

# Our Learning Journey

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# Computing

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## We are learning to...

- ❖ Begin to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- ❖ Begin to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

# Art

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## We are learning to...

- Understand how to use layers of two or more colours.
- Understand how to replicate patterns observed in natural or built environments.
- Understand how to make printing blocks (e.g. from coiled string glued to a block).
- Understand how to make precise repeating patterns.

# Design Technology

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## We are learning to...

- Begin to understand how to cut materials accurately and safely by selecting appropriate tools.
- Begin to understand how to measure and mark out to the nearest millimetre.
- Begin to understand how to apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).



# Music- Samba

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## **We are learning to...**

To explore and organise rhythms using voice and instruments

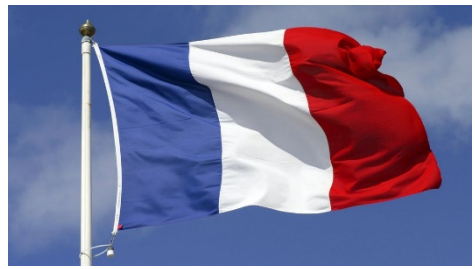
To organise rhythms into beats and notate them using 1, ½ and 2 beat notes

To perform simple rhythms from music notation













To compose and combine rhythms creatively to convey an intended effect











To select and combine musical ideas to create an interesting and satisfying structure

To perform Viking compositions and offer feedback on recorded music and the music of my peers



# French- Fruits (Les fruits)

Unit Glossary		
	French	English
	une pomme	an apple
	une fraise	a strawberry
	une pêche	a peach
	une banane	a banana
	une cerise	a cherry
	une orange	an orange
	une prune	a plum
	une poire	a pear
	un kiwi	a kiwi
	un abricot	an apricot
	J'aime...	I like...
	Je n'aime pas...	I do not like...

	French	English
	les pommes	the apples
	les fraises	the strawberries
	les pêches	the peaches
	les bananes	the bananas
	les cerises	the cherries
	les oranges	the oranges
	les prunes	the plums
	les poires	the pears
	les kiwis	the kiwis
	les abricots	the apricots

# PSHE- Relationships

## Y3

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Know that different family members carry out different roles or have different responsibilities within the family

Know some of the skills of friendship, e.g. taking turns, being a good listener

Know some strategies for keeping themselves safe online

Know that they and all children have rights (UNCRC)

Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc

Know how some of the actions and work of people around the world help and influence my life

Know the lives of children around the world can be different from their own

## Y4

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Know some reasons why people feel jealousy

Know that loss is a normal part of relationships

Know that negative feelings are a normal part of loss

Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe

Know that jealousy can be damaging to relationships

Know that memories can support us when we lose a special person or animal

# PSHE- Changing Me

## Y3

Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults

Know some of the outside body changes that happen during puberty

Know some of the changes on the inside that happen during puberty

Know that in animals and humans lots of changes happen between conception and growing up

Know that in nature it is usually the female that carries the baby

Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops

Know that babies need love and care from their parents/carers

Know some of the changes that happen between being a baby and a child

## Y4

Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm

Know that babies are made by a sperm joining with an ovum

Know the names of the different internal and external body parts that are needed to make a baby

Know how the female and male body change at puberty

Know that change can bring about a range of different emotions

Know that personal hygiene is important during puberty and as an adult

Know that change is a normal part of life and that some cannot be controlled and have to be accepted

# PE

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## We are focusing on developing our skills through:

Athletics

Games

Outdoor adventure activities

# RE

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**We are learning to understand ...**

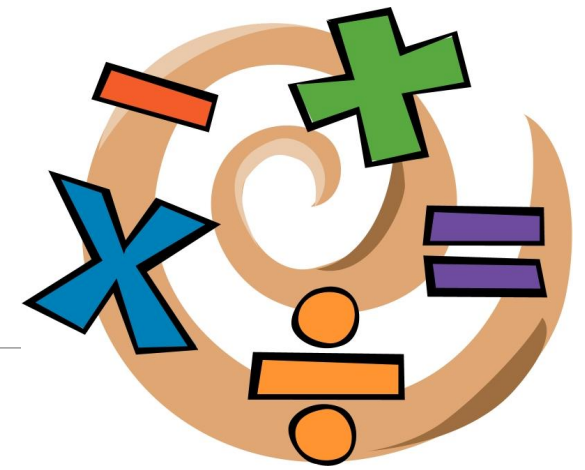
❖ BIG Question: What can we learn from people with faith?

