

ENGLISH		MATHEMATICS	
<p><b>Understanding English, communication and languages</b></p> <p>PLM = provision Ruth miskin just phonics Read write inc Phonics set 1/ 2/3</p> <p>Ditty books, Green, Orange, purple Or Year 4 adapted mainstream writing genres as below.</p> <ul style="list-style-type: none"> <li>To understand the features of a newspaper report</li> <li>To write a newspaper report using the correct features</li> <li>To present a newspaper report as a news bulletin</li> <li>To identify and discuss the features of instruction texts</li> <li>To write an instruction text including the correct grammatical features (time conjunctions and imperative verbs)</li> <li>To become more familiar with a range of grammatical terms (fronted adverbials and prefixes – il, im and ir</li> <li>To continue to learn to spell a range of words on the year 3/4 word list</li> </ul>		<p>PLM = Bsquared Using and applying individual mathematics learning intentions from the Bsquared targets or</p> <p>Year 4 maths units NC personalised for each child.</p> <ul style="list-style-type: none"> <li>To understand the place value of each digit in a 4 digit number</li> <li>To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> <li>To recall multiplication facts up to <math>12 \times 12</math></li> <li>To complete a simple symmetric figure with respect to a specific line of symmetry</li> <li>To identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>To recognise and show, using diagrams, families of common equivalent fractions</li> </ul>	
SCIENCE	COMPUTING	HISTORY/GEOGRAPHY	ART/DESIGN TECHNOLOGY
No science this term	<p><b>ICT opportunities</b></p> <p><b>Bsquared individual planning and assessing.</b></p> <p>We are software developers</p> <p>Switch programmes.</p> <p>Games using arrow keys, space bar, mouse</p> <ul style="list-style-type: none"> <li>To develop an educational game using selection and repetition</li> <li>To recognise the importance of algorithms, including consideration of input and output</li> </ul>	<p><b>Historical, geographical and social understanding</b></p> <p>PLM will be covering the topic below through practical activities</p> <p>And adapted, differentiated activities.</p> <ul style="list-style-type: none"> <li>To identify and discuss the Egyptian climate and landscape (River Nile)</li> <li>To identify treasures found in Tutankhamen's tomb</li> <li>To research the discovery of Tutankhamen's tomb, using a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li><b>Understanding the arts (Art and Design Technology)</b></li> <li><b>Bsquared individual planning and assessing</b></li> <li>To design and make a 3D mask</li> <li>To design and create a throne for a pharaoh</li> <li>To look at Egyptian art and artefacts</li> </ul>
PHYSICAL EDUCATION	PSHCE	MUSIC	RELIGIOUS EDUCATION
<p><b>Understanding physical development, health and wellbeing</b></p> <ul style="list-style-type: none"> <li>To develop and perform gymnastic sequences</li> <li>To develop competence to excel in a range of fundamental movement skills</li> <li>To link actions together so that they flow in running, jumping and throwing activities with good body tension</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Coordination, mobility, movement, and techniques for swimming. Water confidence, floating, laying prone and supine. Use of floatation aids.</li> </ul>	<p><b>PSHCE will be adapted and differentiated to individuals needs.</b></p> <ul style="list-style-type: none"> <li>To know how to make someone feel welcome and valued at school</li> <li>To understand how to resolve conflicts</li> <li>To understand feelings and emotions related to grieving and loss</li> </ul>	<p>An adapted programme will be planned and delivered by the Music teacher incorporating</p> <ul style="list-style-type: none"> <li>Rhythm, pulse, dynamics</li> <li>Learning songs using Makaton</li> <li>Learning how to use and play percussion instruments</li> <li>Listening skills</li> <li>Sharing</li> </ul>	<p>PLM will be covering the RE curriculum through differentiated work activities and art where possible.</p> <p>Islam</p> <ul style="list-style-type: none"> <li>To read stories about the prophet Muhammad and his teachings</li> <li>To understand the Five Pillars of Islam</li> <li>To understand what the Shahadah means</li> <li>To understand the contrast between feasting and fasting</li> </ul>

EDUCATIONAL VISITS	WOW FACTOR!	SUPPORTING YOUR CHILD'S HOME LEARNING
Rainbow theatre – Egyptian workshop Tuesday 25th September	<b>WOW FACTOR</b> <ul style="list-style-type: none"> <li>• Egyptian day –                Wednesday 17th October</li> </ul>	Book folders need to be brought to school every day. Your child will change their books throughout the week. Home Learning will focus on: <ul style="list-style-type: none"> <li>• Please try to read with your child as often as possible. Please sign their home reading record at least 4 times a week.</li> <li>• Home Learning will be given out each week and needs to be completed in the Home Learning books provided.</li> <li>• Practical activities such as PE to reinforce learning at school</li> <li>• PE kits to be brought into school and left until the half-term</li> <li>• Water bottles should be brought in on a daily basis</li> </ul>