

<p><b>Writing</b></p>	<p><b>Fiction:</b> Portal stories <b>Model Text:</b> The Lost Library</p> <p><b>Secondary Unit:</b> Information texts</p> <p><b>Poem:</b> The Jabberwocky <b>Supplementary text:</b> The Truth About Porton Down</p> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Add further detail (a word or phrase inserted as an explanation or afterthought into a passage) using brackets, dashes or commas to indicate parenthesis.</li> <li>To create a description the reader can imagine: <ul style="list-style-type: none"> <li>Help the reader hone in: name it; pick out a few unusual details; use prepositions to show 'where'</li> <li>Paint a picture in the reader's mind: a few well-chosen adjectives; use simile/metaphor/personification to compare to things the reader relates to; use MC reaction to see through their eyes; senses and colour for depth.</li> <li>Elaborate on details that matter: deliberate repetition to hammer the point; sentence of three to pile up the detail; use simile/metaphor/ personification to elaborate; use alliteration to pile up on a word/phrase.</li> </ul> </li> </ul>
<p><b>Reading</b></p>	<p><b>Class Text:</b> The Lost Magician</p> <p><b>Comprehension focus(es):</b></p> <ul style="list-style-type: none"> <li>Role of setting: including choice of era (following WW2), position close to Stonehenge &amp; the deliberate integration of foreshadowing</li> <li>Viewpoints and perspectives: including deliberate stereotypes – vegetarians, Germans, 'boys as 'physical' - why have these been included?</li> <li>role of character: including deliberate choices taken &amp; perspective of the author in making these e.g. three bears</li> </ul>
<p><b>SPAG</b></p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>'Silent' letters whose presence cannot be predicted from the pronunciation, including specifically: island, knight, doubt, sandwich, thumb, autumn, whistle . Common exception &amp; tricky words: twelfth, yacht, vehicle, muscle</li> <li>Brackets, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Arithmetic</b></p> <ul style="list-style-type: none"> <li>To know how to multiply together three numbers</li> <li>To know how to multiply and divide numbers mentally drawing upon known facts</li> <li>To know how to 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>To know how to add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>To know how to multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two digit numbers</li> <li>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</li> <li>To know how to divide numbers up to 4 digits by a one-digit number using the formal written method of short division</li> </ul> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Multiply and divide numbers mentally drawing upon known facts.</li> <li>Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</li> <li>Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.</li> </ul>

