

Dear Families,

I cannot quite believe we are entering the Summer term. We will continue exploring many exciting topics, and I am very much looking forward to embarking on another term of learning together.

I hope the information below answers any questions you may have; however, please do not hesitate to contact me via the school office should you require any further clarification.



Routines

The PE day for Magpie class will be a Monday afternoon. It is important that your children come to school in their PE kits, with appropriate footwear. As with previous years, the children should wear a t-shirt of their house colour for PE. If this is not possible please can children wear a plain white/light blue t-shirt. Additionally, please could earrings be removed prior to school on PE days. If your child has had their ears pierced in the last 6 weeks and is therefore unable to remove their studs, please ensure you have applied micro-pore tape at home, we will be unable to do this at school.

Every Thursday afternoon, Mrs Wernham will cover my PPA time, during this period the children will do Geography and Latin.

Celebration assembly

Every Friday, families are invited to join us for Celebration assembly. This is a wonderful opportunity for children to show the amazing learning completed throughout the week. We also celebrate any birthdays and other achievements.

Children who play instruments will also be encouraged to open and close the assemblies.

Our celebrations start at 2:45pm so please do come along if you can!

Breakfast club

Breakfast is run by Premier Sports every morning from 7:45am. The children take part in a range of different activities whilst enjoying breakfast with their peers.

If you would like more information on this please contact Mrs Hull or the school office.

Day to day

It is vital that all parts of your child's uniform is labelled with their name to minimize the amount of lost uniform that seems to accumulate over the year. Another note on uniform; hoodies are not permitted in school, either as another layer or for PE, therefore a school jumper should be worn instead.

Please can all children have a named water bottle that is with them every day. Every child is actively encouraged to drink plenty to ensure they remain hydrated and water bottles are kept with them in the classroom.

Children in key stage 2 are able to bring their own snacks to enjoy at playtime. Please could these be either fresh fruit or vegetables.

Timetable - 2025-2026	Teacher: <u>Miss Houghton</u>			Year Group(s): <u>3/4</u>	
	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 - 9.00	Handwriting Sentence dictation Phonics	Handwriting Sentence dictation Phonics	Handwriting Sentence dictation Phonics	Handwriting Sentence dictation Phonics	Handwriting Sentence dictation Phonics
9:10 - 10:20	FASE read SPaG, English	FASE read SPaG, English	FASE read SPaG, English	FASE read SPaG, English	FASE read SPaG, English
10:20-10:45	Collective worship				
10.45 - 11:00	Break				
11:00-11:20	PSHE	Enrichment read	PSHE	Enrichment read	PSHE
11:20-12:00	Maths	Maths	Maths	Maths	Maths
12.00 - 1:00	Lunch				
1:00 - 1:30	Maths	Maths	Maths	Art	Maths
1:35-2:35	PE	History	Science		Geography
2:35-3:10	RE	RE/Latin			2:40- Celebration assembly
3:10-3:20	Reading	Reading	Reading	Reading	Reading

Curriculum

There have been a few updates to the Long Term Plan that was shared at the beginning of the year. The revised plan has been emailed to families and is now available on the school website. If you would prefer a paper copy, please do let me know and I will be happy to provide one.

In addition to this, there have been some changes to our daily timetable. As a school we are beginning to introduce 'Can do maths'. This means we will be splitting our maths lessons into two. One before lunch and one after lunch, the lessons will follow a similar pattern and we will be covering the same topics. The different format will allow us to work on fluency, problem solving and reasoning in more detail and work on embedding knowledge into children's long term memory.

The Summer Term will begin with '*The Miraculous journey of Edward Tulane*' as our FASE read and English focus. FASE read books will now be provided by the school. However, if you have a copy of '*The Miraculous journey of Edward Tulane*' that you would be willing to donate, these would be very gratefully received—please bring them to the school office.

