

<p>Reading</p>	<p>Class Text: Private Peaceful – Michael Morpurgo</p> <p>Comprehension:</p> <ul style="list-style-type: none"> • Work out the meaning of words from the context • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • Predict what might happen from details stated and implied • Retrieve information from non-fiction • Summarise main ideas, identifying key details and using quotations for illustration • Evaluate how authors use language, including figurative language, considering the impact on the reader
<p>Writing Genre:</p>	<p>Non-fiction: Discussion Fiction revisit: Portal Stories</p> <p>Handwriting:</p> <ul style="list-style-type: none"> • Ensure that legibility is maintained in joined handwriting when writing at speed. <p>Transcription:</p> <ul style="list-style-type: none"> • Manipulation of clauses to form multi-clause sentences • Use a range of appropriate linking words to guide the reader e.g. finally, after that, so, later, after that, on the other hand, that said, alternatively. • Proofread for spelling and punctuation errors. <p>Composition:</p> <ul style="list-style-type: none"> • Use reasoning skills to convey an evidenced viewpoint in writing. • To know how to maintain formality within a discussion text. • Choose an appropriately engaging title to discuss. • Maintain balance by giving all the arguments for followed by all the arguments against or a series of contrasting points. • Successfully reinforce both sides of the argument with facts, figures and opinions. • Use a range of subject-specific or technical vocabulary whilst maintaining interest. • To know how to avoid bias in a discussion text (e.g. by using outside opinions and generalisers)
<p>SPAG</p>	<p>Spelling:</p> <ul style="list-style-type: none"> • Continue to revisit homophones (of/off, there/their/they're, etc.) • Independently spell words with the endings -ant, -ance and -ancy, and can also mostly accurately spell words with the following endings: -ent, -ence, -ency, -fer <p>Punctuation and Grammar:</p> <ul style="list-style-type: none"> • Know that a comma cannot be used to separate two main clauses • To accurately use parenthesis to add extra information in our writing using commas, dashes and brackets • Recognise the difference between a semi-colon and colon and how to accurately use each • Understand the purpose of clauses within a sentence.
<p>Mathematics</p>	<p>Number: Fractions</p> <ul style="list-style-type: none"> • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Compare and order fractions, including fractions > 1 • Generate and describe linear number sequences (with fractions) • Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. • Multiply simple pairs of proper fractions, writing the answer in its simplest form • Divide proper fractions by whole numbers • Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <p>Measurement: Converting Units</p> <ul style="list-style-type: none"> • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.

	<ul style="list-style-type: none"> Convert between miles and kilometers. <p>Arithmetic:</p> <ul style="list-style-type: none"> To know how to solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign To know how to add and subtract fractions with the same denominator and denominators that are multiples of the same number To know how to add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions To know how to solve addition and subtractions involving numbers up to three decimal places
<p>Science</p>	<p>Electricity</p> <ul style="list-style-type: none"> Adding more cells to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder sound. If you use a battery with a higher voltage, the same thing happens. Adding more bulbs to a circuit will make each bulb less bright. Using more motors or buzzers, each motor will spin more slowly and each buzzer will be quieter. Turning a switch off (open) breaks a circuit so the circuit is not complete and electricity cannot flow. Any bulbs, motors or buzzers will then turn off as well. How to use recognised circuit symbols to draw simple circuit diagrams. Note: Children do not need to understand what voltage is, but will use volts and voltage to describe different batteries. The words "cells" and "batteries" are now used interchangeably.
<p>Religious Education</p>	<p>Is it better to express your beliefs in arts and architectures or in charity and generosity?</p> <ul style="list-style-type: none"> How can people express the spiritual through the arts? Look at how Muslims and Christians present God or people in art; use of calligraphy/ geometrical art vs representational art. To describe and make connections between examples of religious creativity (buildings and art) and find similarities and differences between Christian and Muslim sacred buildings. To show an understanding of the value of sacred buildings and art e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice. Why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive. To suggest reasons why some believers see generosity and charity as more important than buildings and art. Consider what the world would be like without great art or architecture. What about a world without charity or generosity? What ideas about values we can learn from scriptures, for example Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable.
<p>Physical Education</p>	<p>Hockey</p> <ul style="list-style-type: none"> To strike a ball using a wider range of skills. Apply these with some success under pressure. To use a variety of techniques to change direction to lose an opponent. To create and use space for self and others with some success. To understand the need for tactics and can identify when to use them in different situations <p>Swimming BEGINNERS:</p> <ul style="list-style-type: none"> To submerge and regain feet in the water. To breathe in sync with an isolated kicking action from poolside. To use arms and legs together to move effectively across a short distance in the water. To glide on front and back over short distances. To float on front and back for short periods of time. To confidently roll from front to back and then regain a standing position. <p>DEVELOPERS:</p> <ul style="list-style-type: none"> To confidently and consistently retrieve an object from the floor with the same breath. To begin to co-ordinate breath in time with basic strokes showing some consistency in timing. To demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. To combine gliding and floating on front and back over an increased distance. To float on front and back using different shapes with increased control.