	<ul style="list-style-type: none"> <li>Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</li> </ul> <p><b>Number: Fractions</b></p> <ul style="list-style-type: none"> <li>Compare and order fractions whose denominators are multiples of the same number.</li> <li>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</li> <li>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number.</li> </ul> <p><b>Problem-solving</b></p> <ul style="list-style-type: none"> <li>To be able to work systematically to find a solution</li> </ul>
<b>Science</b>	<p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>That the human life cycle has many stages: embryo, foetus, toddler, child, adolescent, adult and older adult.</li> <li>That scientists may have to use interviews to find out information.</li> <li>Know some of the ways that humans will change as they pass through the different stages of their life cycle.</li> <li>To know that scientists ask questions to prove hypothesis and plan enquiries so that results can be analysed.</li> <li>To know the physical and emotional changes that occur during puberty.</li> <li>How to categorise changes according to whether they happen to males or females.</li> <li>That the human gestation period is 9 months.</li> <li>That all mammals have gestation periods because they give birth to live young.</li> <li>To generalise that the larger the animal, the longer the gestation period.</li> <li>That scientists can monitor gestation periods.</li> </ul>
<b>Religious Education</b>	<p><b>What would Jesus do? Can people live by the values of Jesus today in the twenty-first century? (terms 2 and 3)</b></p> <ul style="list-style-type: none"> <li>That Jesus taught believers certain values to live by and how these reflect in our own lives today; (love, forgiveness, justice and fairness and generosity).</li> <li>To explore what they believe the 'Kingdom of God' might look like to believers.</li> <li>To investigate that God had an idea of the 'Kingdom of God' to show us how we might live the way God wants us to through the stories of either the mustard seed (Mark 4;30-32) or the great feast (Luke 14; 15-24).</li> <li>To explore what message God gives through:             <ul style="list-style-type: none"> <li>the parable of Love (Love your enemies, Matthew 5:43–48);</li> <li>the parable of forgiveness (the two debtors, Luke 7:36–50</li> <li>the parable of justice (the sheep and the goats, Matthew 25:31– 46</li> <li>the parable of generosity (the rich young man, Mark 10:17–27).</li> </ul> </li> <li>To explore, through the use of the parables, how we might follow God's example in our lives as believers or non-believers in school, at home and in the wider community.</li> <li>Religious believers apply Jesus' teachings to their own moral dilemmas and that they question what Jesus would do.</li> <li>To appreciate how believers might find God's aims difficult and challenging in our lives today.</li> <li>Through their understanding of the Easter story, that there are links between the death of Jesus and Christians belief in love and forgiveness.</li> <li>That theologian's debate the challenges of following Jesus' teachings about love, forgiveness, justice and generosity.</li> </ul>
<b>Physical Education</b>	<p><b>Handball</b></p> <ul style="list-style-type: none"> <li>To develop a variety of passes and know when to use each to maintain possession.</li> <li>To select appropriate skills to create space, move towards goal and away from defenders.</li> <li>To use defending skills to prevent an opponent from scoring.</li> <li>To select and apply the appropriate skill to score goals.</li> <li>To use defensive skills to gain possession.</li> <li>To maintain possession under pressure.</li> <li>To work collaboratively.</li> </ul>

**History**

**Ancient Egypt depth study (terms 3 and 4)**

- How historians make judgements about the similarities and differences between societies at the same time, particularly the earliest civilisations.
- What is an ancient civilisation? How can we find out about them?
- To identify the characteristics of a civilisation - food supply, social structure, system of government, religion, a highly developed culture, technology and a written language.
- How historians decide what makes a place significant e.g. one of the earliest recorded civilisations, a ruler (caliph) lived here.
- To suggest reasons why historians believe Mesopotamia is so significant e.g. the belief that civilisations first appeared in Mesopotamia (what is now Iraq) around 3300 BC and that Mesopotamia is credited with many things that would change the world, specifically the concept of time and mathematics.
- That historians use sources to find out about the past, specifically how historians make claims about the earliest forms of communication.
- To understand that the main sources of information about Ancient Egypt are the many monuments, objects and artefacts that have been recovered from archaeological sites.
- To view and make suggestions regarding the reliability of artefacts from this period of time.
- Revise the location of Ancient Egypt and what this tells historians (Y4).
- Make suggestions as to why Ancient Egyptians settled where they did.

**The River Nile:**

- That Ancient Egypt began in North Africa along the River Nile from around 3000 BC and that many cities in Ancient Egypt were built next to the River Nile because it provided fertile soil and most of the water used to grow crops which led to great agricultural wealth. The children should recognise the tool shaduf and understand its purpose. They must be able to compare this with previously studied civilisations.
- To make suggestions about the significance of the Nile flooding every year e.g. that it related to many religious observances that the ancient Egyptians had based off what they observed from the environment, the Nile and agriculture.
- To understand the importance of that the Egyptians did not worship the Nile itself; they thanked specific gods/goddesses for any good fortune.
- That the Egyptians used irrigation to provide drinking water.

**Religion:**

- That Osiris was the god of life, death, the flooding of the Nile and the afterlife.
- That the Egyptians had a developed view of the afterlife with rituals for preparing the body and soul for a peaceful life after death.
- That embalming and mummification were done in order to preserve the person's identity in the afterlife.

