## The Great Plague

This half term Class Three will be finding out all about the Great Plague. We will be studying narrative poetry in Literacy before moving on to learning about Fairy Stories and Newspapers.

Below is information regarding what we will be covering this term across the curriculum so that you can support your child at home. As ever, if you would like any further information please come and speak to me and I will gladly help.

Mr Taylor

| Curriculum Area | Main learning | Key Skills | Key vocabulary |
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| R.E. Trust in God | • To know that Jesus teaches us to have faith and trust in him. <br>• To know and consider times when it is not easy to trust in God. <br>• To know of the promise God made to Zachariah. <br>• To know how Mary put her trust in God. <br>• To know how Joseph put his trust in God when the angel appeared to him. <br>• To know that God fulfilled his promise to Mary when Jesus was born. | • Make links between beliefs, stories and practices <br>• Identify the impacts of beliefs and practices on people's lives <br>• Suggest meanings for a range of forms of religious expression, using appropriate vocabulary <br>• Use and apply religious and specialist vocabulary with accurate spelling and pronunciation. | Bible <br>New Testament <br>Jesus calms the storm <br>Disciples <br>Trust <br>Zacchaeus <br>John the Baptist <br>Visitation <br>Annunciation <br>Handmaid of the lord. |
| English | • Narrative Poetry <br>• Fairy Stories <br>• Newspapers | • Develop targeted SPAG skills including- <br>Fronted adverbials for when <br>Pronouns <br>Speech in inverted commas <br>Expanded noun phrases <br>• Draft and write by:- selecting appropriate grammar and vocabulary, understanding how such choices can changed to enhance meaning. <br>• Develop appropriate structure, tone and grammar when writing non-fiction texts. | Repeated Phrases <br>Inverted commas for speech <br>Prepositions <br>Adjectives <br>Apostrophes for contraction <br>Expanded noun phrases <br>Pronouns <br>Fronted adverbials for when <br>Headings and Sub-Headings <br>Time Connectives <br>Conjunctions <br>Main and Subordinate Clauses |
| Maths | • Written addition. <br>• Written Subtraction. <br>• Written and mental multiplication. <br>• Written and mental division. <br>• Time. | • Choosing the most efficient method to solve a calculation. <br>• Using the formal written method to solve an addition. <br>• Using the formal written method to solve a subtraction. <br>• Checking their answers using the inverse operation. <br>• Solving multiplcaiton and division problems using mental methods or jottings. <br>• Solving multiplications using the formal grid method. <br>• Telling the time to the nearest minute. <br>• Solving problems relating to time. <br>• Converting time between analogue, 12 and 24 hour clock. | Addition-add, plus, increase <br>Subtraction-take away, difference, more than. <br>Formal written method <br>Efficient method <br>Multiply-times, lots of <br>Array <br>Grid method <br>Multiple <br>Inverse operation <br>Days of the week <br>Months of the year <br>Analogue clock <br>Digital clock <br>24 hour clock. |
| Science Light | • To recognise that I need light to see things and that darkness is the absence of light. <br>• To investigate which surfaces reflect light. <br>• To use a mirror to reflect light and explain how mirrors work. <br>• To know that light from the sun can be dangerous and that there are ways we can protect our eyes. <br>• To investigate which materials block light to form shadows. <br>• To find patterns when investigating how shadows change size. | • Recognise that they need light in order to see things and that dark is the absence of light. <br>• Notice that light is reflected off surfaces. <br>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. <br>• Recognise that shadows are formed when light from a light source is blocked by an object. <br>• Set up simple practical enquiries, comparative and fair tests. <br>• Find patterns in the way that size of shadows change. | Light sources <br>Darkness <br>absence of light <br>reflect <br>illuminate <br>visible <br>shiny <br>rays <br>rough <br>scatter <br>reverse <br>beam <br>opaque <br>translucent <br>transparent <br>block <br>shadow <br>UV light <br>UV rating <br>visible spectrum, |

