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| **Mathematics** | **English** | **Science** |
| **Topic/s:** Fractions, Time, Shape, Mass and Capacity**Aim/s:*** To recognise and explore equivalent fractions, and compare and order fractions.
* To add and subtract fractions, including problem solving.
* To tell the time on an analogue clock, estimating and reading to the nearest minute.
* To record and compare time using seconds, minutes and hours and use time related vocabulary.
* To recognise angles and turns, identify horizontal and vertical lines and name 2D and 3D shapes.
* To measure and compare lengths, mass, volume and capacity.

**Skills: *Through their learning pupils will develop the skills of:*** Calculation; four rules of number; problem-solving and reasoning through exploration and perseverance; measuring; comparing; using accurate mathematical vocabulary. **Subject teacher/s:** Ms Holmes - Mrs van Zyl | **Topic/s:** Persuasive Writing, Adverts, Greek Myths and Legends, Haikus and Cinquains**Aim/s:*** To use the features of persuasive writing to create an advert.
* To develop characters, settings and plots in myth writing.
* To generate their own ideas for a range of poetry.
* To improve grammar and vocabulary.
* To proof-read own work for spelling and punctuation errors.
* To idenitfy how language contributes to meaning.

**Skills: *Through their learning pupils will develop the skills of:*** Recognising and using language to persuade; drawing on features and styles of myths and legends as a source of inspiration.**Subject teacher/s:** Ms Holmes - Mrs van Zyl | **Topic/s:** Plants and Light**Aim/s:*** To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
* To explore the requirements of plants for life and growth.
* To understand the process of pollination and seed dispersal.
* To investigate the optimal conditions required for seed germination.
* To recognise the need for light to see things and explore how light is reflected from surfaces.
* To explore how shadows are formed and spot patterns in the ways that shadows are formed.

**Skills: *Through their learning pupils will develop the skills of:*** Working scientifically through setting up simple practical enquiries, comparative and fair tests; gathering, recording and presenting data in a variety of ways; using results to draw simple conculsions and raise further questions. **Subject teacher/s:** Mr Lamprecht - Mrs van Zyl |
| **History** | **Geography** | **RE** |
| **Topic/s:** Ancient Greece**Aim/s:*** To locate Greece on a map and discuss the physical features.
* To understand the meaning of democracy.
* To find out about daily life in Ancient Greek times.
* To explore the significance of the Battle of Marathon.

**Skills: *Through their learning pupils will develop the skills of:*** Historical enquiry, using evidence from Ancient Greek times; expanding depth of historical knowledge through studying Ancient Greek life; comparing and contrasting.**Subject teacher/s:** Ms Holmes - Mrs van Zyl | **Topic/s:** Settlements**Aim/s:*** To understand how and why people settled in specific areas.
* To explore key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.
* To understand how place names reveal information about a town's origin.

**Skills: *Through their learning pupils will develop the skills of:*** Place knoweldge - pinpointing specific land features which make a good settlement; locating places on maps (where the first settlements were).**Subject teacher/s:** Ms Holmes - Mr Stedeford  | **Topic/s:** Easter, Mary and Pentecost**Aim/s:*** To hear, read and explore Gospel accounts of key events - The Resurrection.
* To hear about, read and explore gospel accounts of how the lives of men and women were changed by their encounters with Jesus.
* To explore Pentecost.
* To find out about the rites of Baptism and the response they invite.
* To appreciate the broad structure of the Eucharist.

**Skills: *Through their learning pupils will develop the skills of:*** Interpreting symbols; group work; research and empathetic writing; discussion skills; reading skills; thinking skills.**Subject teacher/s:**  Ms Holmes  |

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| **Music** | **PE & Games (boys)** | **PE & Games (girls)** |
| **Topic/s:** Recorder and Matilda**Aim/s:*** To play pieces from the Red Hot Recorder book.
* To increase the number of notes known.
* To improve reading of notation.
* To know and act the songs from Matilda.

**Skills: *Through their learning pupils will develop the skills of:*** Performing**Subject teacher/s:** Mrs Olden  | **Topic/s:** Cricket**Aim/s:*** To introduce throwing, catching and batting skills to be incorporated into cricket game situations.
* To develop a consistency of technique for running, jumping, throwing, and catching.
* To be physically active for sustained periods of time.
* To engage in competitive sports and activities.
* To develop flexibility, strength, technique, control and balance.