**Society:**

- That the Pharaohs of Ancient Egypt were the heads of state and that the Egyptians followed the succession of a dynasty, which is when one family maintained power, handing down the throne to a male heir.
- That the pharaoh Hatshepsut was one of only a few female pharaohs and is considered one of Egypt's greatest pharaohs. Know that Hatshepsut brought great wealth and artistry to her land.
- That Ancient Egypt had a class system, with pharaohs and gods at the top and slaves, labourers and peasants at the bottom. Know that slaves were people that may have been war prisoners or criminals. Know that slavery became a major part of the ancient Egyptian community and they were forced to do whatever labour that was needed.

**Pyramids:**

- How historians decide what makes a place/monument significant e.g. a pharaoh is laid to rest there.
- To make suggestions about the significance of the Egyptian built pyramids e.g. their roles as burial places and monuments to the Pharaohs.
- Understand that we know about the pyramids and which were built for which Pharaohs thanks to primary sources such as Pyramid Texts and carvings on the side of tombs.
- To use source analysis such as evidence from archaeological digs to suggest what may be found inside the pyramid the Pharaoh would be buried with e.g. a variety of items and treasure that he/she may need to survive in the afterlife.

	<ul style="list-style-type: none"> <li>• That many pyramids were built next to the Nile River as it was easier to get the blocks to the pyramid; the stones could be bought nearer to the pyramid building site by boat.</li> <li>• To know that thousands of slaves and other employees were used to cut up the large blocks and then slowly move them up the pyramid on ramps.</li> </ul> <p><b>Hieroglyphics:</b></p> <ul style="list-style-type: none"> <li>• To recall that the first Egyptian writing was a system of pictures called hieroglyphics.</li> <li>• That the Rosetta Stone had the same message written in both hieroglyphics and Greek. Know that this was important because it helped to translate what the hieroglyphics said and could be used to help translate other hieroglyphics as well.</li> <li>• Make critical suggestions about why the Rosetta Stone was so significant in the introduction of written word.</li> </ul> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• How historians decide the significance of advancements and change when looking back at history e.g. lasting legacies of the Ancient Egyptians.</li> <li>• To make suggestions about which element of this civilisation is the most significant historically and why.</li> <li>• To compare and contrast the Ancient Egyptian civilisation with modern day Britain.</li> </ul>
<b>PSHE</b>	<p><b>Health and Wellbeing (Terms 3 and 4)</b></p> <p><b>Healthy Lifestyles:</b></p> <ul style="list-style-type: none"> <li>• That feelings can change over time and range in intensity and that there are a variety of everyday things that affect feelings.</li> <li>• To use a variety of vocabulary to use when talking about feelings and how to express feelings in different ways.</li> <li>• Strategies to respond to intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations.</li> <li>• How to manage setbacks/ perceived failures, including how to reframe unhelpful thinking.</li> <li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals.</li> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves.</li> <li>• That sudden weight loss or other unexplained changes to the body can be early signs of illness.</li> <li>• That they should talk to a trusted adult, such as a family member or a member of school staff, if they are concerned about their health.</li> <li>• That a habit is something that you do often and regularly, often without knowing you are doing it, and that habits can be hard to break and change.</li> <li>• That not all habits are negative and know some examples of good, healthy habits, such as exercising regularly.</li> </ul> <p><b>Ourselves Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>• How bodies and emotions change as they approach and move through puberty (SRE lessons 1, 2 and 3).</li> <li>• That they have autonomy and the right to protect their body from inappropriate and unwanted contact.</li> </ul> <p><b>Keeping Safe:</b></p> <ul style="list-style-type: none"> <li>• That increasing independence brings new opportunities and increased responsibility to keep themselves and others safe.</li> <li>• Basic emergency aid procedures, including CPR.</li> </ul>
<b>Art</b>	<p><b>British architecture then vs. now</b></p> <ul style="list-style-type: none"> <li>• That architecture is the art or practice of designing and constructing buildings. An architect is someone who does architecture.</li> <li>• That different architectural styles can be defined by the use of building materials, colour, shape and size.</li> <li>• That architecture has changed over time and there are places such as London where you can still see a mix of traditional and modern/contemporary architecture together.</li> <li>• To identify whether architecture is traditional, modern or contemporary by examining the materials used, shape of the building and function of the windows and doors.</li> <li>• To decide their own personal preference of aesthetic for architecture and explain why.</li> <li>• That to construct means to build or make something, typically a building.</li> </ul>

