
















<p>Writing</p>	<p>Fiction: Quest Stories Revisit non-fiction unit: Persuasion Model Text: The Young Firework Maker Poetry: On the Ning Nang Nong</p> <p>Transcription</p> <ul style="list-style-type: none"> • Inverted commas to punctuate direct speech • Continue to use the diagonal and horizontal strokes that are needed to join letters: know which letters are best left un-joined, particularly when adjacent to certain other letters • To understand the difference between clauses, subordinate clause and conjunctions and use these to build increasing complex sentences. <p>Composition</p> <ul style="list-style-type: none"> • Integration of some simple dialogue (e.g. speech followed by speech tag) to convey character or advance the action. • Paragraphing to group parts of a story and indicate a new speaker. • Further exploration: what is the dialogue 'showing'? 										
<p>Reading</p>	<p>Class Text: Firework Maker's Daughter; A River (picture book)</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Viewpoints/perspectives: identify core characters identified in the first portion of the book. Explore the significance of Lalchand's reluctance to let Lila become a firework maker. Review perspectives of each character & then the author: what point might Pullman have been making here? (links to themes/messages: stereotyping). • Role of setting: link to quest writing – review & select on changes to setting throughout the narrative & how integral this is to building total understanding of the text as a whole. Practise making connections and comparisons of settings throughout the book but also by links to other books (book to book knowledge) and the wider world (book to world knowledge). • Main themes/ideas: Building on work around viewpoints, further consider 'messages' beyond the obvious and literal. Practise thinking deeply about what the author was trying to challenge/communicate/suggest & evidence to support. Likely themes to explore: stereotypes, bravery, friendship, loyalty, good vs evil, talent & hard work, goals & ambition 										
<p>SPAG</p>	<table border="1" data-bbox="295 1344 957 1624"> <tr> <td></td> <td>Words ending in -tion</td> </tr> <tr> <td>+</td> <td>-ation to form nouns</td> </tr> <tr> <td>+</td> <td>-tion, -sion (e.g. discussion), -ssion, -cian</td> </tr> <tr> <td></td> <td>-sion e.g. division</td> </tr> <tr> <td>Un +</td> <td>mention, question, position, surprise</td> </tr> </table>		Words ending in -tion	+ 	-ation to form nouns	+ 	-tion, -sion (e.g. discussion), -ssion, -cian		-sion e.g. division	Un + 	mention, question, position, surprise
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<p>Mathematics</p>	<p>Number: Fractions</p> <ul style="list-style-type: none"> • Recognise and show, using diagrams, equivalent fractions with small denominators. • Compare and order unit fractions, and fractions with the same denominators. • Add and subtract fractions with the same denominator within one whole. • Solve problems that involve all of the above. <p>Measurement: Money</p> <ul style="list-style-type: none"> • Add and subtract amounts of money to give change, using both £ and p in practical contexts <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. • Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. 										

	<ul style="list-style-type: none"> • Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. • Compare durations of events [for example to calculate the time taken by particular events or tasks]. <p>Arithmetic:</p> <ul style="list-style-type: none"> • To know how to add and subtract fractions with the same denominator within one whole [e.g. $5/7 + 1/7 = 6/7$] • 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. • To know the place value of each digit in a three-digit number (hundreds, tens, ones) and identify a missing part in standard partitioning (e.g. $100 + _ + 2 = 142$) • To know how to count from 0 in multiples of 4, 8, 50 and 100
Science	<p>Plants</p> <ul style="list-style-type: none"> • To know that seeds can be dispersed in a variety of ways. • That seeds are dispersed so that plants do not compete and become overcrowded. • To know the main functions of different parts of a flowering plant, including roots, stems, leaves, flowers. • That roots keep plants steady in the soil and root hairs absorb water and nutrients. • To know that plants need water to make their own food. • To know the function of a plant stem, leaves and roots in absorbing and transporting water. • That plants are alive, and they need air, light, water, nutrients from the soil and room to grow to stay alive and grow. • To know that plants need different amounts of these things to stay healthy. • To know that the cycle from seed to plant to flower to seed is called a lifecycle. • To know that pollination is when pollen is moved from plant to plant. • To know the part that flowers play in pollination.
Religious Education	<p><u>Why is the Bible important for Christians today?</u></p> <ul style="list-style-type: none"> • That the Bible is a guide that Christians live by and is known as the holy text. It helps Christians to decide how to live. • That for Christians, the Bible is the basis of Christian teachings, part of the 'organised worldview' of Christians. Not all Christians read the Bible, but in Christian teaching, the Bible tells them about what God is like. • The Bible contains the teachings of God and Jesus Christ and has been a source of guidance and wisdom in many lives. • That religious texts such as the bible have stories in them and this is how religious academics form an understanding of religions and the meaning behind a story. • That the Bible is divided into the- Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories, laws, poems, prayers, biographies (such as the Gospels or letters). • That the Old Testament includes Jewish scriptures too. • That the bible tells a 'big story' of God's dealings with human beings. In The Fall the story tells us about Adam and Eve disobeying God and giving into temptation. The Lost Coin teaches Christians that even if you sin, God wants them to turn back to him and he will forgive them. • How Christians use the Bible today -for everyday prayer and Bible reading, in Bible study groups; read aloud in church.

