



Music:

- Brass/ukulele tuition from Music for Life.
- Reading musical notation.
- Playing as an ensemble.
- Beat, rhythm and pitch.

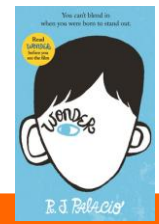
Science

- Describing the movement of the Earth and other planets.
- Describing the movements of the Moon.
- Describing the Sun, Earth and Moon.
- Discovering how we have day and night.



Computing:

- Designing, writing and debugging programs that accomplish specific goals.



English:

- Comparing diary extracts by different authors.
- Writing a diary entry from the point of view of a character in 'Wonder'.
- Using persuasive language features.
- Writing a formal letter of complaint.
- Using dialogue to convey character and advance the action.
- Writing an alternative ending for 'Wonder'.

French:

- Giving directions to different locations.
- Methods of transport vocabulary.

CLASS 3
Summer 1 -
Journeys and
Exploration
Who has explored our
great universe?

Art:

- Studying the works of Vincent Van Gogh.
- Replicating works by Van Gogh.
- Painting in the style of Van Gogh.

History:

- Studying the lives of significant individuals who have explored the Earth and beyond, such as: Christopher Columbus, Neil Armstrong, Amelia Earhart and Robert Falcon Scott.

PE:

- Cricket
- Athletics

PSHE:

- Discussing diversity and equality.
- Exploring rights and responsibilities we have as members of families, groups and our society.

R.E:

- Describing the significance of places of pilgrimages.
- Exploring the thoughts, feelings and experiences of those who undertake a pilgrimage.

Maths:

Years 4 and 5:

- Calculating the perimeter of rectilinear shapes.
- Finding the area of composite rectilinear shapes.
- Calculating and comparing the volume of shapes.
- Knowing prime numbers, prime factors and composite numbers.

Year 6:

- Solving problems involving the relative sizes of two quantities.
- Using simple formulae.
- Generating and describing linear number sequences.
- Expressing missing number problems algebraically.
- Revising written methods, fractions, decimals and percentages.