Throughout the year, homework expectations will remain minimal. I am keen for children to develop a genuine passion and enthusiasm for learning, which I believe is best nurtured through reduced pressure. That said, there are two daily tasks that I do expect all children to complete. The first is reading, which may be completed independently or shared with a grown-up or sibling. It would be wonderful if children were encouraged to talk about their book and explore the meanings of any unfamiliar vocabulary. In addition, children are expected to spend at least 5-10 minutes each day on Times Table Rockstars. This regular practice has a significant, positive impact on recall and supports learning across other areas of mathematics.

Below this letter, you will find the Summer term overview as well as subject specific overviews that will hopefully support you with discussing your child's learning at home.

If you have any questions, please do not hesitate to contact me.



English: The Miraculous journey of Edward Tulane
In English we will use 'The Miraculous journey of Edward Tulane'. Our writing will be based on this and we will follow the overview provided below.

Week 1 Fables: read a selection of Aesop's Fables (Hare and tortoise)

Week 2 Edward Tulane introduction

Weeks 3-4 Short biography of Kate DiCamillo

Weeks 5-7 Edward Tulane - short story narrative

Weeks 8-10 Edward Tulane - use Coda to write a fable version of the story.

Week 11-12 Shakespeare - Julius Caesar: introduction to play scripts, perform Friends, Romans and country men

Geography: London and the South East of England

This unit builds on previous knowledge of regions of the UK from Year 2 (British Isles)

We will learn about London and the South East of England whilst building our knowledge of physical and human geography.

Maths

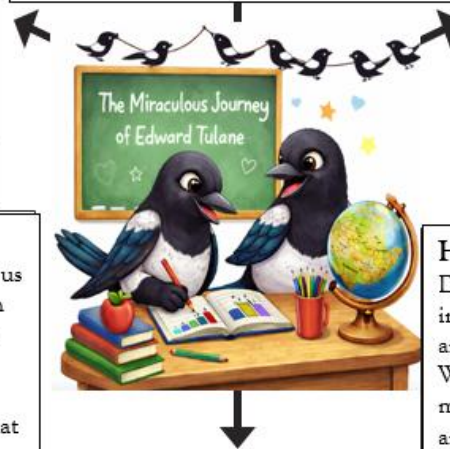
Over the whole Summer term we will be learning about:

- Position and Direction
- Money
- Decimals
- Time
- Shape
- Statistics
- Place value and the four operations - revisit

Science - Light

In this unit we will learn that light is an energy that enables us to see, and interact with, the world around us. We will learn there are many different sources of light and the light of the sun is vital for life on earth.

We will work scientifically to find out if materials are transparent or opaque using torches and use this to learn that light travels in straight lines and sometimes bounces off from an object or material.



History: The Stuarts

During this unit, we will retrieve prior learning on monarchy in Britain, including key vocabulary such as, 'inherit', 'heir' and 'tyrant'.

We will then build on our knowledge of significant British monarchs and leaders, including Charles I, Oliver Cromwell, and William and Mary.

We will also deepen our understanding of significant events previously discussed in KS1.

RE: How do people express their spirituality together?

In RE, we will use our big question to investigate how pilgrimage can be used in different religions to express spirituality.

We will use case studies, social science and philosophy to help us deepen our understanding on pilgrimage and its impact on both the spiritual and natural world.

Art

In art, we will be looking at monuments of the Byzantine Empire (also known as the Eastern Roman Empire). This is a continuation of the work carried out in Spring B in the unit Monuments of Ancient Rome. We will revise what we know about ancient Rome and then learn about how the empire split in two.



