

Hansel and Gretel.

**A fairy tale story with a twist**

- Children will begin with making predictions through the use of a story bag containing clues about the book.
- We will explore themes and hidden messages in the pictures from Anthony Browne's book.
- Follow the structure of the story, enhancing or creating descriptions to convey an image.
- Children to plan own versions of the story, building in the key grammar skills outlined below and creating an alternative ending.

**Writing Outcomes:**

- To write a traditional tale, based on the structure of Hansel and Gretel
- Write a diary entry from the perspective of a character from Anthony Browne's book - Hansel and Gretel
- To write a clear set of instructions




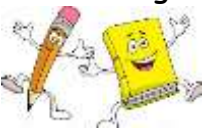


RE



**BELONGING - WE GATHER AS GOD'S FAMILY**

- Children will know that
- We belong to different groups

Belonging

	<ul style="list-style-type: none"> <li>• And understand the value and responsibilities of belonging to a group.</li> <li>• Baptism is the Sacrament of Belonging to God's</li> <li>• Family, the Church. They will be able to identify some signs and symbols of</li> <li>• Baptism and express their meaning. They will be also be able to Sequence the</li> <li>• Rite of Baptism and be able to discuss elements of the Celebration of Mass.</li> <li>• About gathering as the Family of God.</li> <li>• We all belong to God's family.</li> </ul>	
<p>English</p> 	<ul style="list-style-type: none"> <li>• Write traditional Tales</li> <li>• Write diary entries</li> <li>• Write instructions.</li> <li>• Grammar Focus/ Features of text type:</li> <li>• Adjectives to describe nouns - expanded noun phrases</li> <li>• Adjectives to describe a setting (prepositional phrases)</li> <li>• Conjunctions to explain events</li> <li>• Dialogue for characters</li> </ul>	
<p>Maths</p>  	<p><b>In Maths, we will be paying close attention to place value.</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>▪ Represent numbers to 100 and 1,000.</li> <li>▪ Recognise each digit in a 3 digit number.</li> <li>▪ Partition numbers into 1s, 10s and 100s.</li> <li>▪ Use a number line to 1,000.</li> <li>▪ Use a number line to estimate numbers.</li> <li>▪ Find 1, 10 and 100 more or less.</li> <li>▪ Compare numbers to 1,000</li> <li>▪ Order numbers to 1,000</li> <li>▪ Count in steps of 4 and 8.</li> <li>▪ Count in steps of 50 and 100.</li> </ul>	



Click the links below to learn about place value of 3 digit numbers at home.

<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>

<https://www.topmarks.co.uk/place-value/place-value-charts>

<https://www.topmarks.co.uk/Flash.aspx?f=diennesandcoinsv3>

Children also have logins to Times Table Rockstars and are expected to practise their times-tables weekly. Your child's username & password will also be stuck in your child's reading diary.

Science



**Do rocks stay the same forever?**

- Compare and group different types of rocks (appearance and simple physical properties)
- Describe how rocks and fossils are formed in simple terms
- Know that soils are made from rocks and organic matter.

Rocks and Soils



History



**Did man ever walk with dinosaurs?**

- Changes in Britain from the Stone Age to the Iron Age.
- Know the main differences between the stone, bronze and iron ages.








The Stone Age









Geography



N/A

<p>Art &amp; DT</p> 	<p><b>'How can I use my body, and charcoal, to create 'mood' in art?</b></p> <ul style="list-style-type: none"> <li>• Make marks using charcoal using hands as tools - explore quality of mark making using charcoal</li> <li>• Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale</li> <li>• Know that chiaroscuro means 'light/dark' and we can use the concept to explore tone in drawings.</li> <li>• Understand that charcoal &amp; earth pigment were our first drawing tools as humans.</li> </ul>	<p>Gestural Drawing</p> 
<p>Design and Technology</p> 	<p>Big Question</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<p>ing</p> 	<p><b><u>Information Technology</u></b> <b><u>On-line safety</u></b></p> <ul style="list-style-type: none"> <li>• In this unit, children learn about preventing and dealing with cyberbullying; how to use search engines efficiently; how to avoid plagiarism online; and how to be a good digital citizen. The unit ends with children applying their new knowledge to design a character to be displayed around school to promote online safety.</li> </ul>	
<p>French</p> 	<p><b>Je Parle Francais</b></p> <p><b>Unit outcomes</b></p> <ul style="list-style-type: none"> <li>• Pupils who are <b>secure</b> will be able to:</li> <li>• Look carefully at a speaker and respond confidently with the appropriate gesture and phrase.</li> <li>• Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi')</li> </ul>	

	<p>are represented in written form.</p> <ul style="list-style-type: none"> <li>• Link actions or pictures to the new vocabulary, both in spoken and written form.</li> <li>• Imitate the pronunciation of sounds, taking turns to speak and using appropriate intonation.</li> </ul>	
<p>PE</p> 	<p><u>PE</u></p> <p>Multiskills will be taught by Mr. Sigley on a Monday morning</p> <ul style="list-style-type: none"> <li>• To develop children's co-ordination.</li> <li>• Develop children's agility.</li> <li>• To develop team work</li> </ul>	
<p>Music</p> 	<p>Music continues to be taught by Mrs. Amison on a Tuesday morning.</p> <ul style="list-style-type: none"> <li>• Year 3- Play clear notes on instruments and use different elements in composition.</li> <li>• Year 4- Sing songs from memory with accurate pitch.</li> </ul>	
<p>Key events for the half term</p>	<ul style="list-style-type: none"> <li>• 25<sup>th</sup> September- The Potteries Museum &amp; Art Gallery- Rocks and Soils workshop.</li> <li>• TBC- Alternate Faith visit to a local synagogue.</li> </ul>	
<p>Homework</p> 	<ul style="list-style-type: none"> <li>• Daily Maths and Literacy set each day</li> <li>• One piece of homework (Maths or English as well as one foundation subject) will be handed out on a Thursday and should be completed and handed in on the following Monday.</li> <li>• Times tables are taught each day and tested.</li> </ul>	
<p>PSHE</p> 	<ul style="list-style-type: none"> <li>• <b>Relationships/RHSE</b></li> <li>• I can explain how some of the actions and work of people around the world help and influence my life.</li> <li>• While at home work hard on improving relationships</li> <li>• Consolidation of school/class rules.</li> </ul>	



## Home Reading

Reading helps children with their knowledge, understanding and language.

The children are taught to read in school however, it is important that you encourage your child to read at home daily. Children should read at home and have their reading diary signed by an adult at least 3 times a week.

It would be very much appreciated if you would talk to your children about their Accelerated Reader target and help them to achieve it by encouraging them to read as much as possible. Prizes for outstanding readers will also be given out in class!

Reading books will be changed frequently and every week the children will have the opportunity to choose a library book to read over the weekend.

Click the video link below for tips on how to support your child with reading at home.



<https://youtu.be/-OG2Q6pPQYw>