres and centimetres, draw a bar chart, revise measuring in metres and centimetres, find perimeters, revise am and pm, tell time to nearest minute, compare time durations; in *multiplication and division a*dd three or four 2-digit numbers using expanded or compact addition, add three or four 2-digit numbers using compact addition; estimate answers, add three or four 2-digit numbers using compact addition; Find and test rules, use Frog to find the difference between amounts of money, use Frog to find the difference between amounts of money; revise units of time, recognise right angles and turns, identify if angles are greater/less than a right angle, identify perpendicular/parallel lines, count faces, vertices, edges of 3D shapes; understand and find tenths, find unit fractions of quantities, find non-unit fractions of amounts, find fractions equivalent to ½ & to ¼, add and subtract fractions.

Remember to keep learning times tables. Little and often is a really effective method for learning them.

# Maths Year 4

Planning is based on the new curriculum and follows a well-established scheme of work including resources from the White Rose Maths Hub.

Maths will concentrate on number work: We will continue to look at place value and then Roman numerals to 100; revise compact addition of 3 digit numbers leading to expanded then compact decomposition of four-digit numbers (two moves), add and subtract near multiples of 10, 100 and 1000, choose mental or written methods for addition and subtraction, solve addition and subtraction word problems; revise co-ordinates, complete polygons, find area of rectilinear shapes by counting squares, find perimeter of rectilinear shapes in centimetres, calculate perimeter in centimetres and metres of rectangles, investigate area and perimeter; in *multiplication and division r*evise numbers with one decimal place; mark on empty number lines and round to the nearest whole, introduce numbers with 2 decimal places on place value grids, multiply and divide single-digit numbers by 10 and 100 to give tenths, then hundredths, multiply and divide 2-digit, then 3-digit numbers by 10 and 100 to give tenths & hundredths, find equivalent 1/100s and 0.01s, 1/10s and 0.1s, place value addition and subtraction, e.g. 4.06 + 0.5, 4.56 – 0.06; **c**omplete symmetrical shapes/patterns, recognise acute & obtuse angles, recognise different types of triangle, investigate angles in quadrilaterals, sort quadrilaterals; **i**dentify equivalent fractions, revise finding non-unit fractions of amounts, solve fraction word problems, divide 2-digit by single-digit numbers.

Remember to keep learning times tables. Little and often is a really effective method for learning them.

**Computing**

This term we will be continuing to raise awareness of E-Safety issues and developing the children’s skills in presentation and programming. When programming Turtle Logo and Scratch, they will design, write and debug programs. They will use sequence, selection and repetition in programs, work with variables and various forms of input and output. When doing presentation they will select, use and combine a variety of software on a range of digital devices to design and create a range of programs and systems.

**RE**

During this term we will be looking at **Founders and Prophets**. The children will think about what we know about Jesus, Who is Muhammad and why is he important? Why is Abraham known as the father of the faiths? They will establish the founders of Christianity, Hinduism, Islam and Judaism, thinking about the origins of the religions and why the Founders are important.

**P.E.**

Athletics.

The children will understand the need for a Healthy Active Lifestyle through their PE lessons. The children will plan their own warm ups and cool downs and demonstrate their understanding of their bodies. We will look at video clips of professional athletes and para athletes competing and understand the efforts these sports people have gone to in order to excel in their sports. We will continue from last term looking at Paralympic games to understand how disability doesn’t need to prevent participation in sport. In Athletics we will refine their running, throwing and jumping skills in a variety of games and activities. The children will have competitive opportunities in all lessons and all children will be able to demonstrate their skills regardless of ability. The aim of the PE lessons is clearly to raise achievement in PE but more importantly it is to encourage children to enjoy sport and to want to take part. We will link our PE lessons to our science work (see below). We are aware some children do not enjoy sport as much as others and they will be encouraged to join in at a level that still ensures enjoyment and being active. We will look forward to celebrating participation in our annual sports day.

Orienteering

The children will be taught basic orienteering skills and associated physical skills in a fun and exciting way. They will develop agility and use a map key to create funny faces. They will start to develop spatial awareness of the relationship of shapes to each other by transferring information on a plan to reality.

**French**

In French this term we will continue with the language of ‘Shopping.’ This topic allows us to extend our ‘Knowledge about language’ and to consider how the structure of French and French grammar is not always the same as it is in English.

