

## Kimmeridge - Autumn Term 1

### English

#### Writing

Kimmeridge will begin this term by reviewing aspects learnt in Year 3 through our first comedy narrative unit ‘George’s Marvellous Medicine’. In this unit, the children will learn to use expanded noun phrases with a wider focus on similes, metaphors and punctuation related to dialogue.

#### Reading

Keeping with the comedy focus from our writing, we will be reading the book ‘George’s Marvellous Medicine’ by Roald Dahl in our guided reading lessons. The children will investigate the book and be taught reading skills through VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve and Sequence) to practice answering reading comprehension questions.

Our class reader this half term is ‘George’s Marvellous Medicine’.

### Simile vs. Metaphor

Meaning →

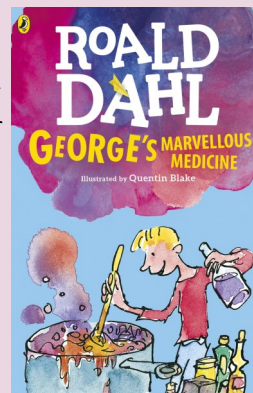
Compares two entities using ‘like’ or ‘as’

Compares two entities directly

Sentence →

You came in *like* a breath of fresh air.

You are a breath of fresh air.



#### Reading Vipers

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Sequence or Summarise



### Maths

The focus for Maths this term in Kimmeridge is place value and addition and subtraction.

#### Place Value:

- Representing and partitioning numbers to 1,000 and 10,000
- Number lines to 1,000 and 10,000
- Estimating, comparing and ordering numbers to 10,000
- Rounding and roman numerals.

Th	H	T	O
1,000 1,000	100 100	10 10	1 1
1,000 1,000	100 100		1 1
1,000 1,000			1

#### Addition and Subtraction:

- Adding and subtracting numbers mentally, up to 1,000s, adding and subtracting 4-digit numbers with and without exchanges, efficient subtraction, estimating answers and checking strategies.

	Th	H	T	O
	3	2	5	6
+	2	5	3	2

### R.E

In R.E children will be learning about Hinduism— What is their ultimate goal? this half term. Specific focus will be given to developing communication and discussion skills.



### PSHE

In our personal, social and health education (PSHE) lessons, children will be building on their understanding of rights and respect. The children will look at their rights across their school community and how we can respect

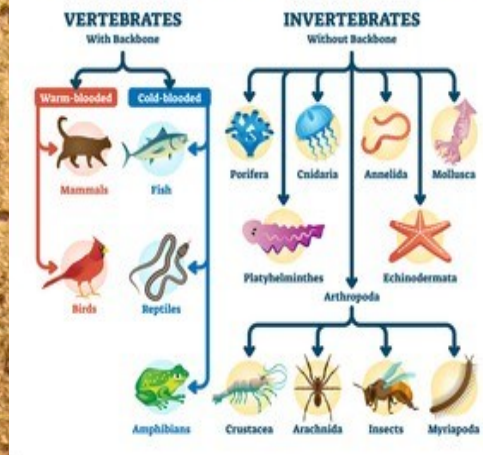
### Computing

In computing, children will be learning about networks and the internet. Children will start with learning about how we get access to the internet, how we use it, and how to stay safe online. To finish the topic children will create their own website based on one of the wider curriculum topics.

### PE

With Mr.Tucker, the children will begin to focus on catching and throwing through sports such as netball, dodgeball and benchball. Children will learn how to work effectively in teams and develop their fitness skills. Finally, children complete a baseline fitness test.

### CLASSIFICATION OF ANIMALS



#### Key Vocabulary

#### History

technology, beaker People, migration, celts-warrior, hill fort.

#### Science

vertebrate, invertebrate, angiosperm, gymnosperm, flowering plants, without seeds.

#### Music

texture, structure, call and response, syncopation, ostinato, surdo, tambourim, agogo, chocalho.

#### Computing

router, server, wireless access point, permission, security, web addresses, copyrighting.

### French

In French, children will learn how to describe portraits, by exploring French museums such as the Louvre. Children will use their knowledge to describe portraits of others in French.



### Music

In Music, children will begin with deepening their knowledge around body percussion. .

### Science

In Science, we will be focusing on classifying both animals and plants. Children will deepen their knowledge around different types of animals and plants within both the local and wider environment. Through both outside experiences including a trip to the local Wild Woodbury Nature Reserve and within the classroom through investigations and discussions. Children will use this information to learn how to classify animals and plants using a range of diagrams from Venn Diagrams to Classification Keys.

### History

In our History lessons, we will learn about the Bronze Age and Iron Age focusing on how civilisation and way of life changed between the two historical eras. Our key focus question is: How did daily life change in Britain from the Bronze Age to the Iron Age?

Our enquiry questions are:

- How did life change in the Bronze Age?
- How did the Bronze Age move into the Iron Age?
- How did they make iron?
- Why did people build hill forts in the Iron Age?



### D.T

In D.T, children will learn about food and nutrition. They will learn about milling wheat and making bread, whilst making links to the process used in the Bronze and Iron Age. Children will finish the topic by making their own bread.



### How you can help your child at home

Continue to work on the **key skills** of: spelling, handwriting, typing, times tables, physical development and reading. Read stories at bed time and through the day and take opportunities to read whenever possible (signs, magazines, news, letters etc.)

Times tables are an imperative part of your child’s learning, as these provide the foundation for much of maths. Use the interactive platforms provided by school to support these skills (eg My Maths, Times Table Rockstars).

Most importantly, show your interest in what your child is learning. Talk about this document and use the words in the key vocabulary section to get ahead with new vocabulary.