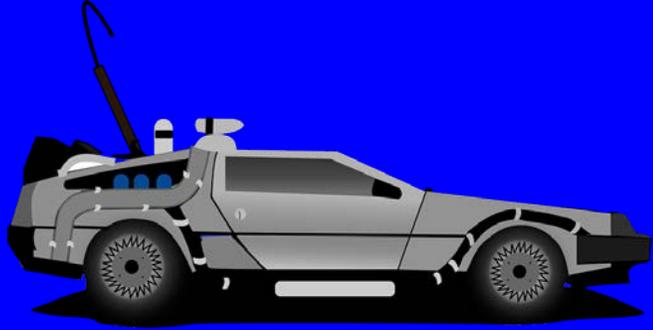




Bamford Academy Curriculum Overview

Unit 3

Summer 1 – Mad Scientists-Time Travel!!



Contact Details

Should you have a query, or need to contact school, please use the details below.

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IMPORTANT DAYS TO REMEMBER

Snack Bar Days

Class 6 Monday

Class 7 Thursday

Class 8 Wednesday



Important Dates This Half Term

Friday 27th May – Break for half term

Book Changing Day

Please ensure that your child brings their reading book to school each day. Your child's book will be changed on a set day each week. Please ensure their organiser is signed after each reading and make any notes about how s/he has read. Your child's class teacher will read and take account of your comments when changing their reading book.



Key Skills and Knowledge

During this half term the following skills will be studied:

PE (Outdoor – RFC) Handball – hand eye co-ordination, using equipment appropriately, strategy placement, teamwork.

PSHE and P4C (Philosophy for Children) – Improve self-esteem, use of reasons to support answers, pupil led conversation, use of open ended, thought provoking questions from children and adults, improve communication, confidence and concentration in independent thought, better self-management of feelings. – discussing morality and debating questions.

Music – Working, to sing melodies and harmonise, whilst singing through a range of pitches. In particular the performance of the Key Stage Musical Buggy Malone songs.

ICT and Computing – Understand the opportunities networks offer for collaboration and communication

Spanish

This half term in our Spanish lessons, we will learn classroom vocabulary and use basic instructions in Spanish. We will also keep reviewing basic greetings conversation.



Homework

Each week your child will be set a piece of English or Maths Homework as part of a Learning Log, where children will also be expected to reflect on their homework and previous week's work. These will be set on a **Friday** and will be due in on a **Tuesday**. As well as this, your child is expected to read at least 3 times a week to you with a record of this being made in your child's organiser. Children must have evidence of reading so their book can be changed.

This half term's prime learning challenge is:

Mad Scientists-Time Travel!!

We have travelled back in time to see the Vikings and how they lived.

The primary weekly Questions are as follows

Week 1 - **Who were the Vikings and when did the Vikings live?**

Week 2 - **What was life like as a Viking? (Clothes, food, housing, work, transport)**

Week 3 - **Where/how/why did the Vikings invade?**

Week 4 - **What were Viking warriors like? What weapons did they use?**

Week 5 - **How can Viking artefacts help us to learn more?**

Week 6 - **Who were some of the Viking Gods?**

Science -Y 3 Light: recognise that they need light in order to see things and that dark is the absence of light, notice that light is reflected from surfaces, recognise that light from the sun can be dangerous and that there are ways to protect their eyes, recognise that shadows are formed when the light from a light source is blocked by a solid object, find patterns in the way that the size of shadows change.

ScienceY4 Sound: Identify how sounds are made, associating some of them with something vibrating, recognise that vibrations from sounds travel through a medium to the ear, recognise that sounds get fainter as the distance from the sound source increases. find patterns between the pitch of a sound and features of the object that produced it, find patterns between the volume of a sound and the strength of the vibrations that produced it

PE

Your child will be expected to participate in two PE sessions per week. Could you please ensure that they have the correct kit in school all week as sessions may change due to hall demands, weather etc. In the very unlikely circumstance that your child is unable to take part in their PE lesson, a written note is required in your child's organiser. Thank you.

	Reading	Writing	ICT	Maths
Year 3	<ul style="list-style-type: none"> -Apply their growing knowledge of root words - To read aloud and understand new words they may meet. - To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. -Listen to and comprehend a wide range of texts - To use dictionaries to check the meaning of words that they have read - Read for a range of purposes including differently structured text types. - To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - To identify themes and conventions in a wide range of books -Reading aloud showing intonation, tone, volume and action 	<p>Composition & Effect</p> <ul style="list-style-type: none"> - To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - To plan their writing by discussing and recording their ideas - To draft their writing by organising their paragraphs around theme: in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - To assess the effectiveness of their own writing and others through self and peer assessment - To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - To proof-read for spelling and punctuation errors - To compose and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Grammar:</p> <ul style="list-style-type: none"> - To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - To use the present perfect form of verbs in contrast to the past tense - To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - To use speech marks to punctuate direct speech - To indicate possession by using the possessive apostrophe with plural nouns - To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - To use conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> - To use technology safely, respectfully and responsibly - To use a variety of media to record auditory and visual data, in order to present data - To understand the opportunities networks offer for communication and collaboration To use search technologies effectively and appreciate how search results are selected and ranked. 	<p>Shape and Geometry</p> <p>3.1.1 Draw 2-D shapes with straight sides measured in cm (+)</p> <p>3.1.2 Make 3-D shapes using modelling materials (^)</p> <p>3.2.3 Recognise 3-D shapes in different orientations and describe them (^)</p> <p>3.3.3 Recognise angles as a property of shape or a description of a turn</p> <p>3.3.1 Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn (^)</p> <p>3.2.1 Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>4.2.1 Compare and classify geometric shapes, including different types of quadrilaterals and triangles, based on their properties and sizes (*)</p> <p>4.3.1 Identify acute and obtuse angles (^)</p> <p>4.3.2 Compare and order angles up to two right angles by size (^)</p> <p>4.1.2 Identify lines of symmetry in 2-D shapes presented in different orientations, including where the line of symmetry does not dissect the original shape (+)</p> <p>4.1.1 Complete a simple symmetric figure with respect to a specific line of symmetry, and measure angles using a protractor (+)</p>
Year 4	<ul style="list-style-type: none"> - Discussing words and phrases that capture the reader's interests and imagination - checking the meaning of texts, making sure it makes sense to them, discussing their understanding and explaining the meaning in context - To ask questions to improve their understanding of a text - To identify main ideas drawn from more than one paragraph and summarising these - To identify how language, structure, and presentation contribute to meaning - To retrieve and record information from non-fiction - To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - To discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> - To read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Grammar:</p> <ul style="list-style-type: none"> - To use the present perfect form of verbs in contrast to the past tense - To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - To use speech marks to punctuate direct speech - To indicate possession by using the possessive apostrophe with plural nouns - To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - To use conjunctions, adverbs and prepositions to express time and cause 		<p>Time</p> <p>3.1.1 Convert between analogue and 12-hour digital clocks (+)</p> <p>3.1.2 Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>3.2.1 Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>3.2.2 Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>3.3.1 Compare durations of events [for example to calculate the time taken by particular events or tasks]</p> <p>4.1.1 Read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>4.1.2 Convert from larger to smaller units of time (*)</p> <p>4.2.1 Read time from analogue and digital 12- and 24-hour clocks (^)</p> <p>4.2.2 Write time from analogue and digital 12- and 24-hour clocks (^)</p> <p>4.3.1 Continue to solve problems relating to the duration of events (+)</p>