

Beech Class – Summer Term 2024
Overview of Learning

	First Half Term	Second Half Term
English	<p><u>Y3 Spelling</u> (Read, Write, Inc)</p> <ul style="list-style-type: none"> - Unit 12: Adding the suffix anti- - Unit 13: Adding the prefix super- - Unit 14: Adding the prefix sub- <p><u>Y4 Spelling</u> (Read, Write, Inc)</p> <ul style="list-style-type: none"> - Unit 12: Adding the prefix ir- to words beginning with r - Unit 13: Adding the suffix -ion (1) - Unit 14: Adding the suffix -ion (2) 	<p><u>Y3 Spelling</u> (Read, Write, Inc)</p> <ul style="list-style-type: none"> - Special Focus 1: Jumping Orange words - Special Focus 2: Homophones - Special Focus 3: The short i sound spelt y - Special Focus 4: Homophones <p><u>Y4 Spelling</u> (Read, Write, Inc)</p> <ul style="list-style-type: none"> - Special Focus 1: The short u sound spelt ou - Special Focus 2: Homophones - Special Focus 3: Possessive apostrophes with plural words - Special Focus 4: Homophones
	<p><u>Writing</u> (CUSP)</p> <p><u>To Complete</u></p> <p>Y4 First person diary entries B (1 week)</p> <ul style="list-style-type: none"> - know that a diary entry can be factual or fictional - know that prepositions and conjunctions can be used to express time and cause - use devices to convey an informal tone - identify and construct contractions accurately - write from the first person perspective - draw on their reading to inform their writing <p>Stories from other cultures (3 weeks)</p> <ul style="list-style-type: none"> - Know how to use the simple past tense - understand the third person perspective - use editing strategies - use a range of descriptive devices to compose and 	<p><u>Writing</u> (CUSP)</p> <p>Y3 Advanced instructional writing A (2 weeks)</p> <ul style="list-style-type: none"> - know the structure and layout of an instructional text - know how to maintain a formal tone - use imperative verbs - use adverbs/prepositions to describe how, when and where - use conjunctions to connect ideas <p>Y4 News reports B (2 weeks)</p> <ul style="list-style-type: none"> - recognise the structure and organisation of a news report - understand the structure and purpose of a paragraph - use different devices to achieve cohesion within paragraphs - recognise the perspective of a text - write paragraphs around a key theme - use pronouns and conjunctions to aid the flow of writing

	<p>recount a short narrative</p> <ul style="list-style-type: none"> - use cultural references to indicate a setting <p>Y3 Formal Letters to Complain B (2 weeks)</p> <ul style="list-style-type: none"> - know the structure and conventions of a formal letter - know that a paragraph is a group of related sentences - use the correct perspective for a formal letter - use a planning structure to outline the key messages in each section of a text - organise information into clear paragraphs - choose and use formal vocabulary <p>Or</p> <p>Y4 Critical analysis of narrative poetry A (2 weeks)</p> <ul style="list-style-type: none"> - know that a narrative poem tells a story - identify and use key poetic conventions, e.g. similes, alliteration - use quotations to illustrate a point - critique a poem - give opinions about a poem 	<p>Y3 Writing dialogue through narrative B (3 weeks)</p> <ul style="list-style-type: none"> - know that inverted commas are used to punctuate direct speech - know that dialogue can be used to convey character and plot - know how to form the present perfect tense - use inverted commas correctly to punctuate direct speech - use dialogue to show character and plot - use and sustain the correct tense and third person perspective
	<p><u>Reading (CUSP)</u></p> <p><u>To Complete</u> The girl who stole an elephant by Nizrana Farook</p> <ul style="list-style-type: none"> - recognise the difference between skimming and scanning - understand that prediction is a form of inference - skim and scan to retrieve details from a text - make a reasoned prediction that is rooted in evidence 	<p><u>Reading (CUSP)</u></p> <p>Wind in the Willows by Kenneth Grahame 1st Section</p> <ul style="list-style-type: none"> - know that poetic devices can be used to express meaning in narrative texts - Be aware that inferences can be drawn from specific details and clues in the text - skim and scan texts to locate specific words or phrases - find evidence in a text to support a given statement or

