

Term-on-a-page for Bittern Class  
Spring Term 2023

Week	1 4-6 Jan	2 9-13 Jan	3 16-20 Jan	4 23-27 Jan	5 30 Jan- 3 Feb	6 6-10 Feb	7 20-24 Feb	8 27 Feb- 3 Mar	9 6-10 Mar	10 13-17 Mar	11 20-24 Mar	12 27-31 Mar
Reading	Guided reading Whole class text: The Boy at the Back of the Class by Orijali Q. Rauf											
Writing	Letter			Persuasive argument			Story			Newspaper Report		
Grammar and punctuation	Use of paragraphs to organise ideas around a theme Fronted adverbials						Using apostrophes accurately for possession including for plural possession Use inverted commas and other punctuation to indicate direct speech					
Mathematics	Multiplication and division			Measurement			Fractions			Decimals		
Science	Rocks and fossils						Forces and magnetism				RE Celebrating Easter and Eid	
Foundation subjects	History Roman Britain			Art and design Clay figures			Geography Climate change			Design and Technology Textiles 2D shapes to 3 D shapes		
PSHE	What makes a community?				How data is shared and used				Making decisions about money			
Computing	Programming Repetition in Shapes						Programming Repetition in Games					
PE and games	Gymnastics				Basketball				Tennis			
	La fetes						Ou vas tu?					
French	La Fete				Ou va tu?				Story			
Music	Famous composers Brass- Largo from 9 <sup>th</sup> Symphony by Dvorak						Brass- Stir it Up (Bob Marley) Reggae					

**Curriculum summaries**

**History:**

This unit builds on the chronological understanding of British history that began in the Y3 'Stone Age to Iron Age Britain' and study of ancient civilisations in Y3 'Ancient Egyptian Civilisation' and Y4 'Ancient Greece. It leads on to learning in the UKS2 on 'Anglo-Saxons, Vikings and Scots Settlements in Britain' and the UKS2 unit on 'Mayan Civilisation'.

In this study unit, the children learn about who the Romans were and where they came from. They learn about the Roman invasion of Britain in 43 AD and how the Romans established cities such as Colchester. They will find out about Roman roads and settlements and how people lived in Roman Britain, including the difference between the rich and poor. The children learn about Boudicca's rebellion in 60 or 61AD, finding out about the reasons for the rebellion and what happened.

**Science:**

**Forces and magnetism:** The children explore different kinds of rocks and soils, including those in the local environment. They will identify rocks as being either sedimentary, igneous or metamorphic and learn how these different types of rock are formed. They will research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.

**Rocks and fossils:** The children explore different kinds of rocks and soils, including those in the local environment. They will identify rocks as being either sedimentary, igneous or metamorphic and learn how these different types of rock are formed. The children will research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. They will visit Overstrand and go fossil hunting on the beach, using an identification guide to identify their finds.

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**Art:**

In this study unit, children will be introduced to how the human form has been portrayed in different cultures and times, such as Ancient Greece, Rome, Easter Island. They will look at the installation 'Field' by Antony Gormley and make their own figures, following the criteria set by Gormley, to create a crowd. They will then explore how we can refine the human form by considering how people might react to an abstract sculpture. They will make quick sketches of each other in 'viewing' poses and use these to mould small clay figures to create a crowd viewing the sculpture, including details of position of limbs, stance, faces etc. Finally, they will compare and contrast their 'Field' figures with those viewing the abstract sculpture. They explore how sculpture can be made in response to an object and how much detail your sculpture needs in order to communicate.

**Geography:** Children will learn about the meaning of climate change as a natural phenomenon. They will learn about climate change over time, eg the Ice Ages and about how the atmosphere around the world is currently heating up and some of the consequences of this on nature and humans in different parts of the world. They will learn about the impact of human activity on global warming and discuss some of the changes that we could make in our lives to reduce our 'carbon footprints'.

**Design and Technology:** In this study unit, the children find out about the history of soft toys, including how 'teddy bears' have developed over time into the products they are today. Specifically they find out about Richard Steiff and the Steiff brand. The children investigate a range of textile toys that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes. As part of this investigation, the children disassemble products and look at different patterns for soft toys to gain an understanding of 3D shape, patterns and seam allowances. In their focused practical task, the children practice a range of sewing techniques to sew two small pieces of material together. They also explore a range of fabrics, such as cotton, polyester and felt and consider which are suitable for their task. Then, the children create a design brief to make a textile toy for a younger child. They research the intended use and the requirements of their 'customer' in order to inform the brief. The children then think about the stages of making their product and make sketches and a paper prototype. They then go on to make a pattern and a flow diagram to show their order of make. The children assemble their product using the skills they have practiced, modifying their design as necessary as they go. Finally, they present the toy to their 'customer' and evaluate the appeal and success of their final product.

**How can you support at home with reading, spelling and maths?**

**Reading:**

The children have a book at their reading band colour that they can read at home and at school. It is still important that the children have time to read aloud while they are developing fluency, but from lime level, they should be able to read silently for more sustained periods. For this, they will need somewhere that they can read without distractions, including anything electronic!

Again, if you have time, please do not stop reading to them- it is important that they are able to listen to texts that are harder to read than the level they are at. If you need an alternative, there are plenty of children's audio books that can be freely accessed.

**Maths:**

The children need to practise their multiplication tables on a regular basis in order to become fluent. The expectation is that by the end of year 4, that children will be able to recall all tables to 12 x 12). There are lots of websites and apps that the children can use to help them become fluent. We are working on the 6, 7, 8 and 9 at present. 'Hit the button' on line is great to practise each table. Children can use timestables.co.uk to practise each times table and also to practise the MTC. The children will be participating in the Multiplication Tables Check (MTC) in June and I will be sending information about this to you at the beginning of the new term.

These are the particular songs we use in class to help practise the tables. They can be found on YouTube:

6 x Cover of Shake it off by Taylor Swift

7 x Cover of Hello by Adele

8 x Cover of Rolling in the Deep by Adele (This one is great when played very loud!)

9 x Cover of Shivers by Ed Sheeran

In the spring, I will also send home game ideas and 12 sided dice to enable the children to practise times tables at home too.

**History**

If able, visit Norwich Castle and learn about Boudicca. There are several Roman remains in Norfolk, can you find out where?

**Science**

Make a collection of different rocks. Can you find fossils on our beaches? Identify belemnites, echinoids and ammonites. Read about Mary Anning and her discoveries. I have a few books that may be borrowed.

**Timetable for this half term**

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning to break	Spelling Writing Reading	Spelling Writing Reading	Spelling Writing Reading	Spelling Writing Reading	Grammar Music
Morning after break	Maths	Maths	Maths	Maths	Maths Handwriting
Afternoon	Foundation subjects Assembly Book time	Foundation subjects Assembly Book time	French Computing	Handwriting Science	PE Assembly

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