<p>Physical Education</p>	<p>Athletics</p> <ul style="list-style-type: none"> • To develop the sprinting technique and improve on your personal best. • To develop changeover in relay events. • To develop jumping technique in a range of approaches and take off positions. • To develop throwing for distance and accuracy. • To develop throwing for distance in a pull throw. • To develop officiating and performing skills. <p>Football</p> <ul style="list-style-type: none"> • To develop controlling the ball and dribbling under pressure. • To develop passing to a teammate. • To be able to control the ball with different parts of the body. • To develop changing direction with the ball using an inside and outside hook. • To jockey / track an opponent. • To be able to apply the rules and tactics you have learnt to play in a football tournament. • Learn to work cooperatively within a team, showing respect for their teammates, opposition and referee.
<p>Music</p>	<p>Fly with the Stars: Singing</p> <ul style="list-style-type: none"> • To sing unison songs small pitch range tunefully and with expression. • To identify the verses and chorus by ear. • To perform as a choir. <p>Composing</p> <ul style="list-style-type: none"> • To combine known rhythmic notation with letter names to create pitched phrases. • To use body percussion to accompany a song. <p>Performing</p> <ul style="list-style-type: none"> • To develop facility in playing a tuned percussion or instrument such as a recorder, glockenspiel or iPad (Garageband) <p>Reading notation</p> <ul style="list-style-type: none"> • Understand the differences between crotchets and paired quavers • Apply word chants to rhythms, understanding how one syllable links to one musical note.
<p>History</p>	<p>Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> • That the Angles, Saxons, Jutes, Frisians and Scots invaded different parts of Britain. • How historians use sources to make judgements about why an event occurred. • That the homelands of the Anglo-Saxons were mostly flat and flooded easily, making farming the land difficult but land in Britain was fertile and good for growing crops, making them want to settle there. • That Christian monks converted many Anglo Saxons to Christianity following the call of Queen Ethelburga and her husband, King Ethelbert to the Pope. • That Canterbury was an important city during the Anglo-Saxon times, and that Canterbury Cathedral was founded by Saint Augustine. • That the Anglo-Saxon and Vikings fought for control of Britain from 793 AD. This marked the beginning of the period known as The Middle Ages. • That the Vikings travelled from Northern Europe to raid coastal towns for precious items including jewellery, bibles and religious artefacts to sell. • That the Anglo-Saxons opposed the Vikings due to disputes over land for farming, wealth, better trading routes and religious views.

