



<p style="text-align: center;"><b><u>Maths</u></b></p> <p><b>Money</b> – Write money using decimals, convert between pounds and pence, compare amounts of money, estimate with money, calculate with money, solve problems with money.</p> <p><b>Time</b> – Years, months, weeks and days; hours, minutes and seconds; convert between analogue and digital times; convert to and from the 24-hour clock.</p> <p><b>Shape</b> – Understand angles as turns; identify angles; compare and order angles; triangles, quadrilaterals and polygons; lines of symmetry.</p> <p><b>Statistics</b> – Interpret and draw charts and line graphs; compare, sum and difference.</p> <p><b>Position and Direction</b> – Describe position using coordinates; plot coordinates; draw 2-D shapes on a grid; translate on a grid; describe translation on a grid.</p>	<p style="text-align: center;"><b><u>English</u></b></p> <p><b>Oracy</b> through listening and discussing this term’s poetry and core texts The Promise and Kensuke’s Kingdom we will compose and record ideas, including dialogue, building a varied and rich vocabulary and increasing range of sentence structures.</p> <p><b>Poetry</b> – Read and perform journey themed poems including, From a Railway Carriage by RL Stevenson in order to create our own poetry stanzas.</p> <p><b>Writing to entertain</b> – linked to The Promise, looking at environmental issues linked to personal responsibility.</p> <p><b>Writing to inform</b> – writing a survival guide linked to Kensuke’s Kingdom.</p> <p><b>Writers craft</b> – We will consider how the writers convey characters’ ever-changing emotions throughout the books (including hope and despair)</p> <p style="text-align: center;">We will continue to embed grammar taught throughout Year 4.</p>	
<p style="text-align: center;"><b><u>Physical Education</u></b></p> <p><b>Dance</b> – know that repeating, remembering and performing phrases improves my performance.</p> <p><b>Cricket</b> – know how to throw, catch and hit a ball accurately, with control; how to field, bowl and use space to support team-mates and know and use the rules fairly.</p> <p><b>Sports Day</b> – running, throwing, catching, balancing, jumping and taking part in races (obstacle, skipping, sprint) and know how to take part in a relay</p>	<p style="text-align: center;"><b><u>Science</u></b></p> <p><b>The Digestive System</b> – Describe simple functions of basic parts of the digestive system in humans; different types of teeth in humans and their simple functions.</p> <p><b>Food Chains</b> – Construct and interpret a variety of food chains; identifying producers, predators and prey.</p>	<p style="text-align: center;"><b><u>Religious Education</u></b></p> <p><b>How and why do people argue that some places can be spiritual?</b> - Know that for many people there are places connected with their beliefs that are important to them; different people recognise different places as spiritual; there isn’t always agreement on what makes a place spiritual; some think that only what they can see is real; spiritual places can include places of worship and pilgrimage and can be different for different people.</p>
<p style="text-align: center;"><b><u>History</u></b></p> <p><b>The History of Human Rights</b> – As historians, we will find out which Human Rights are the rights and freedoms that belong to every person; understand women’s rights in the UK are protected by the law; learn how the United Nations Convention on the Rights of the Child (1989) is an international treaty that grants all children a set of rights; know that racial discrimination was made illegal in the 1960s and how the Equalities Act 2010 made it illegal to discriminate against a person because of their religion or belief.</p>	<p style="text-align: center;"><b><u>Music</u></b></p> <p><b>Joseph and his Amazing Technicolour Dreamcoat</b> – We will learn songs ready for our performance in this Year’s School Production.</p>	<p style="text-align: center;"><b><u>Computing</u></b></p> <p><b>Repetition Games in Scratch</b> – To develop the use of count-controlled loops in a different programming environment; explain that in programming there are infinite loops and count-controlled loops; develop a design that includes two or more loops which run at the same time; modify an infinite loop in a given program; design a project that includes repetition; create a project that includes repetition.</p>
<p style="text-align: center;"><b><u>Art / Design Technology</u></b></p> <p><b>DT Cooking and nutrition</b> – know about a range of fresh ingredients appropriate for a healthy meal and whether they are grown, reared or caught; know how to use kitchen equipment and utensils to prepare and combine food; know how to adapt a recipe and use relevant technical and sensory vocabulary appropriately.</p> <p><b>Weaving</b> – know the Berlin artist Anni Albers; know how to make a loom; know how to weave using the handmade loom I have made; know how to join pieces of yarn/wool securely together.</p>	<p style="text-align: center;"><b><u>Modern Foreign Languages</u></b></p> <p><b>La Nourriture</b> – I know what you can buy in different types of food shop in France; use gender language correctly; express likes and dislikes in French; ask about another person’s likes and dislikes; use large numbers in French; use increasingly correct pronunciation.</p>	<p style="text-align: center;"><b><u>Personal, Social and Health Education</u></b></p> <p><b>Growing and Changing</b> – know changes happen during our lives and feeling emotion about changes is normal; the learning line can help manage change; puberty and hormones can affect mood and feelings; strategies to resolve conflict within families; un/acceptable touch; strategies for managing unacceptable touch; some secrets can be un/safe; sometimes confidence needs to be broken to protect safety; marriage is a legal commitment between two people and some reasons why people get married.</p>



**Curriculum enrichment – additional opportunities**

Patronal Festival Day 22.06.26

Sports Week – 22-26.06-26 culminating in Sports Day on Friday 26.06.26

Transition Days – 29-30.06.26

The school production Joseph and his Technicolour Dreamcoat 08-10.07.26

**How can you help your child this term?**

Continue to encourage daily times tables talk or games to and from school and support with daily 5-minutes focus on times tables practice using the TT Rockstars app.

Encourage your child to use the child-friendly search engine <https://swiggle.org.uk/> when carrying out research.

Share books, taking turns reading and listening to your child read daily.

Support home learning tasks to be as independent as possible.