

Reading	Class Text: Aquila – Andrew Norriss Key comprehension focuses for this term: • Role of characters • Perspectives: writer/narrator/character/reader Word Reading: • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the graphemes met so far. Comprehension: • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. • Discuss the sequence of events in books and how items of information are related. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases. • Draw on what they already know or on background information and vocabulary provided by the teacher.
Writing Genre:	Fiction: Portal stories Non-fiction revisit: Persuasion texts ('A book for the ages') Model Text: The Scarab Handwriting: • Increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Transcription: • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Use the first two or three letters of a word to check its spelling in a dictionary. Composition: • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas. • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Organise paragraphs around a theme. • In narratives, creating settings, characters and plot. • Proofread for spelling and punctuation errors.
SPAG	Spelling: • Contractions didn't, can't it's, he's, I'd etc. • Finding root words & word families • Common homophones: • there/their/they're; to/too; off/of, hour/our, are/our; your/you're; herd/heard; led/lead • -y- spelt elsewhere than the end of words e.g. pyramid • Common exception words: because, every, everybody, beautiful, eye, who • any, many, busy, again • breath, breathe, though/although/ thought/through, enough, eight/eighth, woman/women
Mathematics	Number: Place Value • Count in multiples of 6, 7, 9, 25 and 1000. • Recognising the place value of digits in numbers up to 10,000. • Find 1000 more or less than a given number. • Count backwards through zero to include negative numbers. • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). • Order and compare numbers beyond 1000. • Identify, represent and estimate numbers using different representations • Round any number to the nearest 10, 100 or 1000. • Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

	- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. Addition and Subtraction: - Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. - Estimate and use inverse operations to check answers to a calculation. - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Multiplication: - Recall multiplication and division facts for multiplication tables up to 12×12. Arithmetic: - To know how to find 10, 100 and 1,000 more or less than a given number. - To know the place value of 4 digit numbers and identify a missing part in standard partitioning (e.g. $1000 + _ + 20 + 4 = 1324$). - To recall multiplication and division facts for the 2, 3, 4, 5, 6 and 10 times tables. - Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
Science	States of Matter - To know that everything that exists is called matter; mass is the amount of matter in an object. - To know that all matter on earth exists in one of three states: solid, liquid or gas. The way the particles behave in each object determines which state they are in. - To define what a solid, liquid and gas is using a clear explanation and diagrams. - To know that water can come in solid, liquid or gas form. - To know that temperature has an effect on substances; heating substances causes them to melt and this is called the melting point. - To know that most liquids can be frozen to become solids and some will freeze more quickly than others. - To know what the water cycle is and its four stages. - To understand the part played by evaporation and condensation in the water cycle. - To know that warmer temperatures speed up the evaporation process and lower humidity helps things dry faster. - That scientists use the water cycle to understand how we can use water around the world sustainably.
Religious Education	What it means to be a Hindu in Britain today (Terms 1 & 2) - That we use the term Hinduism but Hindus often call it Sanatana Dharma (Eternal Way). - What Hindus have in their home to show their faith – murtis (statues of gods), family shrine, pictures of deities, puja tray - That Hindus carry out rituals at home that show their faith - daily puja which means offering prayers, light, incense, flowers and food to the gods; aarti (thanksgiving to the deities using light) and bhajans (devotional songs). - That Hindus believe in the ideas of karma (that the benefits and detrimental effects of past deeds impact on life) – with the idea of action and reaction and how this can affect decisions about good and bad. - That being a Hindu can be shown in what they do in the wider community- performing rituals, singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God. - What some of the Hindu aims of life (punusharthas) - dharma (moral duty); artha (providing for the family) ; kama (enjoying life) and moksha (birth and rebirth), are through the story of Rama and Sita. - To suggest to reason why it is good and difficult being a Hindu in Britain today – coming together to perform rituals; sense of community, the commitment. - About the life of important Hindu people – Mahatma Gandhi and how this impacts on the world. - About the similarities and differences with the family values and home rituals of pupils in the class.
Physical Education	Yoga (Fridays, main hall) - To describe how yoga makes me feel and can talk about the benefits of yoga. - To link poses together to create a yoga flow. - To provide feedback using key terminology and understand what I need to do to improve.

