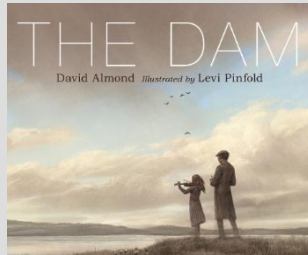




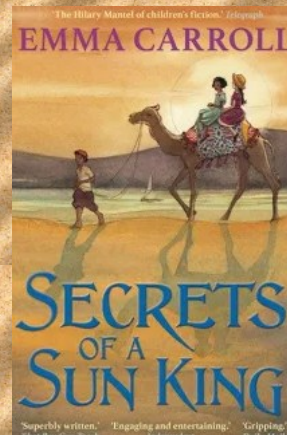
Term 1 Hazel Class

Inspired to read....

Why not dive into our recommended reads for the term?



Our key text this term



This term's value is
Trust

PE days

This term PE will be on

**** Wednesday **** Please bring in a named PE kit

Don't forget your times tables!



Friday Focus

Year 3: Farm School



Year 4: Wellbeing Warriors



English

In English this term, our key book will be *Secrets of a Sun King*. Using the Talk for Writing approach, we will learn and internalise our key text through storytelling, actions and text mapping. We will then use this as inspiration to plan and write our own finding tales, focusing particularly on vivid setting descriptions. Finally, we will use the same engaging book as a stimulus for writing clear and detailed sets of instructions.

Maths

In Maths this term, we will practise our times tables daily to build fluency and confidence. We will begin by developing our understanding of place value before moving on to addition and subtraction, using a range of practical resources, written methods and problem-solving activities.

PE

In PE this term, our focus will be **Net Games**. We will develop our throwing, catching and striking skills while learning how to send and receive a ball with increasing accuracy and control. We will apply these skills in a range of partner and team games, developing our movement, coordination, tactics and understanding of the rules.

Science

In Science this term, our topic will be **Animals, including humans: Digestion and Food**. We will explore the human digestive system and discover how food is processed by the body. We will learn about the different types and functions of teeth, investigate dental hygiene and compare the teeth and diets of different animals. We will also explore food chains by identifying producers, predators and prey.

Hazel Class

RE

In RE this term, our key question will be: **What is it like for someone to follow God?** We will explore the story of Noah and consider why Christians believe he trusted and obeyed God. We will learn about God's covenant with Noah and the rainbow as a symbol of this promise. We will also explore how trust, forgiveness and keeping promises influence the way Christians live today.

History

In History this term, our enquiry question will be: **How have children's lives changed?** We will explore childhood from the Tudor and Victorian periods through to the present day, investigating changes in children's work, health and leisure time. Using a range of historical sources, we will discover what life was like for working children and learn how individuals such as Lord Shaftesbury helped to improve their lives.

Computing

In Computing this term, our focus will be **Online Safety**. We will learn how to use the internet safely, responsibly and respectfully. We will explore how to distinguish between facts, opinions and beliefs online, consider what information is appropriate to share and identify trusted adults who can help us. We will also discuss social media rules, online searches, advertising and what to do if something online makes us feel worried or up-

PSHE

In PSHE this term, our topic will be **My Healthy Self: How can I take care of my mind and body?** We will explore how our minds and bodies are connected, learning to recognise different emotions and the physical effects they can have. We will consider the importance of sleep, develop strategies for managing strong emotions and learn when and how to seek support from a trusted adult.

History knowledge map

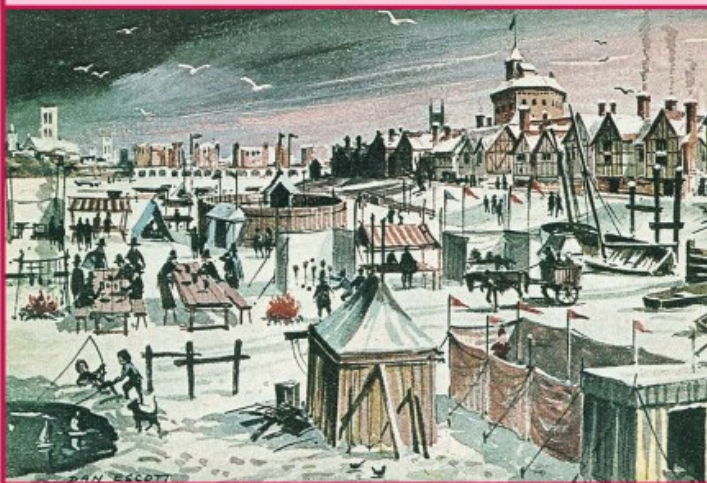
apprentice*	A young person who learns a trade or occupation in return for accommodation, clothing and food.
change	Things that are different.
childhood*	The time between infancy and adolescence.
continuity*	Things that remain the same.
deduction*	Conclusions reached after looking at sources.
historically significant	A person, event, place or idea that is considered important.
law	A rule that everyone in a place must follow, decided by the people in charge.
modern	Relating to the present or recent past.
poverty*	Having little money to pay for accommodation, food, heating or clothing.
primary source	An object or record created at the time of an event or period.
secondary source	An object or record created after an event or period.
servant*	A member of staff who kept the house clean and looked after the family.
working conditions*	The environment in which people work, including safety, hours and pay.

Health

Many children did not live to adulthood in Tudor and Victorian England. They were malnourished due to poor harvests. Diseases such as smallpox, cholera and the plague spread rapidly. The development of vaccines, antibiotics and medical care has led to children recovering from illnesses.



Tudor frost fair



Victorian fair



Modern fair



During the Tudor period, fairs were held to celebrate saint's days in local towns. Children would have watched jesters walking on stilts, juggling or performing tricks; watched archery demonstrations; bought food; and enjoyed plays. By the Victorian period, there were swingboats and carousels. Today, technology has transformed fairgrounds into huge theme parks.

Lord Shaftesbury 1801-1885

Lord Shaftesbury encouraged the establishment of schools to give working children an education. He also publicised the poor working conditions of children and introduced parliamentary bills to reduce the numbers of hours children worked.



Apprentices

Tudor and Victorian children as young as seven left home to become apprentices. They swore an oath to remain loyal to their master. In return, they received training, food and lodging. Children - mostly boys - trained to become blacksmiths, cobblers, gong farmers, shipmakers, publishers and more.



Home Learning

Home learning in KS2 consists of daily reading, TTRS , Doodle Maths & Spelling.

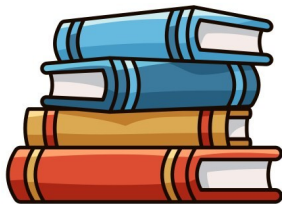
All logins are in the front of their reading records.

All children are expected to read daily, including being read to by someone else. This can be their school reading book, magazine or any books from home. Please record all reading in their reading records.

Daily reading

5 minutes a day

Don't forget to record in
reading records



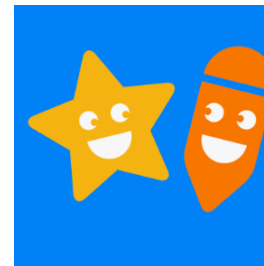
TTRS

15 minutes daily



Doodle Spell

Complete weekly
assignment



Doodle Maths

Complete weekly assign-
ment