*Throughout Key Stage 2 we will be looking at the following areas:*

***The work will be differentiated by the tasks that we set. At all times the children will be supported and challenged.***

**Science**

For the first couple of weeks of the term we will look at the remainder of our Electricity work from last term. As last term was a short term we still have some of the work to complete. The children have been really enjoying making circuits, using symbols to create diagrams of circuits, investigating insulators and conductors and making working switches. The children will complete this unit with an assessment of their understanding and we are sure their enthusiasm for this topic will shine through!

We will then move onto looking at Animals including humans covering the following:

Revise what humans and animals need to be healthy and grow. Learn the correct vocabulary for food groups and do some fun activities online. Sort food into groups and make an illustrated vocabulary list.

Revise the vocabulary of food groups. Discuss different diets & the need for a balanced diet. Make a large class food pyramid display. Design favourite healthy balanced meals. Look at food packaging details. Briefly consider food miles.

Find out how food is broken down into smaller bits in our mouths, stomach & intestine. These small nutrients are absorbed into the blood stream (circulatory system), which acts like a transport system to deliver nutrients to all parts of the body.

Discuss the main functions of skeletons: support, protection & movement. Find out that muscles are also needed for movement. Children feel their own bones & draw & label a skeleton. Talk about broken bones & look at some X-rays.

Find out that some animals have exoskeletons. Compare them with endoskeletons like humans have. Examine some sterilised bones closely & identify some properties. Link to fossils. Compare other endoskeletons with that of a human.

Time for some muscle building! Children look at joints in the human body & the movements that each allow before looking at how muscles control every move we make. Models are constructed to show how pairs of antagonistic muscles pull to work together.

Now let’s get moving! It will be red faces and huffing and puffing all around as the children feel the effects of exercise on their own bodies. During the exercises they record how they are feeling and measure changes.

In the second half of the term we will look at the remainder of our Forces work from last term. As last term was a short term we still have some of the work to complete. We will look at a variety of forces, the use of magnets and try out compasses for orienteering. We will make our own investigation to test a variety of forces.

**If any parent has any particular expertise in the above two science topics and would like to offer some time to the class on a Friday to support either topic then do let Mrs Robinson know.**

**Creative**

In **history** we will be answering the question – *What impact did the Anglo Saxons have?* They will learn how Britain has influences and been influenced by the wider world. A

In **geography** we will be answering – *Where does all of our stuff come from?* The children will find out about the UK’s global trade links, investigating where everyday products come from and journeys they take to our homes.

In **Design Technology** the children will have a *Great Bread Bake Off* in the first half of the term. They will look at the history behind Warburtons, evaluate existing products, design criteria, shape make and evaluate bread.

In the second half of the term with a n Edible garden they will name and grow herbs, understand seasonality, know where and how a variety of ingredients are grown in the context of strawberries and tomatoes.

**P.S.H.E**

I know.....I’m special

Children will have the opportunity to recognise their own worth and that of others.

I think.....I’m special

The children will identify positive ways to face new challenges and look at stereotyping.

**Art**

3D

Yr3 The children will work with brown gummed tape to create a mould (bowl) whilst looking at the work of Kandinsky and also use clay.

*Yr4* The children will use own gummed tape to create a mould of a shoe.

Collage

The children will investigate explore how line, shape and space can be organised. Yr3 The children will investigate and respond to the work of Paul Klee. In response to the work of Victor Vaserly they will develop cutting and sticking skills and when looking at Henry Matisse’s work will investigate positive and negative images. Yr4 -The children will respond to the work of Henry Matisse and Francis Bacon. They will create their own portraits using collage.

**Music**

We will recall the musical vocabulary for the elements of music after the long holiday. Additionally this term, our main focus is create rhythmic patterns with an awareness of duration. We will also discuss how we might record the duration of sounds and begin to look at musical notation. We will also focus on our Summer Queen performance.

Homework

Year 3: Spellings every Monday, Cracking Times Tables every Friday, English every other week on a Monday and Maths every other week on a Friday.

Year 4: Spellings every Monday, Cracking Times Tables every Friday, English every week on a Monday and Maths every week on a Friday.

The children will also be given additional homework where required to support other areas of the curriculum such as Science and Creative Curriculum.

The children are expected to practice for both their Cracking timetables tests (Friday) and to learn their spelling each week. It is *vital* that reading books are brought back to school each day. Please encourage your child to put their homework books into their school bag as soon as they have completed their homework. Also please remember to comment on work if any support was given.

As always, please do not hesitate to contact us if you have any queries or questions.

Mrs Sparks and Mrs Robinson