










Writing	<p>Portal Stories</p> <p>Composition: Openings and Endings:</p> <ul style="list-style-type: none"> In openings, get to the action & hook reader by: naming MC straight away; using short sentences; providing brief background/insight into character; getting straight to portal; making portal unusual through description and how MC feels/acts (possibly speech or RQs as thoughts). In endings, bring the story to completion by: showing what has changed/been learned/happened as a consequence of the MC's journey; showing what stops the MC going back (or hint at how they might) e.g. magic, lesson learned, danger etc. Level of innovation: maintain idea of an unusual wooden door as the possible portal and an unusual fantasy-like hall on the other side. Innovate on what the MC will find and take on the other side, linking to what makes the door unusual (e.g. instead of dragon mouth etc.); build more specifically on the idea of what MC might learn or change about themselves as a result. 						
Reading	<p>Familiarity with books, stories & rhymes:</p> <p>Stig of the Dump Poem: The Magic Box</p> <p>Comprehension focus(es) to investigate:</p> <ul style="list-style-type: none"> Structure/plot (weeks 1-2) 'effective readers try to work out what's going on; they try to discern the plot': compile key clues/points of interest when reading initial chapters to create plot maps: what makes the reader ask questions, and how does this build our understanding of what's happening in this book so far? How do we, as readers, see the rest of the story panning out based on initial clues, plus book to book knowledge. Perspectives/viewpoints (weeks 3-4) 'effective readers think about different points of view; they try to empathise' consider different viewpoints of Barney, Stig, Snargets, Grandma, Lou etc. What role does communication (or lack of) play in the text to affect different perspectives or viewpoints? Main themes/ideas/messages (weeks 5-6) 'effective readers dig deeper to try to work out what messages the author might be trying to share': What is Stig of the Dump really about? What does Clive King intend for the reader to relate to, question, or think about? Draw out key ideas including old vs new, friendship, peer pressure, landfill rubbish etc. Consider old vs new in greater detail, drawing in relationship of the book (written in 60s) to modern era. 						
SPAG	<p>Use the diagonal and horizontal strokes that are needed to join letters: know which letters are best left unjoined, particularly when adjacent to certain other letters.</p> <table border="1" data-bbox="292 1395 946 1552"> <tr> <td data-bbox="292 1395 451 1451">+ </td><td data-bbox="451 1395 946 1451">-es/-ed/-ing/-y to words of one syllable ending in single consonant e.g. <i>patting</i> vs '<i>pating</i>'</td></tr> <tr> <td data-bbox="292 1451 451 1507">+ </td><td data-bbox="451 1451 946 1507">Suffixes beginning with vowel letters to polysyllabic e.g. <i>forgetting, forgotten, beginning</i></td></tr> <tr> <td data-bbox="292 1507 451 1552"></td><td data-bbox="451 1507 946 1552">address, appear, disappear, arrive, different, opposite, possible, possess, suppose, difficult</td></tr> </table>	+ 	-es/-ed/-ing/-y to words of one syllable ending in single consonant e.g. <i>patting</i> vs ' <i>pating</i> '	+ 	Suffixes beginning with vowel letters to polysyllabic e.g. <i>forgetting, forgotten, beginning</i>		address, appear, disappear, arrive, different, opposite, possible, possess, suppose, difficult
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Mathematics	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> Multiply 2-digit numbers by 1-digit (with exchange) using a partitioning method Multiply 2-digit numbers by 1-digit (no exchange) using short multiplication Multiply 2-digit numbers by 1-digit (with exchange) using short multiplication Divide 2-digit numbers by 1-digit, including with remainders using partitioning Solve scaling and correspondence problems <p>Arithmetic</p> <ul style="list-style-type: none"> To know how to count from 0 in multiples of 4, 8, 50 and 100 To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables To know how to write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers <p>Problem Solving:</p> <ul style="list-style-type: none"> Conjecturing 						

	<ul style="list-style-type: none"> Working systematically
Science	<p>Forces and Magnets</p> <ul style="list-style-type: none"> That metals containing iron, steel and nickel will be attracted to magnets. To sort into groups objects that are attracted to magnets and those that are not. To carry out a simple investigation and record results. Know that magnets come in different forms, have different strengths of magnetic fields. To collate data and present it in a bar graph. To discuss the factors that might influence magnet strength, such as the size, shape, and material of the magnet. To know that scientific discoveries have a major impact on our lives today.
Religious Education	<p>What do different people believe about God (Christians and Muslims)</p> <ul style="list-style-type: none"> To describe some of the ways in which Christians and Muslims describe God. (with a particular focus on how Christians think of God as Trinity – Father, Son and Holy Spirit; the 99 Names of Allah). To study art and calligraphy that is used to represent ideas about God and find out the messages behind it. To retell and suggested the meanings of stories from sacred texts about people who encountered God. (e.g. encounters which help believers to understand God's relationship with people (Moses and the Burning Bush - Exodus 3:1–15 and Paul's conversion- Acts 9:1–19); stories Jesus told which teach about God (the parable of the Lost Son or the Forgiving Father- Luke 15:11–32); and stories which help Muslims understand the nature of God (the story of the Night of Power – the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and ascension) To explore the influence believing in God has on the lives of believers – how does it affect their personal worldviews? To explore the fact that many people do not believe in God. To find out some reasons why and consider what difference it can make to someone's personal worldview. To reflect on pupils' own ideas about God in light of their learning.
Physical Education	<p>Indoor P.E. - Gymnastics:</p> <ul style="list-style-type: none"> To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence using the skills I have learnt and including a hoop. <p>Outdoor P.E. – Netball:</p> <ul style="list-style-type: none"> To develop throwing, catching and running with the ball. To develop an understanding of tagging rules. To begin to use the 'forward pass' and 'off side' rule. To dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game situation. To apply the rules and skills you have learnt and play in a netball tournament. To play with honesty and fair play. To develop strategies and social skills to self-manage games.
Music	<p><u>Latin dance</u></p> <ul style="list-style-type: none"> To sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. To listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. To compose a 4-beat rhythm pattern to play during the instrumental sections.

