

# FLOW

Pull on your wellies and wade right in... How deep does it go and how fast does it travel? What soil types can you find? Which animals make their homes there?

Let's meander through the world of rivers, taking a dip into their watery world.

## Maths:

Money will be a key focus, estimating amounts, working out change, converting from pound to pence and vice versa. They will look at co-ordinates linked to the topic. In statistics they will analyse graphs and charts and draw their own.

## Geography:

Rivers will be the main focus looking at how they are formed and their different features. They will look at how waterfalls are formed and conduct some experiments. They will identify why rivers are important and the impact of pollution.

## Art:

**The children will mix watercolours to create a variety of tints and tones. Use artists such as Monet and Van Gogh as inspiration, then paint their own rivers.**

## Science:

In science the children will plan experiments, investigate and collect data. They will also learn about the water cycle.

## RE and PSHE:

The children will be looking at the importance of prayer and continuing to look at the Long Whatton values.

## PE:

On Monday the children will play tennis. On Friday they will have PE, this term they will be playing invasion games and getting involved in athletics..

## Music:

Mrs Chantrill will continue to work with the children every week. They will be focusing on reading music from a stave.

## Design and Technology:

The children will be creating food dishes linked to the river. Understanding the importance of food hygiene.

## English:

Explanation texts will be explored and the children will write their own based on their knowledge of rivers. They will continue with the year 3 and 4 spelling words as well as learning to use apostrophes for possession and contraction. They will also study a range of poems identifying verbs, adjectives and looking at figurative language.

In reading, key skills such as retrieval and inference will be consolidated ensuring a solid understanding of what has been read.