

<b>Spotlight Masterpiece:</b>  Create a maths game in Scratch using a variety of algorithms	<b>Hook:</b>  Deconstruct a computer
<b>Writing</b> Genre: Suspense (fiction)	<ul style="list-style-type: none"> <li>Narrative – Suspense</li> <li>Develop a setting using <b>similes</b>, <b>metaphors</b> and <b>personification</b>.</li> <li>To know how to develop <b>characterisation</b> by showing their behaviour and reactions.</li> <li>Use devices to build <b>tension</b> such as <b>empty words</b>, <b>ellipsis</b> and <b>short sentences</b>.</li> <li>Develop strategies to <b>proofread</b> their own writing.</li> <li>Short burst opportunities: Kenning poetry about electronic devices</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li><b>Class Text:</b> 'Floodland' – Marcus Sedgwick</li> <li>To understand the reason behind leaving the initial <b>setting</b>.</li> <li>To use prior knowledge of global warming to understand the setting and context.</li> <li>To identify similarities and differences between main characters and themselves.</li> <li>To evaluate the relationships between the gangs and justify reasons for these.</li> <li>To empathise with <b>hardships</b> faced by the main characters.</li> </ul>
<b>SPAG</b>	<ul style="list-style-type: none"> <li>To add the <b>prefixes</b> in- and il- to a variety of <b>root words</b>.</li> <li>To spell words using 'ch' making the sound of /sh/.</li> <li>To spell words using 'ch' making the sound of /k/.</li> </ul>
<b>Mathematics</b>	<p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>Recall and use <b>multiplication</b> and <b>division</b> facts for multiplication tables up to <math>12 \times 12</math>.</li> <li>Recognise and use <b>factor pairs</b> and <b>commutativity</b> in mental calculations.</li> <li>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common <b>equivalent fractions</b>.</li> <li>Count up and down in <b>hundredths</b>; recognise that hundredths arise when dividing an object by one hundred and dividing <b>tenths</b> by ten.</li> <li>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.</li> <li>Add and subtract fractions with the same <b>denominator</b>.</li> </ul>
<b>Science</b>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>I know a <b>solid</b> keeps its shape and has a fixed <b>volume</b>.</li> <li>I know a <b>liquid</b> has a fixed volume but can be <b>poured</b> and changes in shape to fit the container.</li> <li>I know that a <b>gas</b> fills all available space: it has no fixed shape or volume.</li> <li>I know that <b>melting</b> is a <b>state change</b> from solid to liquid. <b>Freezing</b> is a state change from liquid to solid. The freezing point of water is 0 degrees Celsius. <b>Boiling</b> is a change of state from liquid to gas that happens when a liquid is heated to a specific <b>temperature</b> and bubbles of the gas can be seen in the liquid. Water boils when it is heated to 100 degrees <b>Celsius</b>.</li> <li>I know that <b>evaporation</b> is the same state change as boiling (liquid to gas), but it happens slowly at lower temperatures and only at the surface of the liquid. Evaporation happens more quickly if the temperature is higher, the liquid is spread out or it is windy.</li> <li>I know that <b>condensation</b> is the change back from a gas to a liquid caused by cooling.</li> <li>Water at the surface of bodies of water evaporates into water vapour (a gas). This rises, cools and <b>condenses</b> back into a liquid forming clouds. When too much water has <b>condensed</b>, the water droplets in the cloud get too heavy and fall back down as rain, snow, sleet etc. and drain back into rivers etc. This is known as <b>precipitation</b>. I know that this process is called the <b>water cycle</b>.</li> <li>I know how to compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>I know how to observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (<math>^{\circ}\text{C}</math>)</li> <li>I know how to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>