# Maths

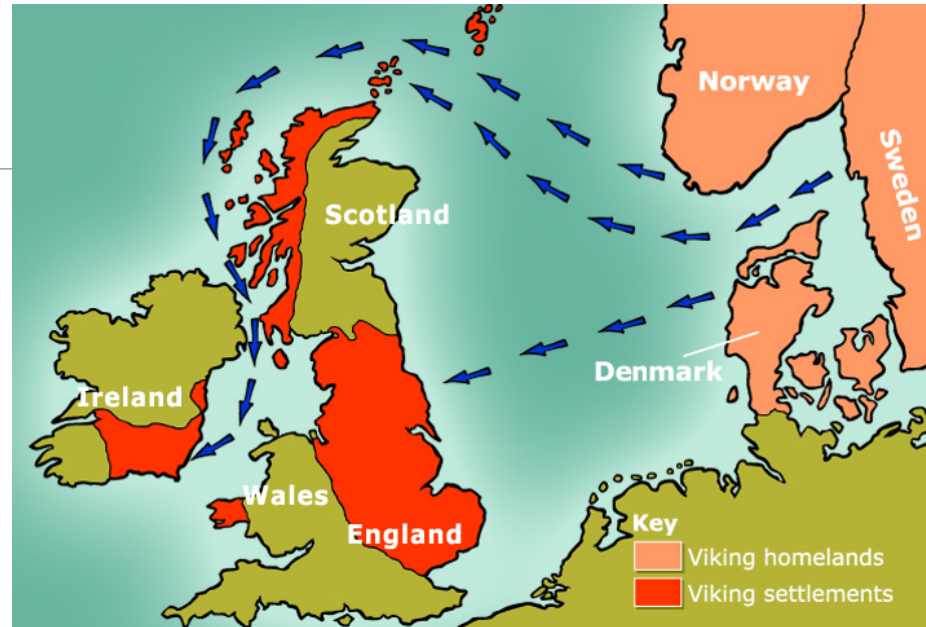
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## We are learning to...

- measure, compare, add and subtract lengths, mass and capacity (Y3)
- Measure the perimeter of shapes (Y3)
- Interpret and draw bar graphs, pictograms and tables (Y3)
- Solve one and two step problems (Y3)
- Measure and calculate distances (Y4)
- Find the area of a rectangle (Y4)
- Find the perimeter of shapes (Y4)
- Convert between different units of length (Y4)
- Interpret and present discrete and continuous data (Y4)



# Literacy



## Genres include:

- Factfile – Anglo-Saxon Life
- Factfile – Longboats
- Newspaper Article





# Science – Summer 1

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## Y3- forces and magnets

Compare how things move on different surfaces.

- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

## Y4- sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.

# Science – Summer 2

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## Y3- Animals including humans

Identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat.

- Identify that humans and some animals have skeletons and muscles for support, protection and movement.

## Y4- sound -Animals including humans

- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.

# History

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## **We will be learning to:**

To understand where the Vikings came from and why they were attacked

To understand the key features of a Viking boat

To understand what reputation the Vikings had and how they got it

To understand the highs and lows of the Vikings raids and eventual conquer of England.

Historical thinking: To look at a range of sources, inferring meaning and finding statements that best match a range of sources

To locate places on a map with Viking endings

To show an understanding of the view Vikings were 'bad' but to also contradict this using evidence