	<ul style="list-style-type: none"> - highlight the difference between precision and concision - know that a perspective is the view that someone holds - explain the importance of concision and precision in a summary - use knowledge of vocabulary and retrieval to construct an inference <p>The Magician's Nephew by C.S. Lewis</p> <p>1st Section</p> <ul style="list-style-type: none"> - know what retrieve means to find and get information from the text - know that texts are written for different purposes - retrieve key details from the text - infer the purpose of a text <p>2nd Section</p> <ul style="list-style-type: none"> - know that a genre is a particular type of literature, art, film or music - know that a motive is the reason, need or desire that causes a person to act - identify the genre of multiple texts which explore a similar theme - explain how a character is feeling from their actions and what they say <p>3rd Section</p> <ul style="list-style-type: none"> - Recognise the difference between skimming and scanning - know that perspective is the point of view from which the story is told -scan and highlight text to answer retrieval questions -draw on different texts to develop a personal view on a theme 	<p>inference</p> <p>2nd Section</p> <ul style="list-style-type: none"> - know that a prediction needs to be based on evidence - know the difference between explicit and implicit - can use inference to prove or disprove a given statement - can identify and locate evidence of specific themes in texts <p>3rd Section</p> <ul style="list-style-type: none"> - know that writers use language to persuade and evoke atmosphere - know what a summary should include - retrieve specific details from multiple sources and from across a text - select evidence to prove or disprove a given statement
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<p>Maths</p>	<p>Fractions (Y3) - using: cubes, multiplying and dividing - including: adding and subtracting fractions, finding fractions of amounts</p> <p>Decimals (Y4) - using: place value charts, number lines - including: tenths, hundredths, comparing and ordering decimals and rounding to nearest integers</p> <p>Money - using: coins, place value charts - including: estimating, adding and subtracting, solving problems, finding change</p> <p>Time - using: analogue and digital clocks, number lines - including: days, months, years, telling the time to 5 minutes and 1 minute, reading digital times, am and pm, Roman Numerals, durations, solving problems, 12hr and 24hr clocks</p> <p>Revision of... Multiplication and Division Addition and Subtraction</p>	<p>Time (continued from Summer 1)</p> <p>Shape - using: Venn diagrams, 2D and 3D shapes - including: turns and angles, drawing and describing 2D and 3D shapes, horizontal and vertical, parallel and perpendicular, lines of symmetry</p> <p>Statistics - including: pictograms, bar charts, line graphs, collecting data, interpreting data</p> <p>Position and direction (Y4) - using: grids, maps - including: describing position, plotting points and translating shapes</p>
<p>Science</p>	<p>Year 3 (CUSP) Animals including humans - identify that animals, including humans, need the right types and amount of nutrition, - know that animals cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have</p>	<p>Year 4 (CUSP) Animals including humans - 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 - construct and interpret a variety of food chains,</p>

	skeletons and muscles for support, protection and movement	identifying producers, predators and prey
History and Geography	<p>A study of British history: Viking & Anglo-Saxon struggle for the Kingdom of Britain to the time of Edward the Confessor (CUSP)</p> <ul style="list-style-type: none"> - reasons why the Vikings invaded and settled in England, Northern Britain and Ireland, as well as Normandy - highlight the power struggle between Viking and Anglo-Saxon armies - learn about the struggle between Alfred the Great and King Guthrum - learn about the establishment of Danelaw - identify significant actions and consequences between English and Viking kings: Ethelred The Unready – King Sweyn – King Canute - learn about the establishment of monarchy through a single ruler – Viking or Anglo-Saxon - highlight the consequences of Edward the Confessor’s lack of an heir and legacy of his father’s connections with Normandy 	<p><u>To Complete (See Spring 2)</u> Studying Latitude and Longitude (CUSP)</p> <p>Fieldwork OS maps (CUSP) GEOGRAPHICAL SKILLS</p> <ul style="list-style-type: none"> - use maps, atlases and globes to know and explain more about location and a place - use an OS map and explain scale - use map skills with increasing accuracy to explore and describe the local area and beyond <p>FIELDWORK</p> <ul style="list-style-type: none"> - use knowledge of a place to explain what it is like
Art, Design and Technology	<p><u>To Complete (See Spring 1)</u> Art and Design Textiles and Collage inspired by Faith Ringgold (CUSP)</p>	<p><u>Design and Technology</u> Food and Nutrition (CUSP)</p> <ul style="list-style-type: none"> - know what is meant by a balanced diet? - consider what a balanced diet is - make some commonly bought foods but from fresh.

