Maths

Identify 2D shapes on the surface of 3D shapes. – For example a cylinder has 2 circles and a pyramid has triangles.

Compare and sort 2D and 3D shapes and everyday objects.

Recognise, find, name and write fractions - ¾¼½ and one third. Find these fractions in shapes. Find fractions of numbers (½ and ¼). Recognise that ½ is the same as 2 quarters.

Measurement – Choose and use the appropriate standard measurements for length and height. Use cm and m.

**ICT**

This term we will be data handlers and information handlers. We will be looking at how to enter data in to a program and then use this information to produce pictograms. We will also learn about attributes.

English

Writing opportunities

Recount of a castle visit.

Report about castles.

News paper report about Rapuzel.

Use of reported speech in newspapers.

Character interviews.

Story writing based on the book ‘The Tunnel’

Features of a letter.

Writing a complaint letter.

Research writing about structures.

Writing questions,

Producing a poster to show learning.

Reading.

Reading Rapunzel. Reordering the story.

The story of ‘The Tunnel’ by Anthony Browne. Research using information books about castles, towers and tunnels.

The Billy Goats Gruff and the Three Little pigs. All these books will be studied using our VIPERS comprehension strategies.

Phonics – Letters and sounds daily. Finishing phase 5.

Grammar and punctuation as per National Curriculum.

P.E.

Atheletics

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Games

Team games. Practice throwing and catching skills and defence and attack positions in a team game.

**Science**

Work scientifically.

Observe and describe parts of a plant including the stems, roots, leaves and flowers. Observe bark and leaves and use them to identify different trees. To identify different flowers by using their different parts. Identify and name a variety of plants and animals in their habitats. To know that bulbs grow into a mature plant.

Our scientific work will involve observing, asking questions and answering them in different ways such as gathering data.

**Term 4 Fir Class**

Towers, Turrets and Tunnels

History

Find out about the life and times of Isambard Kingdom Brunel.

Place castles on a time line from oldest to newest to explore how they changed in design.

Look at the tunnels dug during the great escape in world war 2. (Tom, Dick and Harry).

**Art**

Study of classic paintings of structures -Monet bridges.

**WOW Opener –** visit to Leeds Castle.

**DT**

Build a strong castle with working drawer bridge. Build different towers and explore their strength.

Make tunnels out of natural materials.

Explore structures like bridges and how they can be made stronger.

 Geography

To link towers and famous structures to their location in the world using world maps and globes.

Name the different continents and oceans.

Explore famous tunnels as man-made geographical features.

Look at bridges in our local area and plot them on a map using a simple key

Music

Listen and respond to a range of different music – medieval music during castle studies.

R.E.

This term we look at the Salvation which includes the Easter story. We begin with Lent, Shrove Tuesday and Ash Wednesday. We explore Easter week and all the symbols used around Easter such as the cross.

**PHSE**

Respect, responsibility, resilience and reflection – continuation of the school values.

Jigsaw piece 4 – This term our topic is ‘Healthy Me’.

We will look at making healthy choices with regards to a balanced diet and to exercise. We will also look at keeping ourselves and other people safe – we will look at medicine safety.

All topics that will be taught this year have been carefully planned and centred around the 3 I’s:\* Intent \* Implementation \* Impact This terms Towers, Turrets and Tunnels’ topic will focus on ensuring that a rich and varied curriculum will be taught (INTENT) and the whole hearted engagement of pupils will be encouraged (IMPLEMENTATION). Through these fun, diverse learning opportunities, children will develop detailed knowledge and skills across the curriculum (IMPACT) helping aid them in their future learning.