

### **Science – Earth and Space**

**Knowledge** – The children will describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

They will also describe the movement of the Moon relative to the Earth and describe the Sun, Earth and Moon as approximately spherical bodies. They will use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

**Skills** – The children will make first-hand observations, look for patterns and use secondary sources of information to investigate and explore the topic. They will also research scientists past and present.

**Bringing God into everyday learning – Why did God create space? How are stars described in the Bible?**

### **History – The Roman Empire and the Impact on Britain**

**Knowledge** - The children will learn about the Roman invasions and the building of the Roman Empire. They will develop an understanding of the effects the Empire had on British life, including the response of some tribes when the invasion took place.

**Skills** - The children will develop their historical interpretation skills and learn how to present their ideas clearly

**Bringing God into everyday learning - How did Romans change religion in Britain?**

### **Computing – Systems and Networks – The Internet**

**Knowledge** – Children will understand computer networks, including the internet. They will know how to use technology respectfully, responsibly and safely. They will explain what is meant by fake news.

**Skills** – The children will learn how to use search engines effectively and select, use, and combine some software on a range of digital devices to design and create a program

### **PE – Net and Wall – Skills and Games**

**Knowledge** – The children will learn how to play competitive games, modified where appropriate [for example, badminton, basketball) and apply basic principles suitable for attacking and defending.

**Skills** – The children will consolidate their throwing and catching skills. They will practise using a racquet and develop their own scoring systems whilst evaluating their performance in a game. They will improve their movement skills and body positions.

**Bringing God into everyday learning - How can we express our love for God through movement?**

**Diamond 9 – Developing a Lifelong Love of Learning – Independent, Collaborative, Flourish, Inspirational, Challenging, Unique**

Mrs Bolton

Class 3

Spring 1 - 2023



### **RE - Jesus the Son of God**

**Knowledge** – The children will know Christians believe Jesus is the Son of God he was both God and man. They will recognise that Christians believe Jesus has power and authority from God. They will learn there are people who have stood up against authorities in situations of injustice. Looking at Judaism, the children will learn that the Jewish holy day is Shabbat with many traditions and rules.

**Skills** – The children will retell the Bible stories covered in this unit, making links between the Bible texts and Christian beliefs and values. They will be able to talk about people who have inspired them and why.

**Bringing God into everyday learning - Why did God send Jesus to Earth?**

### **Design Technology – Textiles – Money Container**

**Skills** – The children will make a money container. They will choose their fabric according to appearance and functionality. They will then join different fabrics in different ways. They will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

### **British Values –**

Mutual Respect and Tolerance  
Rule of Law  
Democracy

MultiCultural – Judaism in RE, Learning a different language, Protected Characteristics discussed in all aspects of school life, unique qualities through PHSE

**Bringing God into everyday learning - How can we follow in Jesus' footsteps and be a good friend?**

### **Mathematics – we follow White Rose Maths**

**Week 1** - Multiplication and Division B both Y3 and Y4

**Week 2** - Multiplication and Division B both Y3 and Y4

**Week 3** – Length and Perimeter both Y3 and Y4

**Week 4** – Length and Perimeter both Y3 and Y4

**Week 5** – Fractions both Y3 and Y4

**Week 6** – Fractions both Y3 and Y4

**Plus** basic skills

Times tables using TTRS

Morning work – using and applying – problem solving

Challenge cards and Maths Table

**Bringing God into everyday learning - What numbers are significant in the Bible?**

### **English**

Using whole texts as stimulus for writing and reading opportunities – 101 Dalmations and Non-Fiction texts about the Romans

Guided Reading - Domain 2c - To summarise ideas from more than one paragraph

Spoken language – Presenting ideas orally, using prosody when reading aloud

### **French – MFL - MC – Jeux et Chansons**

**Knowledge** -The children will be able to say, read and write Numbers to 20 (Y3) and 100 (Y4) They will ask and answer simple questions about name and age and Understand and communicate familiar nouns . They will-understand and use adjectives to describe people, places, things and themselves

**Skills** - The children will be able to recognise masculine and Feminine nouns and understand and use numbers 11-20 They will answer questions about playground game and read and recognise written words and phrases

**Bringing God into everyday learning - Why did God create different languages?**

### **PHSE – Being my Best**

**Knowledge** – The children will know how washing hands helps prevent infection and also how air, water and food enter the body. They will know how being unique makes everyone special and How being collaborative can help everyone achieve success.

**Skills** – The children will be able to identify their achievements and set goals for their future. They will be able to suggest ways of looking after their mental and physical wellbeing. They will give examples of ways they look after the environment

**Bringing God into everyday learning - Why did God give us all different talents?**

**How can we look after our corner of God's world?**