	<p><u>Design and Technology</u> Electrical Systems - How useful are switches? (CUSP) - learn how different types of switches work within electrical circuits and how these can be used to perform a function in a product</p> <p>- refer to Samuel Bagnó, the inventor of the motion sensor.</p>	<p><u>Art and Design</u> 3D (CUSP) - combine form and texture to build relief images and create 3D insects. - inspiration: <i>Maman</i> by Louise Bourgeois</p>
Modern Languages	<p>Pets - BBC Sports and opinions - ¿Que deporte te gusta? Quiero mi plátano</p>	
Music	<p>Global Pentatonics - Pentatonic scale, different music traditions and cultures, graphic/dot notation;</p> <p>The Horse in Motion - To create music inspired by one of the first ever motion pictures that shows the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics;</p>	<p>Favourite Song - Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles.</p>
Physical Education	<p>Swimming (External Instructor at the Marina Centre, Gt. Yarmouth) - introduced to specific swimming strokes on their front and on their back - learn how to travel, float and submerge with increasing confidence - learn and use different kicking and arm actions</p>	<p>Dance (GetSet4PE) - - create dances in relation to an idea. - work collaboratively to share ideas - develop their use of counting and rhythm - learn to use canon, unison, formation and levels in their dances - provide constructive feedback</p>

	<p>Cricket (GetSet4PE)</p> <ul style="list-style-type: none"> - gain an understanding of the principles of striking and fielding - develop an understanding of the different roles of bowler, wicket keeper, fielder and batter. - learn how to apply simple tactics to outwit their opponents - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending <p>- Taught by a qualified instructor (Mr Wilson)</p>	<p>Athletics (GetSet4PE)</p> <ul style="list-style-type: none"> - develop basic running, jumping and throwing techniques - challenges at set for distance and time that involve using different styles and combinations of running, jumping and throwing - consideration of how to achieve their greatest possible speed, distance or accuracy - learn how to persevere to achieve their personal best - pupils given opportunities to measure, time and record scores. <p>- Taught by a qualified instructor (Mr Wilson)</p>
PSHE	<p>Families and Committed Relationships</p> <ul style="list-style-type: none"> - Commitment - Different relationships - Family changes - Belonging <p>(Discovery Education)</p>	<p>Coping with Change</p> <ul style="list-style-type: none"> - Coping with feelings (Y3) - Puberty and Hygiene (Y4) <p>(Discovery Education)</p>
Religious Education	<p>Key Question: When Jesus left what was the impact of Pentecost?</p> <p>(Understanding Christianity - Kingdom of God)</p> <ul style="list-style-type: none"> - make clear links between the story of the Day of Pentecost and the Christian belief about the Kingdom of God on Earth - consider what he description of Pentecost in Acts 2 might mean - give examples of what Pentecost means to Christians now 	<p>Key Question: What do we mean by truth? Is seeing believing?</p> <p>(Norwich Diocese Enquiry)</p> <ul style="list-style-type: none"> - give three views about the nature and existence of God - recognise the difference between knowledge, belief and opinion - debate whether something can be proven - make comparisons between Christian and Sikh beliefs

Computing	<p>Programming - Events and Actions in Programs (Teach Computing and Discovery Coding) - explore the link between events and actions -move a sprite in four directions (up, down, left and right) - explore movement within the context of a maze, using design to choose an appropriately sized sprite - introduction to programming extensions, through the use of pen blocks - opportunity to draw lines with sprites and change the size and colour of lines - design and code their own maze tracing program.</p>	<p>Programming - Repetition in Games (Teach Computing and Discovery Coding) - explore the concept of repetition in programming using the Scratch environment - discover similarities between two environments - look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition - design and create a game which uses repetition, applying stages of programming design throughout.</p>
	<p><u>To revisit</u> Creating Media - Photo Editing (Teach Computing) - develop understanding of how digital images can be changed and edited, and how they can then be resaved and reused. - they will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p>	

* CUSP - Curriculum with Unity Schools Partnership