Grammar-

- Complex sentences that open with a preposition indicating when/where.
- Compound sentences Use a comma with For, And, Nor, But, Or, Yet, So when the conjunction joins two main clauses.
- Write sentences which open with an adverbial.
- identify and fix comma splices
- Use personification
- Identify and use rhetorical questions
- layout of playscripts
- stanzas in verse

Vocabulary-

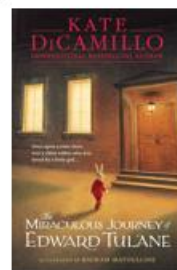
jaunty	ennui
penetrating	specimen
unsavoury	uncertain origin
condescending	courtesy

Grammar-

- speech punctuation with reporting tag at beginning, end and embedded in sentence
- Use examples of foreshadowing
- Write sentences which open with a present participle, e.g. *brimming with excitement, she jumped out of bed.*
- Identify and use questions accurately - including rhetorical.
- Identify and use commands accurately.
- Use conjunctions or conjunctive adverbs to: demonstrate cause and effect

Rough overview-

Week 1 Fables- read a selection of Aesop's Fables-(Hare and tortoise)
 Week 2- Edward Tulane introduction
 Weeks 3-4 Short biography of Kate DiCamillo
 Weeks 5-7 Edward Tulane - **short story narrative**:



Rough overview-

Weeks 8-10 Edward Tulane - use Coda to **write a fable version** of the story.
 Week 11-12 Shakespeare - Julius Caesar: introduction to play scripts, perform Friends, Romans and country men

Spelling-

Y1/2 and Y3/4 CEW list
 Possessive apostrophe with plural words
 Homophones and near-homophones
 Endings spelt -tion, -sion, -ssion, -cian
 The suffix -ous

Spelling-

Adding suffixes beginning with vowel letters to words of more than one syllable
 The // i sound spelt y elsewhere than at the end of words
 Words with the /k/ sound spelt ch
 Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que



Time

- Tell the time to 5 minutes
- Tell the time to the minute
- Read time of a digital clock
- Use a.m. and p.m.
- Convert between analogue and digital times
- Hours, minutes and seconds
- Find and use durations
- Years, months, weeks and days

Position and Direction

- Describe position using coordinates
- Plot coordinates
- Draw 2-D shapes on a grid
- Translate on a grid

Decimals

- Tenths as fractions and decimals
- Tenths on a place value chart and number line
- Hundredths as fractions and decimals
- Hundredths on a place value chart
- Halves and quarters as decimals
- Make a whole
- Partition decimals
- Compare and order decimals
- Round to the nearest whole number
- Divide a number by 10

Money

- Pound and pence
- Write money using decimals
- Convert pounds and pence
- Estimate with money
- Add money
- Subtract money
- Find change
- Solve problems with money



Shape

- Turns and angles
- Identify angles
- Compare and order angles
- Triangles
- Quadrilaterals
- Polygons
- Symmetry
- 3-D shapes

Statistics

- Interpret and draw bar charts
- Interpret and draw line graphs
- Two-way tables
- Collect and represent data

Place value and the four operations - revisit

- Column addition
- Column subtraction
- Long multiplication
- Long division (Chunking/bus stop method)



Lesson 1

Light and Dark.

Keywords

light	darkness	absence
artificial	source	natural
protect	retina	

Knowledge objective:

To understand that we need light in order to see things.

Lesson Series

1. Light and Dark
2. Transparent and Opaque Surfaces
3. Mirrors and Reflection
4. Part 1: Shadows
5. Part 2: Finding Patterns in Changing Shadows
6. Assessment

Lesson 2

Transparent and Opaque surfaces

Keywords

transparent	opaque	transmit
reflect	absorb	translucent

Knowledge objective:

To know that transparent materials let light through and opaque materials block light from passing through.

Lesson 3

Mirrors and reflections

Keywords

Plane	Concave	Convex
Reflect	Reflection	Mirror

Knowledge objective:

Mirrors can reflect light in different ways, depending on their shape.

Lesson 4

Part 1: Shadows

Keywords

shadow	predict	record
observe	investigate	measure
conclude		

Knowledge objective:

Shadows change in size and shape throughout the day.

