

As **Scientists**, we are learning about:

### The Digestive System and Nutrition.

- Identify and explain the functions of the 6 main nutrients.
- Group foods which contain specific nutrients and explain what a balanced diet is.
- Name and locate the main parts of the digestive system
- Describe the functions of the organs in the human digestive system.

### Sound

- Describe how sound is made, associating some of them with something vibrating.
- Explain how sound travels.
- Explain the place of vibration in hearing.
- Explore the correlation between pitch and the object producing a sound.
- Explain the correlation between the volume of a sound and the strength of the vibrations that produced it.
- Describe what happens to a sound as it travels away from its source.

As **Artists**, we are learning about:

### Different artists and the technique of Printing.

- Collect and record visual information from different sources
- Show creativity with painting
- Show an awareness of how paintings are created
- Research and refine a print using a range of materials
- Explain different techniques.
- Select materials to print with, while organising and altering work.

As **Designers**, we are learning about:

### Writing a healthy and balanced meal plan and preparing food by following a recipe.

- Talk about hygiene preparation, storage and safe practices around ovens.
- Take it in turns practicing safety precautions.
- Generate ideas and establish a criteria for a successful product.
- Weigh and measure ingredients accurately.
- Evaluate the end product.

In **R.E** we are learning about:

### Judaism

- Identify the story of Moses and the exodus.
- Know and understand the importance of the 10 commandments.
- Explore the festival of Pesach and the Seder meal.

### Buddhism

- Living as a Buddhist.
- The Noble Eightfold Path
- The Buddha image and Buddhist shrines
- Buddhist devotional practices, including meditation

# Leprechaun Class Curriculum Letter

## Keeping Healthy

In **Computing**, we are learning about:

### Coding

- Using conditionals when coding.
- Exploring binary.
- Using binary to create images.
- Solve problems by decomposing into smaller parts.
- Create characters that follow certain behaviours and appearances.

As **Musicians**, we are learning about:

### Pitch and Rhythm.

- Write and compose music on the treble clef scale.
- Introduction to the base clef.
- Group notes into bars.
- Know note length and value.
- Explore different musicians and their compositions.
- Develop a musical appreciation.

In **PE**, we are learning about:

- Athletics (running, jumping, throwing).
- Striking and Fielding
- Swimming
- Dance

As **Historians**, we are learning about:

### The Kingdom of Benin and whether the Benin Bronzes should be taken to their home.

We will be investigating and answering the following questions:

- What can we learn about The Kingdom of Benin from artefacts?
- When was the Kingdom of Benin?
- What was religion like in the Kingdom of Benin?
- Why was Art so important in the Kingdom of Benin?
- Who ruled the Kingdom of Benin?
- Should museums have the Benin Bronzes or should they be in Nigeria?

As **Geographers**, we are learning about:

### South Africa and exploring its climate and culture.

We will be investigating and answering the following questions:

- Where is South Africa?
- What impact does South Africa's location have on its climate?
- What are South Africa's major natural landmarks?
- How has South Africa's political history impacted its human geography?
- What are South Africa's major imports and Exports?

In **PSHCE**, we are learning about:

### Healthy & Wellbeing: Safety First.

- Our responsibilities.
- Risks, hazards and dangers to us.
- Dealing with pressure.
- Being safe when out and about.
- Dangerous substances.
- Injuries and emergencies.

In **French**, we are learning to say, read and write:

- Food items and their cost.
- Ordering food items in a shop.
- Talk about activities and have opinions on them.
- Recognise francophone countries.
- Recognising different items of clothing.

## **Maths**

### **Number & Place Value (*Revision and gap filling*)**

- Partition numbers to 1,000,000 and represent them using place value.
- Read and place numbers on a number line, including blank number lines.
- Find 1, 10, 100, and 1,000 more or less than a number.
- Compare and order 4-digit numbers.
- Round 4-digit numbers to the nearest 10, 100, 1,000.

### **Addition & Subtraction (*Revision and gap filling*)**

- Add and subtract multiples of 10.
- Add two 4-digit numbers, including carrying.
- Subtract two 4-digit numbers including exchanging.
- Estimate addition and subtraction answers before solving.
- Use formal addition and subtraction methods.
- Solve single step word problems including addition and subtraction.
- Use inverse operations to check calculations.

### **Multiplication and Division (*Revision and gap filling*)**

- Multiply and divide by all times tables up to 12.
- Multiply and Divide numbers by 10, 100 and 1,000.
- Multiply up to 4-digits by 1-digit using short multiplication.
- Multiply up to 4-digits by 2-digits using long multiplication.
- Divide up to 4-digits by 1-digit using short division, with remainders.
- Solve single step word problems including multiplication and division.

## **Fractions**

- Identify unit and non-unit fractions.
- Find equivalent fractions.
- Compare and order fractions greater than 1.
- Convert improper fractions and mixed numbers.
- Add and subtract fractions with the same and different denominators.
- Add and subtract mixed numbers.
- Multiply unit and non-unit fractions and mixed numbers by an integer.

## **Mental Maths**

- Answer a range of questions that cover all aspects of the mathematical curriculum in a weekly check.

## **English**

### **Reading Comprehension**

- Read an extract of text and answer a range of questions linked to it.
- Practice the following reading skills: Clarifying; Imagining; Predicting; Linking; Summarising; Understanding the writer's use of language; Understanding how the text is organised; Understanding purpose and viewpoint.

### **Writing**

- Write for a sustained period of time, while working on personal targets.
- Edit their own writing using a marking grid and improve it independently.
- Write a descriptive paragraph using a range of descriptive methods.
- Write a play script using the correct layout, informal language and wider punctuation.
- Write a narrative in the form of retelling a well-known story while adjusting small elements.
- Write a non-chronological report in the form of a recipe and accompanying factual page.
- Write a persuasive letter and use countering as a skill to better persuade.
- Write a poem using rhyming and perform to a group.
- Write a narrative that questions a world issue (global warming).

### **Grammar**

- Use correct grammatical terminology when discussing their writing.
- Identify singular and plural nouns.
- Use apostrophes accurately for contractions and singular and plural possessives.
- Use a wider range of conjunctions to extend sentences (subordinating conjunctions).
- Use devices for cohesion across and within a paragraph.
- Identify the difference between direct and indirect speech.
- Use inverted commas accurately for direct speech.
- Identify and use a modal verb
- Identify and use a modal adverb
- Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs
- Understand what parenthesis is
- Recognise, identify and use brackets and dashes for parenthesis.
- Apply grammar knowledge to test style questions.

### **Handwriting and presentation**

- Present work clearly and in chronological order.
- Write with cursive handwriting, joining ascenders and descenders accurately.
- Form capital letters and lowercase letter correctly.
- Write neatly for a sustained period of time.

### **Spelling**

- Use a range of methods to practice and learn spellings.
- Learn how to spell statutory Year 3/4 and some 5/6 words (depending on year group).
- Spell words with the 'sc' grapheme.
- Spell words with the 'ous' grapheme.
- Use the correct homophone in context.
- Use a range of prefixes and suffixes, including un, sub, inter, auto, ly, es, ing and ed.
- Apply spellings learnt to a piece of written text.