

Art, Design and Drama
Creative Development

Art and Design:

Using 'The Lost Words' as our stimulus, children will explore how poetry can be presented on the page – and beyond. We will explore whether we can turn words into art.

Children will use watercolours to evoke habitats and later create imagined and compound creatures to inhabit these landscapes.

Drama:

With a focus on poetry, children will prepare and perform their own and others' poems. They will work collaboratively and independently to achieve effects and all children will learn a poem by heart which they can perform to an audience.

We will explore how instruments and sound effects can enhance a poem and make its message clearer: particularly those poems that concern an issue which is important to the children themselves.

English, Communication and Language

Children will read and share a wide range of poems throughout this term with a focus on environmental issues, observations and concerns. These will include poems about people and animals in the form of limericks and nonsense poems (Edward Lear) and acrostics (The Lost Words) and will include poetry from and about other cultures. Children will also read the older poetry of Walter de la Mare and Lewis Carol. Finally, we will explore the fine imagery of haiku and poetry firmly rooted in a sense of place. In response to all this reading, children will write a biography of a poet and a formal letter from an oak tree!

Inspired by their reading of a range of poetry, children will write in the style of authors they have enjoyed such as A F Harrold and Tony Mitton. They will explore personification and experiment with this as a way of capturing the characteristics of a place. There will be opportunities for children to write in a range of poetic styles following exploration and modelling from the teacher. All the children's poetry will be included in a class anthology and all children will have an opportunity to enter a poetry-writing competition.

In our weekly guided reading sessions, we will explore Anglo-Saxon and Viking myths (to link to our learning in History and geography) through 'The Dragon's Hoard' and 'The Saga of Erik the Viking'. In response to their reading children will write their own Viking myths.

Curriculum Levels and Skills

Precise referencing to the new primary curriculum, showing which areas are being covered each term, can be found on our website under curriculum and displayed in our classroom.

Draconis Class Spring Term 2019

Learning Quest

We are poets; don't you know it?

Entry Point: Dr Seuss Day

Exit Point: Poetry Slam & Hinkley Point

Physical Health & Well Being

Children will continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement.

They will develop their understanding of how to improve in different physical activities and sports and how to evaluate and recognise their own successes.



Maths

Maths:

Here the children will be developing key skills to support them in their learning and understanding of key mathematical concepts through mixed and varied activities. We will continue our number understanding around multiplication and division – now moving on in Year 3 to calculate mathematical statements for multiplication and division using the multiplication tables we know. To start, using mental and then progressing to formal written methods. In Year 4 children will recognise and use factor pairs and commutativity in mental calculations. Later, multiplying two digit and three-digit numbers by a one-digit number using formal written layout.

Activities:

- Multiplication and division
- Measurement: area/length & perimeter
- Number: fractions
- Measurement: money
- Decimals



Human, Social & Environmental Understanding
Knowledge and Understanding of the World

History:

Viking and Anglo-Saxon struggle for the kingdom of England

Our avid historians will learn about Viking raids and invasion of Britain, exploring where these terrifying tribes came from and why they were keen to invade Britain. We will learn about how Alfred the Great and Athelstan, first King of England resisted invasion and what Viking life may have been like.

R.E:

Belief – Agape (selfless, sacrificial, unconditional love) (*Gospel)

Children will learn how Christians try to be like Jesus and obey his teachings in the things that they think and do. They will recall the story of the Good Samaritan, Luke and understand background to the story.

They will explore how the story displays disinterested love (agape) being shown to all: that it is freely given; generous; selfless and self-sacrificing.

British Values:

Mutual respect, tolerance and diversity

Who am I? How do we live together? Children explore how we don't have to be friends with everyone but we can be friendly whether we are similar or different. We will think about what different people in Britain are like and write about ourselves within this landscape. Children will write a poem in a chosen form about themselves and their place in our world.

Outdoor Education:

Muddy Mondays - Science, Geography, Art and Design and Technology activities will be carried out through whole day Muddy Monday sessions which will be on a four-week rotation. This term our outdoor learning will focus on Robert Macfarlane and Jackie Morris's 'The Lost Words' – a book of nature spells gifted to the school. Children will use these spells as a starting point to look, learn, make and dream about the natural world around them.

Geography: The UK & All Around the World

Children will use maps, atlases, globes and digital mapping to locate countries and describe features studied. They will use a wide range of geographical sources to investigate places and patterns.

Science & Technological Understanding

Science: Is it living?

We will begin our learning by asking ourselves, 'Is it living?' as we explore the seven characteristics of living things. As scientists we will then explore the plant kingdom and consider how they can be group and classified. We will then delve into the world of amazing invertebrates and discover the mysteries of their worlds before exploring the characteristics and habitats of fish and amphibians. Finally, we will learn about magnificent mammals and draw together all our learning to create a fantastic non-fiction text!

ICT:

Children will use ICT to create databases following surveys of local foliage and wildlife. They will select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.