**Skills: *Through their learning pupils will develop the skills of:*** Performing actions with more consistent control and quality; planning, using and adapting strategies and/or tactics for activities; applying rules and conventions for different activities; identifying what makes a performance effective.**Subject teacher/s:** Mr Cottrill - Mr Harris - Mr Stedeford - Mr Vaughan  | **Topic/s:** Rounders**Aim/s:*** To introduce throwing, catching and batting skills to be incorporated into rounders game situations.
* To improve hand-eye coordination core in order to hit and throw a ball at a target.
* To develop a consistency of technique for running, jumping, throwing, and catching.
* To engage in competitive sports and activities and to be physically active for sustained periods of time.
* To develop flexibility, strength, technique, control and balance.
* To develop the ability to learn from watching others' performance in order to improve techniques.

**Skills: *Through their learning pupils will develop the skills of:*** Performing actions with more consistent control and quality; planning, using and adapting strategies and/or tactics for activities; applying rules and conventions for different activities; identifying what makes a performance effective.**Subject teacher/s:** Miss Jones - Mrs Malcolm - Mrs Vaughan |
| **Art** | **Design & Technology** | **Computing** |
| **Topic/s: Ancient Greeks** **Aim/s:*** To research Ancient Greek pottery.
* To know that Ancient Greek pottery was made from red/buff earthenware and decorated with black slip/paint.
* To design own Ancient Greek pot using patterns and designs of the period.

**Skills: *Through their learning pupils will develop the skills of:*** Researching using books and the Internet; studying and evaluating primary and secondary sources; translating ideas into designs.**Subject teacher/s:** Mrs Clark | **Topic/s:** Dream catchers**Aim/s:*** To research types of dream catchers.
* To design a dream catcher.
* To learn knots suitable for tying in a dream catcher.
* To make a dream catcher based on their own design.

**Skills: *Through their learning pupils will develop the skills of:*** Researching using books and the Internet; honing design skills; hand-eye coordination and fine motor skills; knot tying.**Subject teacher/s:** Mrs Clark | **Topic/s:** Computing with iPads & Internet Safety **Aim/s:*** To program a sequence of statements using multiple conditions and repetition.
* To apply knowledge in planning algorithms, programming, testing and debugging.
* To understand the risk in using communication technologies and develop SMART thinking.
* To know about personal information and what to divulge.
* To recognise Internet information can be biased or inaccurate.

**Skills: *Through their learning pupils will develop the skills of:*** Computer science through programming with logic, sequencing and repetition; online safety through recognising acceptable and unacceptable behaviours; evaluating digital content.**Subject teacher/s:** Mrs Hill |
| **French** | **Mandarin** | **Drama** |
| **Topic/s:** Les Quatres Amis story, Animals, Colours, Numbers to 50.**Aim/s:*** To speak clearly and confidently.
* To ask and answer questions with correct intonation.
* To recall, retain and use relevant vocabulary.

**Skills: *Through their learning pupils will develop the skills of:*** Communicating; translating; grammar, through knowledge of gender of nouns.**Subject teacher/s:** Mrs Williams | Mandarin is not taught to pupils in Junior 3. | **Topic/s:** Rehearsing for Matilda & Considering and Evaluation performance.**Aim/s:*** To participate in presentations, performances and discussions.
* To listen, consider and build upon the contributions of others.
* To gain and maintain the interest of the listener.

**Skills: *Through their learning pupils will develop the skills of:*** Developing competence in spoken and physical language; listening, to enhance the effectiveness with which to communicate.**Subject teacher/s:** Mrs Wildey |

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| **PSHECE** | **Home School links** | **Homework** |
| **Topic/s:** All About Me – How I See Me; My Relationships – Families; Me, My Thoughts, Feelings & Behaviours – Dealing With BIG Feelings; Me & My Body**Aim/s:*** To recognise early warning signs.
* To understand we are all unique and special in our own way.
* To have a network of specific adults with whom we can talk.
* To be given the opportunity to think about personal relationships and who is important in our lives.
* To explore a variety of different types of families and understand that not all families are the same.
* To discuss feelings and appropriate ways of responding.
* To support key messages from the Protective Behaviours Taking Care Programme.
* To recognise rights and responsibilities as part of a school community.
* To be given the opportunity to think about our own families, and how they themselves were born.
* To support key messages from the Protective Behaviours Taking Care Programme.

**Skills: *Through their learning pupils will develop the skills of:*** Enhancing social skills; identifying safety networks; promoting well-being. **Subject teacher/s:** Ms Holmes - Mrs van Zyl | * Practise telling the time in both minutes past and minutes to the hour on an analogue clock.
* Read and discuss a Greek myth together.
* Learn a haiku poem by heart.
* Make a collage of persuasive language used in adverts from magazine cuttings.
* To bake a cake or biscuits and record the measurements in grams of the recipe.
* To support my child in making a Greek mask during half term.
 | * To read aloud to an adult every day and sign the reading record in the Home/School diary.
* To practise target times tables every day.
* To learn weekly spellings, understand their meaning and transfer spellings into writing appropriately.
* To complete assigned homework and check through with my child.
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