

<p>History</p> <p>In the Invasion project, we will explore the effects of the Roman withdrawal and the chronology and geography of subsequent invasions: the Anglo-Saxons, examining their reasons for invading, their settlements and their everyday life, before ending the project by learning about the Norman invasion of 1066.</p>	<p>English</p> <p>Key text: Wolves in the Walls (narrative)</p> <ul style="list-style-type: none"> - Verbs, adjectives and adverbs - Rhyme, alliteration and similes - Time adverbials and rhetorical questions - Writing speech - Writing effective sentences for a story <p>Reading comprehension</p> <ul style="list-style-type: none"> - Key text: The Saga of Erik the Viking <p>Spelling</p> <ul style="list-style-type: none"> - See separate document <p>Handwriting</p> <p>Use diagonal and horizontal strokes to join letters</p>		<p>Geography</p> <p>Interconnected World</p> <p>This project teaches children about compass points and four and six-figure grid reference; about the tropics and the countries, climates and culture of North and South America; identify physical features in the United Kingdom and learn about the National Rail and canal networks; conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.</p>	
<p>Science</p> <p>Food and the digestive system</p> <p>This project teaches children about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy.</p>	<h1>Elm Class</h1> <h2>Autumn 1 2022-23</h2>			<p>Art and Design</p> <p>Warp and Weft</p> <p>This project teaches children about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.</p>
<p>Music</p> <p>Let your spirit fly</p> <p>Learning is focused around one song: Let Your Spirit Fly with a focus on pulse, rhythm and pitch, singing and playing instruments.</p>	<p>Y3 Maths</p> <p>Place value - numbers to 1000 (counting, comparing, ordering, estimate read and write)</p> <p>Addition and subtraction (mental three-digit numbers; column addition and subtraction, solve problems)</p>	<p>French</p> <p>Les animaux</p> <p>Through song, games, verbal and written practice, the children will learn some vocabulary linked to the topic 'animals'.</p>	<p>Computing</p> <p>Coding</p> <p>Using Logo, we will look at repetition and loops creating programs by planning, modifying, and testing commands to create shapes and patterns.</p>	
<p>RE</p> <p>What do Hindus believe that God is like?</p> <p>We will study Hindu deities and say how they help Hindus describe God and make links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.</p>	<p>Y4 Maths</p> <p>Place value - numbers to 1000 (counting, ordering, estimating, comparing, negative numbers, roman Numerals)</p> <p>Addition and subtraction (numbers to 10000) using column method; estimate and use inverse operations to check answers to a calculation; solve addition and subtraction two-step problems in contexts)</p>	<p>PSHE</p> <p>Me and my relationships</p> <p>Collaboration and teamwork OK or not OK - age-appropriate situations Feelings and emotions Under pressure in social situations</p>	<p>PE</p> <p>Sending and receiving</p> <p>Children work to improve their ball skills, working independently, with a partner and in small groups.</p> <p>Gymnastics</p> <p>Learning focuses on travel and rotation – floorwork and using apparatus.</p>	