	- To transition from pose to pose in time with my breath. - To work collaboratively and effectively with others. - To demonstrate yoga poses which show clear shapes. To show increasing control and balance when moving from one pose to another. BASKETBALL (Tuesdays, outdoors) - To develop the attacking skill of dribbling. - To use protective dribbling against an opponent. - To develop the bounce and chest pass and begin to recognise when to use them. - To develop tracking and defending an opponent. - To develop the technique for the set shot. - To be able to apply the skills, rules and tactics you have learnt to a mini tournament. - To understand how exercise affects the body.
History	An overview of Ancient Civilisations - To know how historians make judgements about the similarities and differences between societies at the same time, particularly the earliest civilisations. - To understand that a civilisation is a society with its own social organisation (written records, system of government) and culture (beliefs and customs). - That each civilisation had a social structure and hierarchy which ensured they were an organised community. To specifically know that those in power came from a long dynasty or monarchy (Pharaohs, Emperors, Kings and Queens). - To understand that slavery was a common way to support the development of these civilisations. - That historians rely on chronological knowledge to help construct narratives across different periods of time - That the rough dates that each early civilisation were established are: Ancient Sumer (Southern Mesopotamia) 5300 BC -1940 BC; Indus Valley in 3300BC - 1300BC; Ancient Egypt 2950 BC - 30BC; Shang Dynasty of Ancient China 1600BC - 1046 BC. - To understand that each of these civilisations were situated in a similar position on the globe, located next to a river. To know that this is because rivers were essential for drinking water, fertile land and transport routes for trade and travel. - The important role that religion played in each of these civilisations: Ancient Sumer, Indus Valley, Ancient Egypt and Shang Dynasty civilisations were all polytheistic as they all believed in a range of different gods and had artwork, vases and religious buildings to demonstrate this. - To generate an overview of one of the key inventions from each civilisation: Ancient Sumerian chariot for wheel; grid street pattern in Indus Valley for wells, baths, drains and sewage; paper, jade and silk from Shang Dynasty; irrigation systems, pyramids and mummies of Egypt.
RSHE	Relationships (Terms 1 & 2) <u>Families</u> - That shared characteristics of healthy family relationships include commitment, care, spending time together, and being there for each other in times of difficulty. - That there are different types of relationships, including friendships, family relationships, romantic relationships and online relationships. Some relationships are short term but others can last a life time. - That they can talk to a trusted adult at school or outside of school if anything in their family is making them feel unhappy or unsafe. <u>Friendships</u> - About healthy and unhealthy friendships and how to balance our own needs with the needs of others. (RSE lesson 3) - That respect is important in all relationships and that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society.

	• That the characteristics of a healthy relationship include mutual respect, trust, honesty, loyalty, kindness, generosity, sharing interests and experiences, and supporting problems and difficulties. • That healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences. • That healthy friendships make people feel included, safe and happy. • How to recognise when they or others are feeling lonely or excluded and strategies to include others. • The importance of seeking support if feeling lonely or excluded. • To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this and their own feelings and ask for support from a trusted adult if necessary. <u>Respecting Self and Others</u> • To work collaboratively towards shared goals and give rich and constructive feedback and support to benefit others as well as themselves. • That disputes and conflict can be solved through negotiation and appropriate compromise and that verbal or physical aggression should never be used during disputes and conflict. • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability. • To explore what makes people unique and how to show respect for those who are different from us. (RSE lesson 4) • That discrimination is when a person is treated differently (in a negative way) because of some aspect of their identity, such as their gender, race, or religion and that discrimination is against the law. • To know what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying. • Strategies for recognising and challenging stereotypes. • To recognise the impact of bullying, both offline and online, and the consequences of hurtful behaviour, and 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. This can be face to face or online. <u>Safe Relationships: Consent, Boundaries and Trust</u> • Different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts, and who to talk to if feeling uneasy about, or unsafe around, any adults. • 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.
Music	This Little Light of Mine • To learn about the interrelated dimensions: Pulse, Rhythm, Pitch, Timbre, Structure, Notation, Tempo, Texture, Dynamics Singing • To sing in a gospel style with expression and confidence. • To pitch voice accurately and follow directions for dynamic variation. • To begin to sing repertoire with small and large leaps. • To sing a simple second part. Listening • That Gospel music is rooted in the African American Spiritual and that it spreads messages of hope and faith. • That a blue note is a flattened note that you do not expect to hear. • That staccato means detached.