	<ul style="list-style-type: none"> To comfortably demonstrate sculling head first, feet first and treading water. <p>INTERMEDIATE:</p> <ul style="list-style-type: none"> To confidently combine skills to retrieve an object from greater depth. To confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. To confidently demonstrate good technique in a wider range of strokes over increased distances. To combine gliding and transitioning into an appropriate stroke with good control. To confidently link a variety of floating actions together demonstrating good technique and control. To select and apply the appropriate survival technique to the situation.
<p>Geography</p>	<p>Coasts</p> <p>NC Geographical Skills</p> <ul style="list-style-type: none"> To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Geographical Knowledge</p> <ul style="list-style-type: none"> How to name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. How topographical features change over time. That weathering is the breakdown of rocks by water, frost and temperature change. Rocks can also be broken down by the effects of plants and animals. How to describe the four different types of weathering. How Freeze-thaw weathering, Onion-skin weathering, Biological weathering and Chemical weathering occur. That erosion wears away and removes loosened material, and the action of rivers, the sea, ice and wind are the chief types of erosion. That human actions cause erosion through deforestation, farming and agriculture, construction of roads and buildings, logging, mining, climate change. That the three stages of erosion are: erosion, transportation, deposition. To know different types of coast feature include blowhole, headland, arch, stack, seacave, stump. To know the White Cliffs of Dover have been eroding 10 times faster in the last 150 years than they did over the previous 7,000 years, and why. To know how Romney Marsh and Dungeness have changed over time. To know that erosion prevention methods include sand dunes, vegetation, seawalls, sandbags, and sand fences.
<p>RSHE</p>	<p>Relationships (Terms 1 & 2)</p> <ul style="list-style-type: none"> To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face and to know there may be risks of communicating online with those we don't know in person. To know why someone may behave differently online, including pretending to be someone they are not, and how to report any concerns they may have about this. The importance of seeking support if they are feeling lonely or excluded and to recognise when others may feel this way and strategies for how to include them. The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help. That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable. About privacy and personal boundaries in friendships and wider relationships (including online).

	<ul style="list-style-type: none"> • That romantic relationships may lead to civil partnerships and marriage, which are legal declarations of commitment made by two adults who love and care for each other, which are intended to be lifelong. • That forcing anyone to marry against their will is a crime and that help and support is available to people who are worried about this for themselves or others. • That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, or living apart. • To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves and how it links to one's own happiness. • To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online) and the impact and consequence of bullying, and know that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying. • That they must tell a trusted adult if themselves or someone else is being bullied or discriminated against.
Computing	<p>Big Data</p> <ul style="list-style-type: none"> • To understand why barcodes and QR were created and what they are used for • To use simple formulas to add and subtract fields within a spreadsheet and sort data for a given purpose. • To analyse real-time data to generate a graph using excel software. • To understand how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files). • To know that data corruption is less likely to happen it is sent in 'packets'. • To know that devices or that are not updated are most vulnerable to hackers. <p>Online Safety</p> <ul style="list-style-type: none"> • To know how to get help online and offline. To know what to do if something online frightens or scares you or you are being bullied. Link to SMART rules. • To know and identify the risks of sharing information online particularly pictures and selfies. • To know what is appropriate behaviour and conversations on social media platform such as Whatsapp.
DT	<p>Cooking: Posh Jammy Dodgers</p> <ul style="list-style-type: none"> • Create a biscuit design within a design brief, using market research. • Draw a simple exploded design of their biscuit • Safely use a paring knife to cut designs • Handle hot food safely • Use an electric hand mixer to whisk • Use biscuit cutters to accurately assemble a dish • Effectively separate eggs • Use a rolling pin to roll out dough to a specific thickness • Sieve wet and dry ingredients with precision • Confidently crack an egg • Knead and shape dough into a variety of shapes • Evaluate other's products against own design criteria • Consider how the view of other's could improve their owns work
Primary Languages – Spanish	<p>At the cafe (<i>en el café</i>) (Terms 1 & 2)</p> <ul style="list-style-type: none"> • How to order a selection of typical foods, drinks and snacks from a Spanish menu and order a breakfast in Spanish. • How to ask for the bill in Spanish. • How to say and spell the foods and drinks learnt in Spanish • How to perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'. • That with words ending in a consonant (apart from 'n' and 's') should be stressed on the last syllable as in 'fa-vor' • That determiners can be interchangeable from indefinite and definite depending on meaning and what you want to say (e.g. 'I would like a croissant but the bill) and understand that there are more versions of each determiner compared to English due to gender and amount. • That 'quiero' is the verb conjugation for I would like/want and the infinitive is the verb 'querer' (to want).