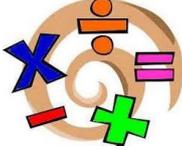


Newport Curriculum News - LKS2

Welcome to the Summer Term Curriculum Newsletter.

Our topic for this half term is Scrumdiddlyumptious. We hope that you will help to support your child with their learning.

 <p>Reading (Linked to Topic)</p>	 <p>Spelling (Phonics)</p>	 <p>Literacy Writing (Linked to topic)</p>
<p>Literal retrieval, Inference, Fact and Opinion, Ordering and Vocabulary work on all texts.</p> <p>1-1 Reading and reading aloud</p> <p>Life of a Cocoa Bean.</p> <p>Beans to Chocolate.</p> <p>Class Read - Charlie and the Chocolate Factory.</p>	<p>Week 1 - Topic-related vocabulary-bean, roasting, Fairtrade, harvest, chocolate, cocoa, Brazil, equator, fermenting, tropical.</p> <p>Week 2 - Im-important, improve, impossible, imagine, image, immediately, impact, imperfect, impatient, swimming, glimpse, criminal</p> <p>Week 3 - trans-transport, transplant, transit, transfer, transform, translate, transfusion, transaction, transparent, transmit, transcript</p> <p>Week 4 - /al/ (inc. le endings) Usual, total, animal, social, general, personal, accidental, comfortable, recycle, puddle, people, whistle, possible</p> <p>Week 5/ 6 Revision of key spellings and consolidation.</p>	<p><u>Explanation texts</u></p> <p>(Non - Chronological Reports)</p> <p>Life of a Cocoa Bean.</p> <p>Beans to Chocolate</p> <p><u>Fiction</u></p> <p>(Character Descriptions)</p> <p>Charlie and the Chocolate Factory.</p> <p>Twinkle, Twinkle Chocolate Bar.</p> <p>The Story of Chocolate.</p> <p>The Chocolate Monster</p>
 <p>Numeracy</p>	 <p>Science</p>	 <p>PE</p>
<p><u>Times Tables Y3</u> - Recall 2x, 3x, 4x, 5x, 6x, 8x, 10x table</p>	<p><u>Solids, Liquids and Gasses.</u> To compare and group materials together, according</p>	<p>Games develop skills needed to participate in cricket and rounders.</p>

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<p>and their inverses within 6 seconds.</p> <p>Y4 - Recall all timetables up to 12 x 12 and their inverses within 6 seconds.</p> <p>Classwork Y3 White Rose Hub curriculum content Fractions, Time, Properties of Shape and, Mass and Capacity https://whiterosemaths.com/resources?year=year-3&term=summer</p> <p>Y3/4 White Rose Hub curriculum content Decimals, Time, Statistics, Properties of Shape (Y3), Position and Direction (Y4) https://whiterosemaths.com/resources?year=mixed-3-4&term=summer</p> <p>Y4 White Rose Hub curriculum content Decimals, Money, Time, Statistics, Properties of Shape, Position and Direction https://whiterosemaths.com/resources?year=year-4&term=summer</p>	<p>to whether they are solid, liquid or gases.</p> <p>To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.</p> <p>To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Mrs Robertson - Thursday</p> <p>Mr Murray - Thursday</p> <p>Miss Ainsley - Wednesday</p> <p>Miss Hewison - Wednesday</p> <p>Please remember to bring an outdoor kit as we will hopefully be outside, making the most of the weather.</p>
 <p style="text-align: center;">History</p>	 <p style="text-align: center;">Geography</p>	 <p style="text-align: center;">Art</p>
<p>No specific objectives in this unit - Taught throughout other curriculum topics over the year.</p>	<p>Locate the world's countries using maps concentrating on environmental regions, key physical and human characteristics Pupils will learn about types of settlement</p>	<p>No specific objectives in this unit - Taught throughout other curriculum topics over the year.</p>

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	<p>understand the impact of human and physical geography on a landscape e.g. biomes and vegetation belts. Pupils should know where in the world places are latitude, longitude, Equator, Northern and Southern Hemisphere. Understand the impact of economic activity on physical geography and land use, economic activity including trade links and the distribution of natural resources including energy and food.</p>	
 <p>Music</p>	 <p>RE</p>	 <p>French</p>
<p>Using a selection of music from the age related Charanga portfolio, pupils should be taught to:</p> <ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music - use and understand staff and other musical notations 	<p>Explore the question: Why is Jesus inspiring to some people?</p>	<p><u>Unit 6: Bon anniversaire!</u> Children learn to: Recognise and ask for snacks (!); Give basic opinions about food; numbers 21-31; Recognise and use the months; form dates and use question forms.</p>
 <p>RHE</p>	 <p>Design Technology</p>	 <p>Computing</p>
<p>To learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health. To reflect on drug and alcohol education and sign post support.</p>	<p>Use research and develop design criteria to inform the design of appealing products fit for purpose, based on Fair Trade.</p>	<p>Pupils should design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems</p>

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	<p>Select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>by decomposing them into smaller parts. (Pupils will design - from a provided specification - a computer programme to meet a need, develop the program using code, then test and debug it, recording simple test results. See exemplar assignments for how this would be broken down into smaller units and for clarification of technical terminology. It would be envisaged that these criteria would be a standalone project and would take two half terms to complete.)</p>
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