

Blooms

Select and explain the most important need and requirement early settlers had when choosing a place to build their home.

Writing	<ul style="list-style-type: none"> Genre: Conflict resolution tale Short bursts: Short-bursts: develop arguments using picture stimuli/presented scenarios/videos, focus on embedding dialogue effectively to build upon a heightened tension and then decrease to a resolution Opportunities for shared writing and paired editing Developing characterisation 	
Genre: Narrative		
Reading	<ul style="list-style-type: none"> James and the Giant Peach by Roald Dahl Inferring character's thoughts and emotions Prediction Author's intent – focusing in on use of language Developing an understanding of authorial intent and viewpoint Comprehension of texts 	
SPAG	<ul style="list-style-type: none"> Apostrophes for plural and possession Understand the grammatical differences between plural and possessive –s Spelling: suffix 'shun', prefix sub and exploring correct use of homophones or near homophones. Extending sentences through using fronted adverbials and conjunctions 	
Mathematics (including arithmetic)	<p>Arithmetic: Fluency of 4 operations:</p> <ul style="list-style-type: none"> Columnar Addition & Subtraction. 1/10/100/1000 more or less. Scaling facts by 100. Complements to 100. Short Multiplication and Division. Multiplication and division facts for multiplication tables up to 12 × 12 <p>Measurement (Time):</p> <ul style="list-style-type: none"> Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. Use vocabulary such as o'clock, a.m. /p.m., morning, afternoon, noon and midnight. Estimate and read time with increasing accuracy to the nearest minute. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events. Read, write and convert time between analogue <i>and digital</i> 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. <p>Number – Fractions</p> <ul style="list-style-type: none"> Recognise and show, using diagrams, equivalent fractions with small denominators. Recognise and show, using diagrams, families of common equivalent fractions. Compare and order unit fractions, and fractions with the same denominators. Reason about the location of fractions less than 1 in the linear number system. Add and subtract fractions with the same denominator. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Create equivalent fractions. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. 	
Geography	<p>Settlement</p> <ul style="list-style-type: none"> Learn about how the towns and cities of the UK first developed. Learn about the needs and requirements early settlers had when choosing a place to build a home. Examine place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, investigate land use in different sized settlements and the ways in which settlements are linked together. Create a map of a settlement. 	<p>Mathematics: Describe directions of travel using the eight compass points. Use four and six-figure grid references to build knowledge of the UK and the wider world in the context of identifying links between settlements.</p> <p>English: Writing as a pen pal to link school in Nepal. Presenting information in a range of different ways. Organising non-fiction writing to guide a reader.</p>
Computing	<p>Opinion pollsters</p> <ul style="list-style-type: none"> Enter text and numbers into a spreadsheet. Identify and refer to cells by row and column. <p>Online Safety</p> <ul style="list-style-type: none"> Identify and explain different forms of online communication. Explain the positive and negative aspects of online communities. Explain the differences between communication in real life and online. Share and explain what they have learnt about online safety. Communicate ideas with a group clearly, listening to others' contributions and making connections. Apply their learning to a planning activity. 	<p>Mathematics: Creating algorithms and working logically to make and extend patterns. Creating graphs using software.</p> <p>English: Writing instructions. Presenting information (speaking and listening) in a variety of formats. Writing specific questions to find out appropriate information.</p>

	<p>We are software developers</p> <ul style="list-style-type: none"> • Develop an educational computer game using selection and repetition. • Understand and use variables. • Start to debug computer programs. • Recognise the importance of user interface design, including consideration of input and output. 	
Spanish	<p>Retratos (portraits):</p> <ul style="list-style-type: none"> • Describe a portrait. • Apply knowledge of colours and body parts. <p>• Numbers 1-100.</p> <p>• Introduce the verb SER (to be).</p> <p>Las horas:</p> <ul style="list-style-type: none"> • Revise telling the time to the nearest half hour. • Introduce the verb Estar (to be). 	
PE – Indoor Athletics	<ul style="list-style-type: none"> • To select and maintain a running pace for different distances. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To understand which technique is most effective when jumping for distance. • To utilise all the skills learnt in a competitive situation. 	
Online Safety	<p>Safer Internet Day, 9th February</p> <p>Online Safety</p> <ul style="list-style-type: none"> • Identify and explain different forms of online communication. • Explain the positive and negative aspects of online communities. • Explain the differences between communication in real life and online. • Share and explain what they have learnt about online safety. • Communicate ideas with a group clearly, listening to others' contributions and making connections. • Apply their learning to a planning activity. <ul style="list-style-type: none"> • Recognise and respond appropriately to a wider range of feelings in others. • Recognise what constitutes a positive, healthy relationship and to develop the skills to maintain these relationships. • Be able to judge what kind of physical contact is acceptable/unacceptable and how to respond. • Work collaboratively towards shared goals. • Develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. 	
RSHE (Relationships, Sex and Health Education)		