

	SCHOOL CLOSURES	SCHOOL OPENS
May Bank Holiday	School closed – Monday 4 <sup>th</sup> May	
SUMMER HALF-TERM	FRIDAY 22 <sup>nd</sup> MAY	TUESDAY 2 <sup>nd</sup> JUNE
SUMMER 2026	FRIDAY 17 <sup>th</sup> JULY	

<b>Year 6 SATs – 11<sup>th</sup> May to 14<sup>th</sup> May 2026</b> <b>Year 1 Phonics screening w/c 8<sup>th</sup> June 2026</b> <b>Year 4 Multiplication check w/c 1<sup>st</sup> and 8<sup>th</sup> June 2026</b>	<u><b>Inset Days</b></u> <i>Monday 1<sup>st</sup> June 2026</i> <i>Monday 20<sup>th</sup> July 2026</i>
--	---

### Dates for your diary

Date	What's Happening	For Who	Times
21.4.26	Y1 Reading Workshop for parents	<b>Y1 parents invited</b>	2.30pm-3pm
22.4.26	Class Photographs	Pupils only	9am-11.30am
22.4.26	Y4 Orienteering at Netherwood	Y4 pupils only	1pm-3pm
27.4.26	Y3 Reading Workshop for parents	<b>Y3 parents invited</b>	9am-9.30am
28.4.26	Y5 Orienteering at Barnsley Academy	Y5 pupils only	1pm-3pm
4.5.26	May Day (Bank Holiday) – School Closed	All pupils	<b>School Closed</b>
6.5.26	Nursery Stay and Play – Maths and Storytime	<b>Nursery parents invited</b>	11am-11.30am
11.5.26	SATS week	Y6 pupils	All Week
18.5.26	Imagination Gaming	Pupils only	All day
22.5.26	Break up for half term at the end of the school day	All Pupils	
1.6.26	Inset Day	All Pupils	<b>School Closed</b>
2.6.26	School re-opens after half	All Pupils	8.30am



# Information Brochure Class Tiger 1st Half Summer Term 2025-2026

**Music:**

**Year 3 -Jazz**

Explain what ragtime music is.  
Play on the 'off beat' and sing a syncopated rhythm.  
Play a call and then improvise a response.  
Improvise or compose a scat singing performance with sounds and words.  
Compose and play a jazz motif fluently, using swung quavers.  
Play a swung rhythm using a tuned percussion instrument.

**R.E:**

**Hinduism**

1. Why are some words special?
2. Why are some places special?
3. How can faith contribute to community cohesion?
4. Why are some times special?
5. What can be learnt from the lives of significant people?
6. How do I and others think and feel about the universe?

**English:**

**The Last Garden**

Thought bubbles, missing scenes, diary entries, narratives  
**Cloud Tea Monkeys**  
Descriptive passages, writing in role, 'how to' guide (instructions), letter, discussion, non-chronological report  
**The Day I Swapped my Dad for Two Goldfish**  
Setting descriptions, advertisement/poster, retelling, instructional flyer, social media updates and dialogue  
media updates, dialogue

**P.E:**

Fundamental movement skills and Tennis.  
**Our PE days Monday, Wednesday and Thursday.**

**Art:**

**Sculpture/3D**

Further develop their ability to describe 3D form in a range of materials, including drawing.  
  
Identify, draw and label shapes within images and objects.  
  
Create and form shapes from 3D materials.

**Maths:**

- Column addition
- Column Subtraction
- Fractions
- Non-unit fractions

**TOPIC- Marvellous Maps**

**Books that we will read this half term –**  
The Sheep Pig, Bush Craft Survival Kit, Viking Voyagers, Beowulf, Viking Longship

**DT: Mechanical Systems**

Draw accurate diagrams with correct labels, arrows and explanations.  
Correctly identify definitions for key terms.  
Identify five appropriate design criteria. Communicate two ideas using thumbnail sketches.  
Communicate and develop one idea using an exploded diagram.  
Select appropriate equipment and materials to build a working pneumatic system.  
Assemble their pneumatic system within the housing to create the desired motion.  
Create a finished pneumatic toy that fulfils the design brief.

**PSHE:**

**Health and Wellbeing - It's My Body**

My Body, My Choice  
Fit as a Fiddle  
Good Night, Good Day  
Cough, Splutter, Sneeze  
Drugs: Healing or Harmful?  
Choices Everywhere

**MFL:**

--The connective 'pero', Es and the hare and tortoise, Tambien, Numbers 1-15, Days of the week, revision and raps, assessment and rap performance, Barcelona.

**Computing:**

**Branching databases**

- To create questions with yes/no answers.
- To identify the object attributes needed to collect relevant data.
- To create a branching database.
- To explain why it is helpful for a database to be well structured.
- To identify objects using a branching database.
- To compare the information shown in a pictogram with a branching database.

**Geography – Maps**

Use an index to find a place name.  
Find the correct page in an atlas by using the index.  
Explain why maps have symbols on them.  
Recognise some map symbols on an Ordnance Survey map.  
Give co-ordinates by going across first and then up.  
Find a location from four-figure coordinates.  
Find differences between photographs of the same location.  
Find similarities between photographs of the same location.  
Find differences between maps of the same location.

**Science: Plants**

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.