



Summer 2



Railway Revolution

BV Democracy and the Rule of Law

Kew Riverside Values: Kindness, Resilience, Positivity, Integrity, Aspiration and Inclusivity.

English

As authors, Maple class will be studying the text *Iron Man* written by Ted Hughes. The children will use this as a stimulus to write a setting description and a narrative with an alternative ending.

Finally, the children will be writing an explanation with a focus on a science experiment.



Science

As scientists we will be looking at Relationships Education. Children will be confident to talk about their bodies, using correct terminology. They will be confident to talk about the changes their bodies go through as they grow and have a clear idea about positive and healthy relationships (including online relationships). Some of our learning will focus on:

How to deal with friendship issues and identifying bullying and its effects, learning about the issues with stereotyping, considering physical and emotional boundaries and who to trust, thinking about how to support someone who has suffered a bereavement.

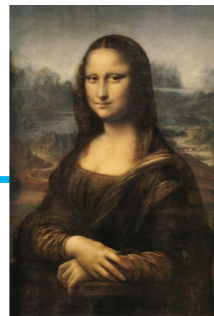
History

As historians, the children will Explore how the lives of people living in Britain changed thanks to the developments of steam engines and the growth of the railway network across the country. They will find out how steam engines work, the great breakthroughs made by industrialists and how the first underground railway was constructed. The children will explore this with a local Historical lens; linking it to the steam railway in Brentford and the underground in Richmond & Kew.



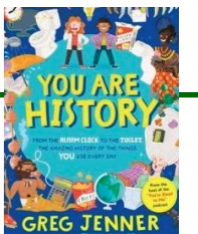
ART

As artists, Maple class will be looking at the work of Leonardo da Vinci. We will have the opportunities to recreate famous portraits and paintings. We will be practising our skill of drawing and also create work for our own mini art gallery. We will be also looking at the work of Maggi Hambling and Friedensreich and experiment with colour to create different colour palettes and creating patterns.



Trips

As explorers we will be visiting Barnes Literacy Festival.



Maple Class will join the Horrible Histories guru, author and podcaster Greg Jenner (*You're Dead to Me*, *Homeschool History*) as he takes the children on a trip through the amazing history hidden in the things we use every day. Did you know that the first TV was made out of biscuit tins and knitting needles? Or that the humble paperclip helped lead an anti-war movement? Or that a few hundred years ago it was fashionable to style your hair with cat poo?! Find out the hilarious history of everything from the alarm clock to the toilet . This is history - but not as you know it!

PSHE

Changing Me

Year 3:

- Learning that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.
- Learning how babies grow and develop in the mother's uterus.
- Learning what a baby needs to live and grow.
- Learning that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.
- Identifying how boys' and girls' bodies change on the outside during this growing up process.
- Identifying how boys' and girls' bodies change on the inside during the growing up process.
- Explaining why these changes are necessary so that bodies can make babies when they grow up.
- Recognising stereotypical ideas I might have about parenting and family roles.
- Identifying what I am looking forward to when I move to my next class.

Year 4:

- Understanding that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.
- Identifying internal and external parts of male and female bodies that are necessary for making a baby.
- Describing how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.
- Learning how the circle of change works and can apply it to changes I want to make in my life.
- Identifying changes that have been and may continue to be outside of my control that I learnt to accept.
- Identifying what I am looking forward to when I move to a new class.



PE

As **athletes** we will be learning to play **basketball**! In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing



Computing

As **computer scientists** the children will be learning to:

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

French

As Linguists we will be:

- Learning vocabulary related to *at the café*.



Maths

As **Mathematicians** we will be learning to:

Statistics

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Geometry: Property of Shape

- Identify acute and obtuse angles and compare and order angles up to two right angles by size.
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Identify lines of symmetry in 2-D shapes presented in different orientations.
- Complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry: Position and Direction

- Describe positions on a 2-D grid as coordinates in the first quadrant.
- Plot specified points and draw sides to complete a given polygon.
- Describe movements between positions as translations of a given unit to the left/ right and up/ down.

Throughout our learning we will deepen our knowledge by reasoning and problem solving investigations.



Music

As **musicians** we will be consolidating learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

The music learning will focus on:

Listen and Appraise Classical music

- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
- Singing
- Play instruments within the song
- Improvisation using voices and instruments
- Composition
- Share and perform the learning that has taken place



Home Learning: will go out on a **Friday**.

- Spellings will be sent home weekly to be learned. Along with a Spelling Shed online activity.
- Children should complete the assigned MyMaths and Times Table Rock Stars activities.
- It is very important that children continue to read at home on a daily basis for a minimum of 10 minutes. Reading Records must be completed each day and given in on Wednesday.