<b>Religious Education</b>	<p><b>What can we learn about religions about deciding what is right and wrong?</b></p> <ul style="list-style-type: none"> <li>Compare what different religions consider to be right and wrong and understand the principles behind these.</li> <li>Develop their own understanding of what is right and wrong.</li> <li>To understand that every action has a <b>consequence</b> and that these may have a wider impact than first thought.</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>To know that the process of breaking an idea, <b>algorithm</b> or <b>code</b> down into its <b>component parts</b> is called <b>decomposition</b>.</li> <li>To know that <b>decomposition</b> is a useful <b>tool</b> to help <b>debug</b> a <b>program</b>.</li> </ul>

	<ul style="list-style-type: none"> <li>To know that a <b>variable</b> is a type of <b>input data</b> which is collected by a program.</li> <li>To know that a computer program stores a variable to use for a form of <b>output function</b> or <b>output information</b>.</li> <li>To be able to <b>decompose</b> a simple Scratch program.</li> <li>To be able to use <b>decomposition</b> to find and correct a <b>bug</b> within a simple Scratch program.</li> <li>To be able to use <b>decomposition</b> to identify a <b>variable</b> within a simple Scratch program.</li> <li>To be able to create a simple <b>variable</b> within a Scratch program.</li> <li>To be able to use the following Scratch <b>commands</b>: if, ask, say, else, join</li> </ul>
<b>Physical Education</b>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>To copy and create actions in response to an idea and be able to adapt this using changes of space</li> <li>To choose actions which relate to the theme</li> <li>To use <b>actions, dynamics, spacing</b> and <b>timing</b> to represent a state of matter</li> <li>To remember and repeat actions and create dance ideas in response to a stimulus</li> <li>To use <b>action</b> and <b>reaction</b> when creating ideas with a partner</li> <li>To remember, repeat and create actions to represent an idea</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>To develop <b>controlling</b> the ball and <b>dribbling</b> under pressure</li> <li>To develop <b>passing</b> to a teammate</li> <li>To be able to <b>control</b> the ball with different parts of the body</li> <li>To develop changing direction with the ball using an inside and outside hook</li> <li>To be able to <b>jockey / track</b> an <b>opponent</b></li> <li>To be able to apply the <b>rules</b> and <b>tactics</b> you have learnt to play in a football tournament</li> </ul>
<b>Geography</b>	<p><b>Settlements</b></p> <ul style="list-style-type: none"> <li>To know why <b>settlements</b> develop in certain <b>locations</b> with relation to identifying basic needs.</li> <li>To know how to identify settlements built using maps and make links between them.</li> <li>To know that <b>land use</b> differs between different settlements.</li> <li>To know how to use six-point <b>grid references</b> to find a location on a map.</li> </ul>
<b>RSHE</b>	<ul style="list-style-type: none"> <li>To know how to stay safe online linked to <b>SMART</b> rules. To know all the SMART rules.</li> <li>To know how to be respectful and give examples.</li> <li>To know the difference between <b>healthy</b> and <b>unhealthy</b> online behaviours particularly when gaming and using social media.</li> </ul>
<b>Art</b>	<p><b>Proportion of objects</b></p> <ul style="list-style-type: none"> <li>To study the 1-point <b>perspective</b> techniques used by artist David Hockney.</li> <li>To know what <b>proportion</b> is and how can make a 2D image look 3D.</li> <li>To know the meaning of <b>foreground, background</b> and <b>middle ground</b> and identify objects in these locations on a piece of art.</li> <li>To know the relation between <b>vanishing point</b> and <b>horizon line</b> and how these can be used to make objects appear to be 3D.</li> </ul>
<b>Primary Languages – Spanish</b>	<p><b>La paga (pocket money)</b></p> <ul style="list-style-type: none"> <li>To revise the Spanish numbers 1-100</li> <li>To know the days of the week in Spanish</li> <li>To use common nouns to describe objects in Spanish</li> <li>To use common verbs in the 'I' conjugation</li> <li>To use known nouns and numbers in the context of exchanging money</li> <li>To share positive and negative opinions in Spanish using the verb 'gustar'</li> </ul>