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| History<br>The great plague of 1665 | • To consider changes to London before and after 1665.<br>• To use maps to make chronological predictions.<br>• To use some sources to devise historically accurate questions about change cause and significance.<br>• To use sources to make historical claims.<br>• To use sources of information to test hypothesis.<br>• To identify some of the different ways the past can be represented.<br>• To identify some of the different ways people might have been treated in the past.<br>• To use historical enquiry to investigate the effects of the plague.<br>• To construct a longer piece showing all I have learnt about the plague. | • A study of an aspect of British History that extends pupils chronological knowledge beyond 1066.<br>• Identifying where some periods studied fit into chronological frameworks by noticing connections over time.<br>• Construct informed responses that involve thoughtful and selection of organized historical information.<br>• Understand how our knowledge of the past is constructed from a range of sources.<br>• Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist.<br>• Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations.<br>• Produce structured work that makes some connections/ draws some contrasts of relevant historical information. | The great plague<br>The great fire of London<br>Timeline<br>Chronological<br>Sources<br>Hypothesise<br>First hand source<br>Reliable<br>Samuel Pepys<br>plague doctor<br>quacks<br>plague pits<br>London mortality bill |
| Art<br>Printing | • To use photographs of skulls or skeletons to make a series of drawings in sketchbooks.<br>• To use a full range of drawing materials; grades of pencils, charcoal and chalk to make careful drawings, smudge to help create 3-D effects.<br>• To explore the work of Jean Basquait and experiment bringing vibrant colour into a drawing of the skull, with oil pastels.<br>• To evaluate Escher's 'Eye with Skull' and draw own eye using mirrors and grades of pencil in sketchbooks.<br>• To develop a simplified printing motif of a skull.<br>• To draw a simplified image onto Quickprint foam using a sharp pencil.<br>• To plan and discuss ways in which this image could be translated or rotated and repeatedly printed.<br>• To plan and discuss colour choices for print or background<br>• To use rollers and printing ink to print image repeatedly<br>• To experiment with using two colours to create a pattern.<br>• To evaluate my work looking back to my original ideas. | • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.<br>• Question and make thoughtful observations about starting points and select ideas to use in their work.<br>• Experiment with ways in which surface detail can be added to drawings, e.g. *use grades of pencil, biros, charcoal and chalk.*<br>• Use journals to collect and record visual information from different sources.<br>• Draw for a sustained period of time at an appropriate level.<br>• Create printing blocks using a relief or impressed method.<br>• Create repeating patterns.<br>• Print with two colour overlays.<br>• Annotate work in journal.<br>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.<br>• Adapt their work according to their views and describe how they might develop it further. | Skulls<br>Sketching<br>grades of pencil<br>charcoal<br>chalk<br>smudging<br>shading<br>3d effect |
| Computing<br>Online safety and Spreadsheets | • To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.<br>• To understand how the Internet can be used to help us to communicate effectively.<br>• To understand how a blog can be used to help us communicate with a wider audience.<br>• To look at some 'spoof' websites.<br>• To create a 'spoof' webpage.<br>• To think about why these sites might exist and how to check that the information is accurate.<br>• To learn about the meaning of age restrictions symbols on digital media and devices.<br>• To discuss why PEGI restrictions exist.<br>• To know where to turn for help if they see inappropriate content or have inappropriate contact from others. | • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.<br>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br>• 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 | Password<br>Login<br>Communicate<br>Internet<br>Blog<br>Password<br>Login<br>Communicate<br>Internet<br>Blog<br>Spoof website<br>Reliable<br>age rating<br>Data<br>Input<br>bar chart<br>pie chart<br>Spreadsheet |

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| | • To create pie charts and bar graphs.<br>• To use the more than, less than, equal to tools.<br>• To introduce the advanced mode of 2calcualte and use coordinates. | presenting data and information | | |
| French | • To learn something about French culture.<br>• To learn to greet people using common phrases.<br>• To learn to say goodbye in a range of ways.<br>• To ask people how they are in French. | • speaking<br>• listening<br>• reading<br> writing | Bonsoir<br>Bonjour<br>Salut<br>Au Revoir<br>A Demain<br>Merci<br>Ca Va<br>Ca va bien<br>Ca ne vas pas<br>Et toi | |