	<ul style="list-style-type: none"> • How historians may have different interpretations of historical events based on different sources, both from the time and after, specifically in relation to the reliability of the Anglo-Saxon Chronicle as it was: <ul style="list-style-type: none"> ◦ Written by Monks due to their level of education ◦ From the perspective of the Anglo-Saxons (bias) ◦ Potentially exaggerated by the Monks • That Alfred the Great was an early English monarch who fought with the Vikings before agreeing peace in 890AD, although unrest followed after his death. • That the Middle Ages ended in 1066 following the Battle of Hastings, where the Normans invaded Britain.
<p>RSHE (across Term 5 and 6)</p>	<p>Living in the Wider World</p> <p>Communities</p> <ul style="list-style-type: none"> • That rules and laws are made and enforced to protect themselves and others and that there are consequences to not adhering to rules and laws. • That everyone has human rights and that universal human rights are there to protect everyone and understand the importance of national law, family and community practices. • That there are a range of national, regional, religious and ethnic identities in the UK and that these people living in other places have different lives, values and customs. • That everyone has their own opinions and beliefs. These are referred to as values and customs and that we must respect personal choice. • That everyone experiences change and loss (including death) and to identify how this makes them feel, understand people will have different feelings about this, and recognise what helps people feel better. • To evaluate their own strategies for managing challenges and change, including transitions between classes and key stages and that in life there will often be big changes. <p>Economic Well-being: Money & Aspirations, Work and Career</p> <ul style="list-style-type: none"> • The different ways to pay for things and the choices people have about this. • That people have different attitudes towards saving and spending money; what influences people’s decisions; and what makes something ‘good value for money’. • That people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). • That people make spending decisions based on priorities, needs and wants
<p>Art</p>	<p>Abstraction of Landscapes</p> <ul style="list-style-type: none"> • That David Hockney is an English painter known for his landscape paintings; most famously his use of colour and pattern. His art came after cubism, and so he used some of the ideas when painting abstract art of real landscapes. • That landscape art is artwork of places, often outdoors or in nature. • That David Hockney’s art was inspired by traditional art from the Renaissance period. • That the three paradigms (main parts) of art are Traditional, Modern and Contemporary. • That traditional art uses specific methods that have been developed through history and is often observational, with some abstract elements. • That modern art values originality and self-expression, and is usually more abstract than traditional art. • That a colour palette is a combination of colours selected by an artist for their art. These can be complementary, monochromatic, or a mix. • That acrylic pens are good for layering bold, bright colours. • That ink can be used like paint to create bold colours, such as backgrounds. • That texture can also be used to create a more interesting piece of art.

	<ul style="list-style-type: none"> To analyse paintings and evaluate what they like about the use colour, shape and pattern, choosing elements to use in their own artwork. To continuously critique their own work to improve it throughout a process. To give feedback to their peers on what they like about their art.
<p>Primary Languages – Spanish (across Terms 5 and 6)</p>	<p>Tradiciones y celebraciones</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> To interact with authentic spoken and written Spanish relevant to different Hispanic traditions and celebrations: <ul style="list-style-type: none"> Where (<i>¿Dónde?</i>) When? (<i>¿Cuándo?</i>) Why? (<i>¿Por qué?</i>) How long does it last? (<i>¿Cuánto dura?</i>) How many? (<i>¿Cuántos?</i>) It is (<i>Es</i>) It is celebrated (<i>Se celebra</i>) It lasts (<i>Dura</i>) I like it (<i>Me gusta</i>) I do not like it (<i>No me gusta</i>) Because (<i>porque</i>) The festival (<i>la fiesta</i>) To ask and respond to a variety of questions to develop personal opinions. <p>Grammar:</p> <ul style="list-style-type: none"> That accents are used to identify if a word is a question word or not. For example: '¿Por qué?' means 'why?' but 'porque' means 'because'. The use of the accent changes the meaning. Recognising that the 3rd personal singular of the verb 'ser' (to be) is 'es' (it is) Begin to add adjectives following the rules of adjectival agreement. That other languages follow different rules than our own and it is important to understand these in order to effectively communicate. <p>Cultural awareness:</p> <ul style="list-style-type: none"> About five different festivals/traditions/celebrations in the Spanish-speaking world: <ul style="list-style-type: none"> <i>La Tomatina</i> is a festival that consists of a tomato fight. It takes place every August in Buñol, near Valencia. <i>Fallas de Valencia</i> explores a Valencian celebration that takes place in March each year. <i>Sanfermines</i> explores a slightly more controversial Spanish festival that takes place every July in Pamplona. <i>Día de los Muertos</i> is a celebration of a loved one's life. It originated in Mexico and is celebrated on 1st and 2nd November each year. <i>Semana Santa</i> explores how Holy Week is celebrated in Spain. It takes place every year around March/April. That different countries around the world have different beliefs/traditions/festivals to those we might have in the UK.