Lesson 5

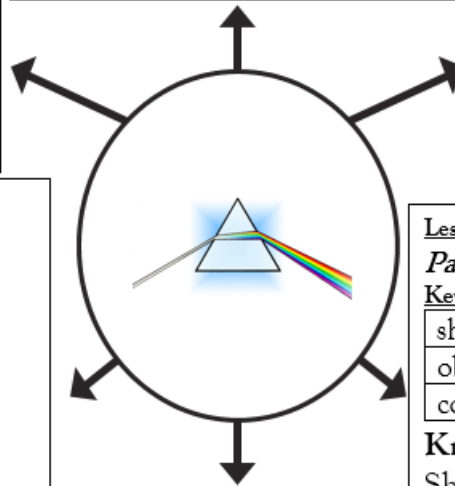
Part 2: Finding patterns and changing shadows

Knowledge objective:

A shadow is created when an object blocks the path of light.

Lesson 5 keywords

shadow	predict	record
observe	investigate	measure
conclude		





Lesson 1
James I & VI and the Union of the Crowns

Keywords

Heir	Primary source	Union
Kingdom	Union Jack	Tax
Monarchy	Divine Right of Kings	Crown

Knowledge objective:
To know that James VI of Scotland became James I of England and believed in the 'Divine Right of Kings'.

Key people:

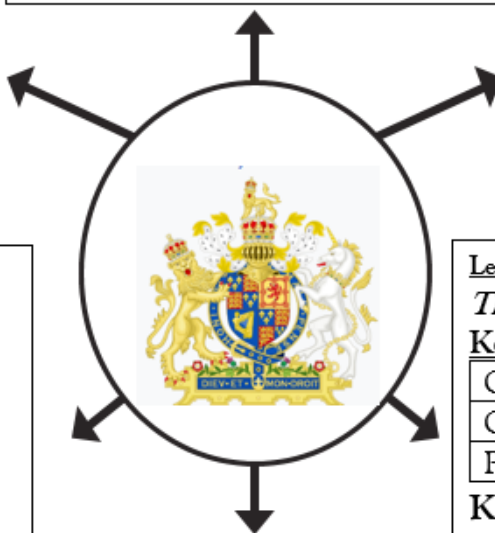
James I	Robert Catesby
Guy Fawkes	Charles I
Oliver Cromwell	Charles II
Christopher Wren	Samuel Pepys
James II	Mary II
William of Orange	Anne I

Lesson 2
The Gunpowder Plot

Keywords

Plot	Conspirators	Protestant
Treason	Gunpowder	Cellars
Catholic	Radicalised	Execution

Knowledge objective:
To know that during the reign of James I there was a plot to blow up the Houses of Parliament (Gunpowder Plot)



Lesson 3
Charles I and the Causes of the English Civil War

Keywords

Civil war	Parliament Puritan	Protestant
Power	Rebellion	Tyranny
Noble	Gentry	Catholic

Knowledge objective:
To understand how Charles I's decisions led to Civil War.

Lesson 4
The English Civil War

Keywords

Cause	Grand Remonstrance	Cavaliers
Consequence	Parliamentarians	Treason
Puritan	Roundheads	New Model Army

Knowledge Objective:
To know that the English Civil War lasted for seven years and lots of people died.

- Lesson series**
1. James I and the Union of the Crowns
 2. The Gunpowder plot
 3. Charles I
 4. The English Civil War
 5. Oliver Cromwell and the Commonwealth
 6. The Restoration of Charles II

- Lesson series**
7. The Great Plague
 8. The Great Fire of London
 9. Christopher Wren and the rebuilding of London
 10. James II and the Monmouth Rebellion
 11. William and Mary and the Bill of Rights



Lesson 5
Oliver Cromwell and the Commonwealth

Keywords

Lord Protector	Commonwealth	Puritan
Protestant	Military	Protestant
Dictatorship	Calvary	Execution

Knowledge objective:
To know that when England did not have a king, Oliver Cromwell led the country as Lord Protector

Key people:

