

Foxes Class Curriculum Letter: Autumn Term 1 2018

Dear parents/carers: Welcome back to the Autumn Term and the exciting start to the new school year! Our first topic is called **Yabba Dabba Doo!** and an overview of our main learning can be found below. Homework (overleaf) will support our learning, with a list of activities for the children to choose from, and spellings will be coming home in the form of sentences to learn. If you have any questions / concerns about the curriculum or your child's wellbeing, please come in and see us.

HISTORY / GEOGRAPHY:

Describe and make links between the main events, situations and changes within and across the Stone Age and Iron Age:

What happened to move forward the Bronze Age and then the Iron Age? How did people develop themselves and their skills / cultures?

Recognise that the past is represented in different ways and give reasons for this:

What can we learn from artwork and artefacts? What would we need different evidence about?

Examination of artefacts: observation / prediction (Art / Science link)

PE: Games skills: Gymnastics / dance.

Curriculum Enrichment: Music/ R&R

COMPUTING: Digital Literacy:

follow and create simple branching databases on paper and using a simple program. Search databases effectively: Pupils search for and use information from a range of sources, making judgements about its usefulness **E- Safety Focus:** Make posters about rules for use.



RE: Concept: Power



Heroes in religious stories – investigate in Christian and other religions. Main focus: why do some religious stories have amazing events in them?

French: Review basics: conversational greetings, name, age, 1-20, colours, classroom instructions.

Science: Rocks: Compare / group different kinds of rocks on the basis of appearance / simple physical properties. Build using rocks, stones and other natural materials.

Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.

Water Cycle: understand that:

Materials change state by heating and cooling.

Materials can be divided into solid, liquids and gases.

Heating causes solids to melt into liquids and liquids to evaporate to gases.

Cooling causes gases to condense to liquids and liquids to freeze to solids.

Skill Focus: Gather evidence to describe and classify.

Art/DT: Design and embellish using drawing / painting, other materials etc. Examine 3D sculptures and make a design for a metallic sculpture / collage (link to book study The Iron Man). Focus on form, shape, pattern, colour, texture. Create using a range of metallic objects. Review and refine own and others' work.



Autumn 2018
Yabba Dabba Doo!



PSHE: Key Value: *compassion. Learning behaviours:* *proactive and determined* Forming a Class Charter; recognising our (and others') rights and responsibilities; making healthy, positive friendships; sorting out problems together; recognising and dealing with different feelings in ourselves and others; keepings secrets/surprises.

ENGLISH: Recount: own summer holiday writing, introducing the Writing Non-Negotiables (technical skills) to new Year 3 pupils / building on them with Y4. Continued focus through range of written texts. Initial class book: Ook and Gluck – comic strip study – the style of Dav Pilkey: using drama to develop ideas about themes.

Author study: The Iron Man by Ted Hughes: listen to text read aloud and read individually / in groups, describe author style / features / techniques and possible application in their own writing. Identify strategies for building description / detail, and different types of imagery. How does TH create character and setting? Introduce themes / ideas that run through the book. Investigate and work with a range of metal materials (link to Art / DT / Science). Write a short extract to develop the story in the author's style.

Read a range of information texts linked to History and Science learning, identifying features. Develop note taking skills and strategies, using a range of sources, including topic books (fiction / non-fiction), artefacts, artwork, internet searches (ICT link). Create a type of non-chronological information leaflet summing up Stone Age learning (History link).

MATHS: Place Value – read, write, order, count, forwards and backwards, including in multiples, and recognise different digit values. Solve problems and recognise use of place value in different contexts.

Review of addition and subtraction strategies, including practical, written, informal, formal methods.

Times tables – learning 2,3,4,5,10 by heart, including random testing (Y3).

Learning, recognising & using 2,3,4,5,6, 8, 10 by heart, including random testing (Y4).

Starting to use times tables knowledge to solve problems / recognise patterns.

Multiplication and division strategies, including practical, written, informal, formal.

Problem solving using all 4 number processes.

Key Dates:

Meet the Teacher Thursday September 6

Wednesday September 12