	<ul style="list-style-type: none"> <li>• That architectural design is a process of several stages: Pre-design, design, development, preparation and construction.</li> <li>• To create a pre-design of their architecture based on existing architecture.</li> <li>• To use inspiration from real architects to inform their own design.</li> <li>• That architects can re-evaluate their design during the construction process and can make changes to ensure the final product is successful.</li> <li>• To evaluate their final creation against the design they created.</li> </ul>
<p><b>Primary Languages – Spanish</b></p>	<p><b>La Fecha (The Date)</b></p> <p><b>Vocabulary:</b> To remember, recall and spell the seven days of the week.</p> <ul style="list-style-type: none"> <li>• Monday (lunes),</li> <li>• Tuesday (martes)</li> <li>• Wednesday (miércoles)</li> <li>• Thursday (jueves)</li> <li>• Friday (viernes)</li> <li>• Saturday (sábado)</li> <li>• Sunday (domingo)</li> </ul> <p>To remember, recall and spell the twelve months of the year.</p> <ul style="list-style-type: none"> <li>• January (enero)</li> <li>• February (febrero)</li> <li>• March (marzo)</li> <li>• April (abril)</li> <li>• May (mayo)</li> <li>• June (junio)</li> <li>• August (agosto)</li> <li>• September (septiembre)</li> <li>• October (octubre)</li> <li>• November (noviembre)</li> <li>• December (diciembre)</li> </ul> <ul style="list-style-type: none"> <li>• To remember, recall and spell numbers 1-31.</li> <li>• To use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date and when their birthday is.</li> <li>• How to ask the date (¿Qué fecha es hoy?) and reply using 'today it is...' (hoy es...)</li> <li>• How to ask when someone's birthday is using '¿Cuándo es tu cumpleaños?' and reply using 'Mi cumpleaños es el...'</li> <li>• That being able to communicate with people from around the globe is an important life skill.</li> <li>• Grammar:</li> <li>• That months of the year in Spanish don't use a capital letter unless used at the start of the sentence.</li> <li>• That ordinal numbers aren't used in Spanish.</li> <li>• That accents can be placed on some words like 'qué' to indicate a question word.</li> <li>• That different languages follow different grammatical rules that English and it's important to understand these.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• How to say the GO sound in 'domingo'</li> <li>• How to say the Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in cumpleaños.</li> <li>• That words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lio, vein-tiu-no and trein-ta.</li> <li>• That the 'H' is always silent in Spanish as in the word hoy (unless it is a word of foreign origin) which is pronounced 'oy'.</li> <li>• That words in different languages sound very different than our own and letters are pronounced in a range of different ways.</li> </ul>

