

<p><b>English</b>  <b>Key texts:</b> Hansel and Gretal (Anthony Browne) and The Elves and the Shoemaker (The Grimm Brothers)  <b>Purpose for writing:</b> Narrative: To write a Traditional Tale.  <b>Writing:</b>  Children will learn how to develop characters. They will use ambitious modifiers (adjectives) choosing from an expanding selection of words. They will make predictions about the tales and discuss the emotions and personalities of the characters. The children will learn about the morals of the two tales before planning their own.  <b>Grammar:</b>  All children will learn how to punctuate direct speech precisely. They will use fronted adverbials for time to start their sentences. They will continue to work on using paragraph to separate ideas and themes.  <b>Word reading/comprehension:</b>  In reading comprehension, the children will focus on retrieving and summarising relevant information.</p> <p style="text-align: right;">E1, E3, E6</p>	<p><b>Merlin Class</b>  Year 3 and 4  Spring One  Cycle B</p> 	<p><b>Math</b>  <b>Key Facts:</b>  Year 3 – Recall x3 facts, Recall ÷3 facts.  Year 4 – Recall x6, x7 and x9 facts, Recall ÷6, ÷7 and ÷9 facts.  <b>Multiplication and Division:</b>  Children will develop visual methods of organising quantities in equal groups and arrays. Those in Year 4 will be introduced to column methods if appropriate.  <b>Length, Perimeter and Area:</b>  Children will use appropriate apparatus to measure, order and compare length in mm. cm, m and km. They will add and subtract lengths. Children measure the perimeter of simple 2-D shapes. They may compare different 2-D shapes which have the same perimeter. Children are introduced to area for the first time. They understand that area is the amount space is taken up by a 2D shape or surface. M2, M4, M5</p>
<p><b>Geography</b>  <b>Rivers and the water cycle</b>  Pupils will know what a river is and explain key parts of a rivers. They will be able to recall the parts of the water cycle. and explain the water cycle process. Pupils will be able to explain how the landscape changes as you move from the source to the mouth of a river. They will explore and explain how wetlands and flood lands.</p> <p style="text-align: right;">H1, H3, H8, H9</p>	<p><b>Music</b>  <b>Pitch</b>  Pupils will sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper so that they can remember it. Create and perform a piece with a variety of ostinatos.</p> <p style="text-align: right;">A2, A4, A8</p>	<p><b>Science</b>  <b>States of Matter (Chemistry)</b>  In this unit of learning children will compare and group materials together, according to whether they are solids, liquids, or gases. They will observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). They will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  <b>Working Scientifically:</b>  Pupils might work scientifically by grouping and classifying a variety of different materials, exploring the effect of temperature on substances such as chocolate, butter, and cream. They could research the temperature at which materials change state. They might observe and record evaporation over a period of time and investigate the effect of temperature on washing drying or snowmen melting.</p> <p style="text-align: right;">S2, S6</p>
<p><b>Computing</b>  <b>Journey Inside the Computer</b>  Pupils who are secure will be able to recognise inputs and outputs and know that computers send and receive information. Explain that parts of a laptop work together and the purpose of each part. Explain what an algorithm is. Suggest what memory is for inside a computer. Make comparisons between different types of computers.</p> <p style="text-align: right;">C1, C2, C3</p>	<p><b>French</b>  <b>Birthday Celebrations:</b>  Pupils will say the numbers 1-31 in French. Read and calculate Maths sums correctly. Match French months to their English equivalents. Ask when someone’s birthday is and say when their birthday is. Compare similarities and differences between birthdays in the UK and France. Write sentences to create a wish list, describing things orally and in writing. Appreciate songs in the language. Compare French festivals and their traditions with English ones.</p> <p style="text-align: right;">P1, P3, P5</p>	
<p><b>Art</b>  <b>Focus:</b> Landscapes - Pointillism – <i>Seurat</i>  Pupils will evaluate different examples of work by Seurat, recognise the technique of pointillism and that artists start with a sketch. Recognise and make tertiary colours and apply a pointillism technique to create a colour wheel that includes tertiary colours.</p> <p style="text-align: right;">A1, A3, A8</p>	<p><b>RE</b>  <b>Sikhism – What does it mean to be Sikh in Britain today?</b>  Pupils will experience Sikh stories, ideas, and concepts and to develop their own perspectives on the Sikh religion, with a focus on beliefs and ways of living.</p> <p style="text-align: right;">R1, R2, R8</p>	<p><b>PHSE</b>  <b>Celebrating Differences</b>  Children will discuss how everyone’s families are different in their own way. We will also cover the topic of bullying and what to do if you witness bullying in action.</p>