	Composing - That the pentatonic scale consists of five notes per octave. Performing - To play rhythm patterns along with a melody. - To perform as a choir to an audience. - That musicians make use of all the relevant interrelated dimensions of music to create a desired effect for their performances.
Art	Human proportion drawing (Artist: Jonathan Yeo) Proportion: - That a portrait is a piece of art of someone who is not the artist. - That proportion describes the size of the parts in a piece of art. - That proportion lines are used by artists to help get accurate proportions when drawing from observation (including photo references). - That art has a likeness when it looks accurately like its reference. - That these proportion lines often include a vertical central line down the centre of the face and a horizontal eye line across the eyes. - That aesthetic refers to the design choices in the work of a particular artist, artistic movement or era (traditional, modern and contemporary). - To begin to develop an understanding of their own preferred aesthetic for what they want to see in art, and use in their own. - That proportion lines can help achieve symmetry in a piece of art, that may be difficult to achieve without them due to our minds distorting what we see. - That the space between the eyes is generally one eye width, but eyes can be more narrow/wide-set. Both eyes also usually line up vertically with one another. - That tonal shading means the use of light and dark shading in a piece of art. The lightest area is the highlight, the darkest is the core shadow and the tones that lie between light and shadow are mid-tones. - That to blend shading means to create a smooth gradient without any visible individual strokes or sudden changes in lightness/darkness. - That softer materials help blend better than harder materials. - To use aesthetic to decide which they personally prefer. - To evaluate the use of proportion lines in their own work, linking to the intention of achieving an accurate likeness. - To take pride in a portrait even if it does not have an exact likeness.
Primary Languages – Spanish	La Clase (The Classroom) (Terms 1 & 2) Vocabulary: - To say and write what items you have in your bag (e.g. en mi estuche, tengo una goma) A pencil sharpener (un sacapuntas), an exercise book (un cuaderno), a pencil (un lápiz), a pen (un bolígrafo), a pencil case (un estuche), a reading book (un libro), a rubber (una goma), a ruler (una regla), a calculator (una calculadora), a pair of scissors (unas tijeras), a glue stick (una barra de pegamento), a school bag (una cartera). I have (tengo), I have not got (no tengo). - To ask what one another have in their school bags: What do you have in your bag? (¿Qué tienes en tu estuche?) - To follow simple classroom commands in Spanish: Listen (¡Escuchad!), Repeat (¡Repetid!), Read (¡Leed!), Silence (¡Silencio!), Close your books (¡Cerrad los libros!), Open your books (¡Abrid los libros!), Think (¡Pensad!), Ask (¡Preguntad!), Raise your hand (¡Levantad la mano!) - To recognise and repeat from memory simple classroom objects. - That being able to communicate in other languages helps us pass on important information. Grammar:

	• That 'yo' means 'I' but is often omitted in Spanish. • Which words use 'un' and which use 'una' depending on whether they are feminine or masculine. • That an upside-down question mark and exclamation mark is used at the start of questions and exclamations. • How to replace an indefinite article/determiner with the appropriate possessive adjective in Spanish. • To accurately use the correct gender when saying classroom objects. • That accents can only be written over vowels in Spanish and indicate the vowel is stressed. • That accents can only be written over vowels in Spanish and indicate the vowel is stressed and also indicate a question as seen in "¿qué tienes en tu estuche?" • That every language follows grammatical rules, and that these vary in each language. Phonics: • How to say CA (calculadora & cartera), CE (cerrad), CI (silencio), CU (escuchad) • That words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ti-je-ras. • That other languages sound different because they follow different rules. Cultural links: • Look at Spanish schools (and schools around the globe) and think about the differences/similarities (i.e. no school uniform, rules, lessons, etc.)
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