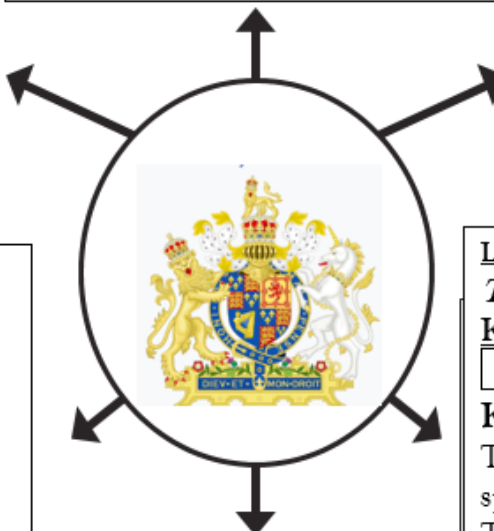
James I	Robert Catesby
Guy Fawkes	Charles I
Oliver Cromwell	Charles II
Christopher Wren	Samuel Pepys
James II	Mary II
William of Orange	Anne I

Lesson 6
The Restoration of Charles II

Keywords

Restoration	Crown	Parliament
Civil war	Puritan	Exile
Illegitimate	Patron	Habeus Corpus

Knowledge objective:
To know that Charles II (Charles I's son) was restored to the throne in 1660



Lesson 7
The Great Plague

Keywords

Plague	Bubonic plague	Cure
Plague doctor	Black death	Epidemic
Fumigate	Cart	Symptom

Knowledge objective:
To know the Great Plague of 1665 killed many people

Lesson 8
The Great Fire of London

Keywords

Fire hook	Fire break	Pudding lane
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Knowledge Objective:
To know that the Great Fire of London in 1666 spread quickly and destroyed much of the city
To know the fire was caused by a baker who left his oven through the night at his bakery on Pudding Lane.

- Lesson series**
1. James I and the Union of the Crowns
 2. The Gunpowder plot
 3. Charles I
 4. The English Civil War
 5. Oliver Cromwell and the Commonwealth
 6. The Restoration of Charles II

- Lesson series**
7. The Great Plague
 8. The Great Fire of London
 9. Christopher Wren and the rebuilding of London
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Lesson 9

Christopher Wren and the rebuilding of London

Keywords

Architect	St Paul's Cathedral	Boulevards
Insurance	Fire brigade	Policy holders

Knowledge objective:

To know that Christopher Wren was asked to oversee the rebuilding of London after the Great Fire of London in 1666

Key people:

James I	Robert Catesby
Guy Fawkes	Charles I
Oliver Cromwell	Charles II
Christopher Wren	Samuel Pepys
James II	Mary II
William of Orange	Anne I

Lesson 10

James II and the Monmouth Rebellion

Keywords

Heir	Catholic	Protestant
Illegitimate	Crown	Rebellion
Overthrow	Executed	Reign

Knowledge objective:

To know that Catholic James II inherited the throne from his brother, Charles II, in 1685

Lesson 11

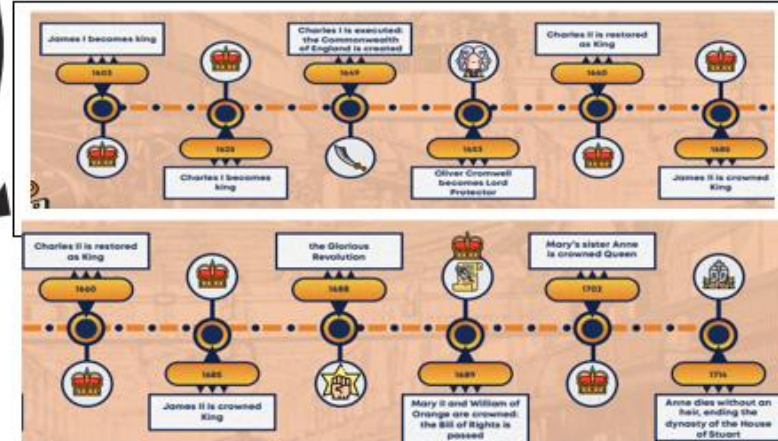
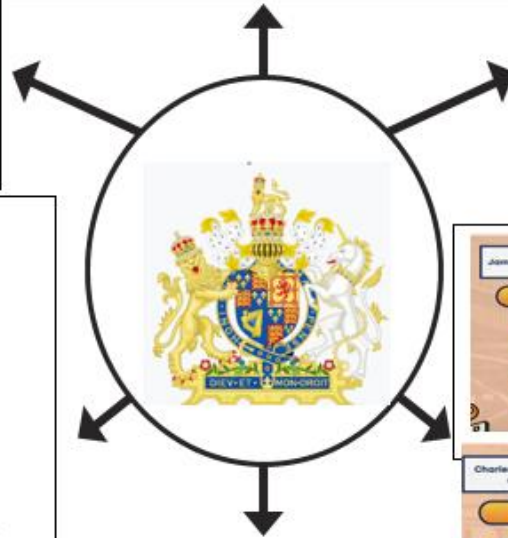
William and Mary and the Bill of Rights

