



Half Term Overview



Summer 1

Willow Class

English

Narrative – Quest stories and Poetry - Kenning poems

This half term we will be reading and focusing our learning through the narrative quest story The Ice Palace by Robert Swindells.

First of all we will study the characters in the story and write a kenning poem about the villain, Starjik. We will have other short writing opportunities including writing in role as one of the characters, diary entries and writing a setting descriptions.

Children will also have daily red rose spelling lessons, handwriting and grammar lessons. Every child will participate in guided reading each week.

Our class story is The Creakers by Tom Fletcher.



Maths

Fractions B

- Step 1 Add fractions
- Step 2 Subtract fractions
- Step 3 Partition the whole
- Step 4 Unit fractions of a set of objects
- Step 5 Non-unit fractions of a set of objects
- Step 6 Reasoning with fractions of an amount

Money

- Step 1 Pounds and pence
- Step 2 Convert pounds and pence
- Step 3 Add money
- Step 4 Subtract money
- Step 5 Find change

Time

- Step 1 Roman numerals to 12
- Step 2 Tell the time to 5 minutes
- Step 3 Tell the time to the minute
- Step 4 Read time on a digital clock
- Step 5 Use am and pm
- Step 6 Years, months and days
- Step 7 Days and hours
- Step 8 Hours and minutes – use start and end times

Religious Education

Remember in Year 2, we learned: **How people are changed by the Holy Spirit.**

Year 3 To the Ends of the Earth

Later, in Year 4, you will learn: **How Mass today mirrors Mass celebrated by the first disciples.**

Understand		Discern	
By the end of this unit of study, pupils will be able to:		By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, through:	
RE-3-1	Make links between the Scripture accounts (Lk 24:13-35 and Matt 28:16-20) and what happens at Mass.	RE-3-1	Saying what they wonder about the story of Emmaus and when the disciples recognised Jesus. (RVE)
RE-3-2	Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity (e.g. Jesus called the disciples to 'make disciples of all nations' in the name of the Father and of the Son and of the Holy Spirit. Christians make the sign of the cross as a powerful reminder of their baptism through the Holy Spirit to be children of God and participants in the Christian community).	RE-3-2	Asking and responding to questions about how the disciples felt after the Ascension and before Pentecost, noticing the role of Mary.
RE-3-3	Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit, e.g. Glory Be, Come Holy Spirit.	RE-3-3	Exploring some different symbols of the Trinity and talking about what they represent e.g. by visiting their local church. (RVE)
RE-3-4	Recognise that Mary joins the disciples in prayer and make simple links with how Catholics ask for Mary's prayers.	Respond	
RE-3-5	Make connections with the life of the early Church and Catholics gathering for Mass today.	During this unit of study, pupils will be invited to respond to their learning, for example by:	
RE-3-6	Recall that we learn about the life of Jesus in the gospels, the work of the disciples in the Acts and learn that Paul wrote letters to the early Christian communities. Know that there are different ways of writing (literary forms).	RE-3-5	Reflecting on how the Holy Spirit helped the disciples and relating this to the possibilities in their lives, giving examples.
		RE-3-6	Talking about their own and others' experiences and feelings about what it means for a Christian to share the gospel.

Key Vocabulary

Emmaus Holy Spirit Pentecost
concluding rite St Paul
discipleship

Science

Plants

- Can I identify their main parts of plants and describe their purposes?
- Can I make scientific observations? (white carnation/celery/coloured water experiment)
- Can I investigate what happens to plants under different conditions?
- Can I observe plants scientifically to understand pollen and pollinators?
- Can I explain why and how seeds of plants are dispersed?

Geography

Place knowledge and maps skills: European Countries

- Can I use atlas maps and a globe to locate the continent and countries of Europe?
- Can I identify different climate zones in the world and describe the climate of different countries in Europe?
- Can I locate a number of major cities in Europe and I understand why they are important?
- Can I use digital and atlas maps to identify and locate key physical geographical features of Europe?
- Can I describe key features of the human geography of Europe?

Design and Technology

The Great Bread Bake Off

- Can I find out about important people and events in the past that have shaped the way bread is made and sold today?
- Can I investigate and analyse existing products according to their characteristics?
- Can I develop design criteria? Can I shape dough?
- Can I think of original ideas for a product based on my design criteria?
- Can I develop designs based on my design criteria and clearly communicate my final design?
- Can I select ingredients and kitchen equipment to help me follow a bread making recipe?
- Can I knead and bake my final product?

PSHE

Citizenship

- Can I explain that children have rights and how these benefit them?
- Can I explain the responsibilities adults have for supporting children's rights?
- Can I discuss the benefits of recycling?
- Can I recognise some of the different groups within the local community and how they use local buildings?
- Can I explain how charities support the local community?
- Can I describe how democracy works and how this affects us?
- Can I recognise the need for rules and the consequences of breaking rules?

Music

Bringing us together

All the learning in this unit is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity. We will also continue to learn the Ukulele with Mrs. Galea each Friday.

PE

Striking and fielding games through rounders

- Can I demonstrate under arm throwing with accuracy?
 - Can I demonstrate catching and fielding within a striking and fielding game?
 - Can I strike a ball from a tee or a drop feed?
 - Can I use simple tactics when striking to outwit opponents?
 - Can I demonstrate bowling with accuracy and tactics when fielding to outwit opponents?
- Throughout our lessons and learning we will focus on the character value of communication.

Invasions Games through tag rugby

- Can I accurately pass and move into space to keep possession?
 - Can I pass with disguise to outwit an opponent?
 - Can I implement team tactics to outwit another team?
 - Can I combine running with ball and passing to score?
 - Can I combine and showcase my learning in modified games?
- Throughout our lessons and learning we will focus on the character value of honesty