	<ul style="list-style-type: none"> To work in small groups to sing a call-and-response song with an invented drone accompaniment. To play a one-note part contributing to the chords accompanying the verses.
History	<p>Romans in Britain</p> <ul style="list-style-type: none"> That historians make judgements about the extent, nature or pace of change across time. To know that a civilisation is a group of people with their own languages and way of life; this means it has laws, culture, a regular way of getting food and ways to protect its people. To define the concept of a 'civilisation' and compare this to modern day living. To know that the Romans were an ancient civilisation of successful invaders, using their large, highly organised and well-trained army to explore and rule places across the world. How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period. About the lives of the Romans and the Iron Age people e.g. understanding that whilst the Romans were living in large towns/cities, with roads and stone houses, the people in the British Isles were still living in what is known as the Iron Age. To suggest reasons that some of Britain's tribal kings decided not to resist the invasion and accepted Roman rule but Boudicca, the queen of a tribe, led a strong rebellion against the Romans which was unsuccessful. That the Romans built towns and roads all across Britain connecting the major towns and cities, making trade and the movement of its army easier. To understand the significance of the Roman built canals and aqueducts which were used to bring water into towns and cities and supply their public baths, which were used as meeting houses. That the Romans left Britain in AD 410 due to the fall of their Empire. To suggest which Roman invention was the most important to life in Britain. To discuss whether or not the Roman Empire was successful or not, using source analysis to support their answers.
RSHE	<p>Health and Wellbeing (Term 3 and 4)</p> <ul style="list-style-type: none"> To recognise opportunities to make their own choices about food. That a balanced diet means eating a wide variety of foods in the right proportions, and consuming the right amount of food and drink to achieve and maintain a healthy body weight. That a healthy, balanced diet should include: at least 5 portions of fruit and vegetables every day; meals based on higher fibre starchy carbohydrates; dairy or dairy alternative; protein; drinking plenty of fluids and having foods and drinks high in fat, salt and sugar less often than other foods and in small amounts. The benefits to health and wellbeing of eating nutritionally rich foods. The risks associated with not eating a healthy diet, including obesity and tooth decay. That their choices and decisions will have good or not so good consequences and that they must consider these before making a real informed choice. School rules about health and safety and where and how to get help. Basic emergency aid procedures, including for bleeding; burns; severe allergic reactions; head injuries; asthma attacks and choking. What a social media platform is and how to keep safe on a social media platform (using SMART rules). The differences between male and female bodies (SRE lesson 1) To differentiate between the terms 'risk', 'danger' and 'hazard', knowing that a risk is a situation involving exposure to danger, a hazard is a potential source of danger, and danger is the possibility of suffering harm or injury.

	<ul style="list-style-type: none"> • That when they are faced with a new situation that makes them feel uncomfortable they need to ask themselves: what are the risks involved; what might the outcome be; am I, or is anyone else, in danger? • To recognise when and how to ask for help and use basic techniques for resisting pressure.
Art	<p>Abstract human sculptures</p> <ul style="list-style-type: none"> • That El Anatsui is a Nigerian sculptor who, in his sculptures, uses scrapped items usually from from West Africa, such as old milk tins, bottle caps and iron nails. • That he creates art out of what we consider rubbish, and this highlights that there are some places in the world where people have to re-use materials out of necessity, rather than as a choice. • That artwork can be made to say a message: art made of recycled items sends a message about how we should recycle more/waste less. • To use carving tools including sculpting tools, butter knives, teaspoons and potato peelers. • That carving is when you cut a material in order to produce an object, design, or inscription. It is different to relief as it changes the whole sculpture's shape. • To sculpt by carving off small pieces at a time and using fingers or tools to smooth edges and cracks. • That a likeness is not always necessary when making art of people, and the purpose of the art will decide if an artist wants to create a likeness or not. • That objects can be used with a sculpture to send a message, such as using rubbish to decorate a sculpted head to send a message about recycling. • To add objects to art and explain their message. • To understand that not everyone will interpret a message in art in the same way.
<p>Primary Languages – Spanish (across terms 3 and 4)</p>	<p>La Fecha (The Date)</p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • To remember, recall and spell the seven days of the week. • To remember, recall and spell the twelve months of the year. • To remember, recall and spell numbers 1-31. • 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. • How to ask the date (<i>¿Qué fecha es hoy?</i>) and reply using 'today it is...' (<i>hoy es...</i>) • How to ask when someone's birthday is using '<i>¿Cuándo es tu cumpleaños?</i>' and reply using '<i>Mi cumpleaños es el...</i>' • That being able to communicate with people from around the globe is an important life skill. • <u>Grammar:</u> • That months of the year in Spanish don't use a capital letter unless used at the start of the sentence. • That ordinal numbers aren't used in Spanish.