Keywords

Catholic	Protestant	Parliament
Glorious	Rebellion	Execute
Revolution	Abdicated	Heir

Knowledge objective:

To know that James II's daughter Mary, and her husband, William of Orange, were asked to take the throne from James II and become king and queen



Lesson series

1. James I and the Union of the Crowns
2. The Gunpowder plot
3. Charles I
4. The English Civil War
5. Oliver Cromwell and the Commonwealth
6. The Restoration of Charles II

Lesson series

7. The Great Plague
8. The Great Fire of London
9. Christopher Wren and the rebuilding of London
10. James II and the Monmouth Rebellion
11. William and Mary and the Bill of Rights



Lesson 1
Introduction to South East of England
Keywords

eastern	region	county
city	London	Surrey
West Sussex	Kent	

Knowledge objective:
To identify the region of South Eastern England on a map of the UK.

Lesson Series

1. Introduction to the South East (Counties)
2. London
3. Canterbury
4. Brighton
5. Dover
6. Assessment

Lesson 2
London
Keywords

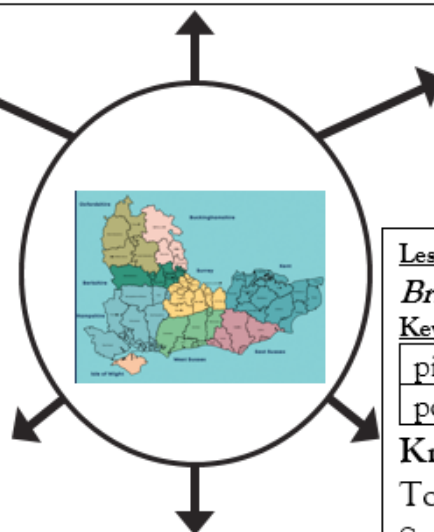
Thames	London	City	Wharf
Romans	Port	Trade	

Knowledge objective:
To know that the River Thames has played an important role in the history of London.

Lesson 3
Canterbury
Keywords

Canterbury	Population	cathedral
heritage	River Stour	Tourist

Knowledge objective:
To know that Canterbury is a historical city in the South East of England.



Lesson 4
Brighton
Keywords

pier	coast	Brighton
population	beach	coastal

Knowledge objective:
To know that Brighton is a seaside town in the South of England.

Lesson 5
Dover
Knowledge objective:
To identify key features of Dover

Lesson 5 keywords

Dover	cliffs	coastline
port		



Big Question:
How do people express their spirituality together?

Lesson overviews:

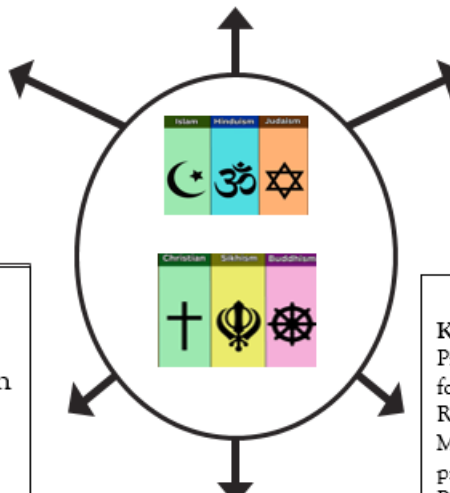
- 1) The River Ganges
- 2) Journeys, pilgrimage and spirituality
- 3) Kumbh Mela
- 4) Pilgrimage and the natural world
- 5) Hajj
- 6) Pilgrimage and spirituality