<p><b>Music</b></p>	<p><b>Ukulele</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To sing with a sense of ensemble and performance</li> <li>• (Phrasing, accurate pitching and style)</li> <li>• That many songs are made up of verses and a chorus.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• To be able to discern a song's time signature by ear.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• To compose melodies made from pairs of phrases in C, G or F</li> <li>• That a ternary piece of music is made of three sections, often with the third section being a repeat of the first section. (ABA)</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• How triads are formed</li> <li>• That a triad is a three-note chord.</li> <li>• To perform simple chordal arrangements to form mixed ensembles.</li> </ul> <p><b>Reading notation</b></p> <ul style="list-style-type: none"> <li>• That time signatures are written at the beginning of the stave and mark whether a piece of music has 2, 3 or 4 beats in a bar</li> <li>• To understand the differences between 2/4, 3/4 and 4/4 time signatures</li> <li>• To read and perform pitch notation within an octave.</li> <li>• That musicians practise on their own and with each other, considering and exploring the interrelated dimensions of music, in order to achieve a successful performance.</li> </ul>
<p><b>Computing</b></p>	<p><b>Programming micro-bits</b></p> <ul style="list-style-type: none"> <li>• That blocks used by programs like scratch and makecode represent strings of written code.</li> <li>• That a micro:bit is a type of computer that can be programmed to demonstrate different outputs.</li> <li>• To give examples of micro:bit hardware inputs (microphone, buttons, compass, accelerometer, usb &amp; connectors, &amp; radio antenna) and outputs (speaker, lights, usb &amp; connectors).</li> <li>• To suggest uses for a micro:bit computer, based on its components.</li> <li>• To write a simple makecode program that incorporates a simple output (flashing LED image and LED scrolling name tag) and a physical button and accelerometer input (dice).</li> <li>• To use the following makecode functions: Basic, Input, Music, Logic, Variables &amp; Maths functions to create a scorecard for a simple poll.</li> <li>• To suggest why scoring programmes were developed and why they are more efficient than paper based versions</li> <li>• That communication happens in a variety of ways when online (such as gifs, emojis, memes)</li> <li>• That there are advantages and disadvantages to communicating online (privacy issues – emails and phone signals can be hacked by others online, it is only good if the internet connection is stable and reliable, lack of physical, face-to-face contact, online abuse is possible, misinterpretation)</li> <li>• That users consider the impact of communicating online before doing so</li> <li>• How to search for personal information about someone and to be able to determine the reliability of it.</li> <li>• That information online (digital footprint) can affect someone's opinion of you.</li> <li>• That users consider the impact of posting online before doing so.</li> </ul>

**Forest School****Science – Forces, Earth and Space, properties of materials, living things and their habitats**

- Pulleys, levers and gears are all mechanisms, also known as simple machines.
- Air resistance, water resistance and friction are contact forces that act between moving surfaces.
- The Sun is a star, which is at the centre of our Solar System which contains 8 planets.
- The first four planets are relatively small and rocky, while the four outer planets are gas giants or ice giants
- There are also asteroids, meteoroids and comets in the Solar System.
- Materials have different uses depending on their properties and state (liquid, solid, gas). Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets.
- Mixtures can be separated by filtering, sieving and evaporation. Some changes are reversible (mixtures) and others are irreversible (burning)
- When the particles of a solid mix with the particles of a liquid, this is called dissolving. The result is a solution. Materials that dissolve are soluble. Materials that do not dissolve are insoluble.
- As part of their life cycle, plants and animals reproduce.
- Most animals reproduce sexually.
- Animals, including humans, have offspring which grow into adults.
- Plants reproduce both sexually and asexually. Sexual reproduction occurs through pollination, usually involving wind or insects.

**Design and technology:****Willow bird feeder**

- To describe that dry willow stems come from a willow tree.
- To describe that willow is commonly used for basket weaving and making willow domes.
- To understand why dry willow stems need to be soaked in water before they can be used for weaving.
- To create their own bird feeders after watching a live demonstration and following step-by-step written instructions.
- To attach a piece of string to their bird feeder in order for it to hang.
- To prepare a 'fat ball' with lard containing food for birds and add it to the bird feeder.

**Tent peg**

- Explore different types of tent peg designs and materials (plastic, metal, wood)
- To describe a few benefits and risks with each peg design and material
- Understand how tent pegs need to be positioned in order to act effectively as an anchor
- Design their own wooden tent peg using hazel, lime or sycamore wood.
- Competently use a range of tools and equipment available to them to create a tent peg: loppers, craftsman knife, potato peeler, mallet.
- Be competent with the listed tools and equipment
- Explore and evaluate existing tent pegs and evaluate their own.