



## Owls Class Spring 1 Topic 2022

<p><b>English:</b>          Beowulf by Rob Lloyd Jones (Usborne Young Readers)          Cross curricular Anglo-Saxons</p> <ul style="list-style-type: none"> <li>• Create a mythical creature</li> <li>• Describe contrasting settings</li> <li>• Use powerful verbs</li> <li>• Use show not tell as a writing technique</li> <li>• Create tension within writing</li> <li>• Prepare a group performance</li> <li>• Plan a hero myth</li> <li>• Write a hero myth</li> <li>• Edit and evaluate writing</li> <li>• Perform a story</li> </ul> <p>Jabberwocky by Lewis Carroll          (Nonsense poetry)</p>	<p><b>Maths:</b>          Multiplication and division          Year 3, consolidation of 2, 4 and 8 time tables          Comparing statements          Related calculations          Multiply 2-digits by 1-digit (no exchange)          Multiply 2-digits by 1-digit (with exchange)          Dividing 2-digits by 1-digit          Divide 100 into 2, 4, 5 and 10 equal parts          Divide with remainders</p> <p>Year 4          Factor pairs          11 and 12 times-table          Multiply 3 numbers          Efficient multiplication          Written methods          Multiply 2 and 3 digit numbers by 1 digit          Divide 2 and 3 digit numbers by 1 digit          Correspondence problems</p> <p>Measurement          Equivalent lengths (m and cm)          Equivalent lengths (mm and cm)          Year 3 Measure length</p>	<p><b>Science:</b>          Light</p> <p>Do we need light to see things?          How are shadows formed?          What happens to the size of a shadow when the object moves closer to, or away from, the light source?</p>
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	<p>Year 4 – Kilometres  Year 4- area  Year 3 comparing lengths  Year 4 Making shapes  Adding lengths  Subtracting lengths  Perimeter</p> <p>Fractions  What is a fraction?  Year 3 Unit fractions  Year 4 unit and non-unit fractions</p>	
<p><b>PSHE &amp; RE:</b></p> <p>Explain the difference between wants and needs.  H.A. Understand that people may have different views.</p> <p>Be able to explain why rules are needed and be able to identify those which are necessary and useful.</p> <p>Explain why rights are important and that they come with responsibilities, at home and at school.</p> <p>H.A. state some of the rights in the UN convention on the Rights of the Child.</p> <p>Participate in making class ground rules and show or explain what following the rules looks like.</p> <p>Express how it feels to be treated with respect and demonstrate how to show respect for others, including those in positions of authority.</p>	<p><b>Design Technology:</b></p> <p>How can you do a lot of work with little effort?</p> <p>Exploring levers and their applications.</p> <p>Developing practical skills.</p> <p>Exploring linkages and their applications.</p> <p>Developing practical skills.</p> <p>Making a linkages and levers product.</p> <p>Evaluating outcomes.</p>	<p><b>Music:</b></p> <p>Charanga (How does music make the world a better place?)</p> <p>Compose using imagination.</p> <p>Led by Mrs Clutton</p>

H.A. Identify a number of people in school and wider community who are in positions of authority and understand some of their responsibilities.		
<b>PE:</b> Invasion games (Class Teacher) Gymnastics (Premier Sport)	<b>Computing:</b> Purple Mash – Online Safety Purple Mash - Touch typing	<b>History:</b> Why did the Anglo-Saxons come to Britain?  Where did the Anglo-Saxons come from?  What was life like for Anglo-Saxons in Britain?  What kingdoms were formed by the Anglo-Saxons?  How do we know about the Anglo-Saxons?  How did religion influence the Anglo-Saxons?
<b>Enrichment:</b>		