Keywords:

- Ganges / Ganga
- Hindu
- River
- Journey
- Pilgrimage
- Hindu
- Kumbh Mela
- Spirituality
- Ahimsa
- Environment
- Hajj
- Muslim
- Umrah

Unit coverage:

Continuing to develop our understanding of the concept of spirituality, we will engage with case studies relating to religious pilgrimage. Using tools drawn from social sciences, theology and philosophy, we will interrogate the impact of pilgrimage on believers' spiritual growth.



Key End Points- Substantive Knowledge Goals

Pilgrimage is a journey to a special place or a journey carried out for a special reason
 Religious people can be spiritual
 Many Hindus and Muslims believe it is important to go on pilgrimage
 Pilgrimage is one way in which Hindus and Muslims can grow spiritually
 Going on pilgrimage has an impact on the natural world

Key concept coverage

- Context
- Identity and belonging
- Meaning and purpose
- Power and authority
- Values and morality

Talking points:

- What journeys have you taken?
- What impact do you think this had on the natural world?
- What do you know about rivers?
- What is spirituality?
- What does it mean to you and your family?
- How do you and your family show your spirituality?



Lesson 1
Introduction to the Byzantine Empire
Keywords

empire	emperor	Byzantine empire
mosaic	Hagia Sofia	Constantinople

Knowledge objective:
To understand that pictures can tell stories which tell us about the past

Lesson series

- Introduction to the Byzantine Empire
- The Hagia Sofia - Byzantine Patterns
- Mosaics - Ravenna
- St Catherine's Monastery Mount Sinai - Icons

Lesson 2 and 3
The Hagia Sofia - Byzantine Patterns
Keywords

monument	Byzantine Empire	mosaic
Constantinople		

Knowledge objective:
To know that Hagia Sofia was built as a church during the Byzantine Empire

Lesson 4 and 5
Mosaics- Ravenna
Keywords

Ravenna	mosaic	ornate
Justinian	Theodora	

Knowledge objective:
To know that ornate mosaics were made during the Byzantine Empire



Lesson 6
Icons
Keywords

icons	monastery
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Knowledge Objective:
To understand that icons were painted to use for prayer and reflection

Skills development

- Hold the pencil in a firm but relaxed grip
- Use lines in your drawing or lines and shading
- Add small details to your drawing
- Press harder with your pencil when you want a dark shade
- Press lightly when you want a lighter shade
- Leave highlights unshaded

Skills development

- Draw shapes for the ears, hair, nose, eye, neck and eyebrows.
- Mark where different colours will go (using 3 different tones for the skin)
- Stick black 1cm squares over the lines for the face, neck, hair and features

