

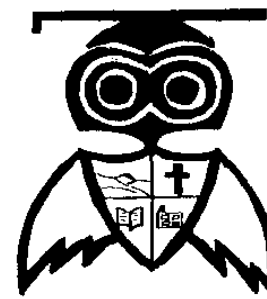
### How you can help your child:

- Support your child with learning spellings. The spelling log book is usually sent home on Wednesdays. Please make sure that your child returns his/her spelling log book every Monday.
- Listen to your child read regularly and talk about what (s)he has read, discussing unfamiliar vocabulary, characters and story plot. Comprehension becomes increasingly important as your child progresses through Key Stage 2.
- Ensure that reading books and reading records are in school every day.
- Check that your child is completing homework tasks appropriately and handing them in on time.
- Make sure that he/she has games kit in school at all times. Children will need outdoor kit this term, including trainers.
- Ensure that clarinets are brought into school every Thursday in readiness for the lesson on Friday.
- Ensure that your child brings his/her swimming kit to school every Thursday from 28<sup>th</sup> April. If your child suffers from asthma, please send a spare inhaler into school for this term. This will be taken to the baths every session.

## St Luke's Primary School Curriculum Information

(Summer Term, 2016)

### Living and Growing



## Harriers

## Art/Design Technology

We will be:

- designing and painting Roman shields
- looking at examples of Roman mosaics
- printing our own mosaic designs
- drawing/painting portraits of Boudicca
- taking part in "Take One Picture" Week
- understanding and using electrical systems in products, incorporating switches and bulbs.



## Maths

We will be:

- finding the factors of numbers up to 40
- using the grid method to multiply a 3 digit number by a 1 digit number
- dividing 2 digit numbers by a 1 digit number
- rounding 4 digit numbers to the nearest 10, 100 or 1000
- using decomposition to subtract 3 and 4 digit numbers
- learning how to calculate areas and perimeters
- learning what each digit stands for in decimal numbers with 2 decimal places
- adding and subtracting decimals with 2 places
- learning multiplication and division facts for the 7, 9, 11 and 12 times tables



## Literacy

We will be:

- reading a range of texts linked to the Romans: play scripts, poems, myths and non-fiction texts
- using dictionaries to look up words with Latin roots linked to our work on the Roman legacy in history
- writing an account of Julius Caesar's invasion from the point of view of a Celt
- creating a leaflet about the success of the Roman army
- learning to use the possessive apostrophe with singular and plural nouns
- learning to use correct standard English forms for verbs such as was and were
- drafting and re-drafting work and evaluating our own and others' work and making suggestions for improvement.

## Science

We will be:

- identifying common appliances that run on electricity
- recognising that a switch opens a circuit
- recognising some common conductors and insulators
- taking accurate measurements using standard units
- recording accurately using correct scientific language, drawings, labelled diagrams, bar charts and labels.



## Knowledge and Understanding of the World

### Geography

We will be:

- doing fieldwork to observe our local area and recording our findings in different ways
- looking at the formation of mountains
- investigating the causes of volcanoes and earthquakes.



### History

We will be:

- looking at the growth of the Roman Empire and its impact on life in Britain, including Julius Caesar's invasion of Britain, Claudius's successful invasion and Boudicca's resistance to Roman rule
- studying the impact of the Romanisation of Britain.



### R.E.

We will be considering the questions:

Can religion help to build a fairer world? and What do religions about the natural world and why we should care about it?

### Computing

We will be: creating a short film about internet safety.

### P.H.S.E.

We will be looking at how our bodies change as we grow.

## Physical Development (Games)

We will be:

- playing fielding and striking games with the PAS team
- having swimming lessons at Glossop baths.