Magpie Class 2025-2026	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
English DEMAT – Y4	Entertain/ inform		Inform / entertain		Entertain / inform		Inform / Entertain		Entertain / inform		Entertain / inform/ discuss – Poetry
	<p>First 3 weeks The Day the Crayons quit (Drew Daywalt) <u>Complexity of narrator</u></p> <p>Revisit key grammatical techniques from y2/3.</p> <p>Sentence building Persuasive letter writing. The Iron Man (Ted Hughes) <u>Complexity of plot</u></p> <p>Biography- Ted Hughes (dictation – see progression in non-fiction for elements)</p>		<p>The Iron Man (Ted Hughes) <u>Complexity of plot</u></p> <p>Setting and character description-3rd person narrative</p> <p>Letter from The Iron Man to the village.</p>		<p>Homer’s Iliad and Odyssey– retold by Gillian Cross</p> <p>Biography of the author (storyteller) Gillian Cross</p> <p>Character description of Odysseus</p> <p>Narrative- 3rd person with speech, include character and setting description. Retold from another character’s perspective.</p>		<p>Homer’s Iliad and Odyssey– retold by Gillian Cross</p> <p>Complete- narrative- 3rd person with speech, include character and setting description. Retold from another character’s perspective.</p> <p>Recount - Letter from Odysseus to Penelope</p>		<p>The Miraculous Journey of Edward Tulane by Kate Di Camillo</p> <p>Week 1 Fables- read a selection of Aesop’s Fables (Hare and tortoise)</p> <p>Biography – Kate Di Camillo</p> <p>Short story narrative- from Pellegrina’s perspective</p>		<p>The Miraculous Journey of Edward Tulane by Kate Di Camillo</p> <p>Fables- Use Coda to write a fable version of the story.</p> <p>Julius Caesar by William Shakespeare – original version and retold by Andrew Matthews and Tony Ross Lewis and Marcia Williams</p>
Spelling Year 2 Common exception words	door floor poor because after	find kind mind behind people	child children wild climb Even	most only every everybody	great break steak pretty beautiful	fast last past father class grass pass	plant bath path hour again half	move prove improve sure sugar eye	could should would who whole	any many clothes busy water	Money Mr Mrs parents Christmas

Spelling Year 3 and 4 Common exception words	Accident (ally) actual (ly) address answer appear arrive believe bicycle	breath breathe build business calendar caught centre century certain	circle complete consider continue decide describe different difficult	disappear early earth eight eighth enough exercise experience extreme	famous favourite February forward(s)) fruit grammar group guard guide	heard heart height history imagine increase important	interest island knowledge learn length library material medicine	mention minute natural naughty notice occasion(ally) often opposite ordinary	particular peculiar perhaps popular position possess possible potatoes	pressure probably promise purpose quarter question remember	recent regular reign sentence separate special straight strange
Spelling Year 3 and 4 Common exception words	Revise phonics and spellings									strength suppose surprise therefore though although	thought through various weight woman women
Maths White Rose and Complete maths Y3/Y4	Place Value Addition & subtraction Multiplication and division			Multiplication & division Fractions Converting time Co-ordinates and Plotting Interpret and present data				Perimeter Money Problem Solving using the four operations Consolidation Retrieval			
Science PKC - Y3	The Human Body	Cycles in nature	Rocks	Plants	Light	Forces and Magnets					
History PKC - Y4	Ancient Greece	Ancient Greece	Life in Ancient Rome	The rise and fall of the Roman Empire	The Stuarts	The Stuarts					
Geograph y PKC - Y4	Spatial Sense	Mediterranean Europe	Eastern Europe	Northern Ireland	London and South East England	Asia					
Art PKC - Y4	Light	Space	Design	Monuments in Ancient Rome	Byzantine Monuments	Needlework, Embroidery and Weaving					

RE- Y4 <i>DEMAT</i> <i>RE</i>	Spirituality What is Spirituality?	Spirituality Are all homes spiritual places?	Spirituality Can spirituality make things better?	Spirituality Can spirituality make things better?	Spirituality How do people express spirituality together?	Spirituality How do people express spirituality together?
Music Y3	PKC curriculum	PKC curriculum	PKC curriculum	PKC curriculum	PKC curriculum	PKC curriculum
PSHE <i>Cambridge</i> <i>shire</i> <i>PDP</i>	Beginning and Belonging	Family and Friends	Working Together Financial Capability	Relationships	Managing Risk	Healthy Lifestyles
PE	Dance	Gymnastics	Invasion games	Net games	Athletics	
Languages <i>Latin</i>	Unit 1- The Origins of English		Unit 2- Present Tense verbs		Unit 3- Verbs and adverbs	Unit 4- Subject and object nouns
Computing <i>Teach</i> <i>Computing Y4</i>	Computing systems and networks - the Internet Creating media - Audio editing		Creating media - Photo editing Data and information - Data logging		Programming A - Repetition in shapes Programming B - Repetition in games	
Design and Technology	PKC Curriculum- Creativity Days		PKC Curriculum- Creativity Days		PKC Curriculum- Creativity Days	