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| <p>Writing</p> | <p>Fiction: Meeting Stories Model text: The Bully Non-fiction revisit: Newspaper Recount</p> <p>Composition:</p> <ul style="list-style-type: none"> Using dialogue to hook the reader straight into one of the characters, without giving too much away. Dialogue to show how a character is feeling or acting, or advance action. To generate ideas for other types of conflict or disagreement. Cohesion through a first person narrative: consider specifically the important of avoiding overuse of 'I' and 'me' through careful sentence structuring and other nouns or pronouns where appropriate. |
| <p>Reading</p> | <p>Class Text: Kensuke's Kingdom by Michael Morpurgo Cicada by Shaun Tan</p> <p>Key comprehension focuses for this term:</p> <ul style="list-style-type: none"> Role of setting Role of structure/plot Role of character <p>Comprehension</p> <ul style="list-style-type: none"> Significant role that multiple early settings play in piecing together an understanding of the early chapters. Considering links to other similar 'desert island' stories. Consider potential onward trajectories for the narrative plot. Consider the important role of drawing on other texts when building understanding Forming predictive ideas. Reflect on and review the changing relationship between the two main characters in the story. Consider the choices made by the author in terms of this interaction and how our understanding of them develops. |
| <p>SPAG</p> | <p>Spelling: Words with the -ure ending, e.g. -sure, -ture -ous to root words, including with alternative endings Common exception and tricky words- pressure, special, straight, various, bicycle, caught, centre, century, minute</p> <p>Grammar Use apostrophes to indicate possession to singular and plural nouns. Use of commas after fronted adverbials Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> |
| <p>Mathematics</p> | <p>Number: Decimals Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths Solve simple measure and money problems involving fractions and decimals to 2 decimal places</p> <p>Measurement: Money Convert between pounds and pence Compare amounts of money Adding, subtracting, multiplying and dividing money Solving problems with money – including estimating</p> <p>Measurement: Time Read time to the nearest minute on an analogue clock: Recap: o'clock, half past, quarter past/to: minute hand accuracy and then introduce counting in 5s and bridging to individual minutes.</p> |

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| | <p>Deepen conceptual understanding of the clock as a full cycle & Link “to” times to the next hour Introduction to the 24-hour Clock and convert between analogue and digital (am/pm) Converting hours, minutes & seconds Convert days, weeks, months, year to calculate duration Find elapsed time within one unit (minutes/hours) by using counting on number line strategy</p> <p>Arithmetic:</p> <ul style="list-style-type: none"> To know and quickly recall multiplication and division facts for multiplication tables up to 12 x 12. Commutative law: To recognise commutativity of addition and multiplication calculations. Associative law: To recognise that when adding or multiplying, the order of numbers being used to calculate does not matter. Associative law: In multiplication calculations, to recognise that if one or both of the multipliers is 10x, 100x or 1000x bigger, then the product will correlate. To be able to use the inverse calculation to check answers and calculate missing numbers. To use mental and written methods to solve 2- and 3-digit by 1-digit multiplication and division calculations. To be able to divide whole numbers by 10, 100 and 1000 to get decimal answers. |
| <p>Science</p> | <p>Animals including humans</p> <p>To know the different types of teeth in humans (incisor, canine, molar, pre-molar) and their simple functions. That scientists make careful observations over time to monitor changes and draw conclusions. To know the types of teeth (incisor, canine, molar, pre-molar) in different animals (carnivore, herbivore, omnivore) and their simple functions. To recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. To make a judgement about an animal 's diet by looking at its teeth. To know the simple functions of the basic parts of the digestive system in humans (mouth, tongue, teeth, oesophagus, stomach, and small and large intestine). To know the simple functions of the basic parts of the digestive system in humans (mouth, tongue, teeth, oesophagus, stomach, and small and large intestine). How to construct and interpret a variety of food chains, identifying producers, predators and prey. To know that food chains use arrows to show the movement of energy (food) through the food chain.</p> |
| <p>Art</p> | <p>Printmaking: Ancient Greek frescoes</p> <ul style="list-style-type: none"> That a mural or fresco is usually when a piece of art is directly applied to a wall or ceiling. That Ancient Greek frescoes were when you would paint wet plaster directly onto a wall. Due to the materials used, most frescoes have not survived over time. Example: The Minoan Dolphin fresco is actually historians' recreation from the remaining pieces of plaster. That to tessellate means to decorate/cover (a surface) with a pattern of repeated shapes that fit together closely without gaps or overlapping. How to use a print repeatedly to create tessellation across an art piece. To analyse and compare historically traditional and contemporary art. That artists can draw inspiration from different eras of time, and can use traditional elements or techniques alongside modern ones. That contemporary art aims to deconstruct traditional art, is often very abstract and can invade real-life spaces, such as graffiti. That different printing techniques have different effects on the way the print looks. That artists will select a printmaking technique to suit their own aesthetic. To create a fresco to represent a Greek god or goddess on_____ |
| <p>Religious Education</p> | <p>How do people from religious and non-religious communities celebrate key festivals?</p> <ul style="list-style-type: none"> To make connections between stories, symbols and beliefs with what happens in at least two festivals - Easter and Eid. How people express their festivals through signs, symbols, dance and story. To compare the similarities and differences between the way Eid and Easter are celebrated. |

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| | <ul style="list-style-type: none"> • To understand how non-religious people may celebrate Easter compared to religious people. • That theologians can find out about differences in religious practices by observing a range of religious festivals. |
| <p>Physical Education</p> | <p>Athletics</p> <ul style="list-style-type: none"> • To develop stamina and an understanding of speed and pace in relation to distance. • To develop power and speed in the sprinting technique. • To develop technique when jumping for distance. • To develop power and technique when throwing for distance. • To develop a pull throw for distance and accuracy. • To develop officiating and performing skills. • To reflect on their own performance and achieve their personal best. <p>OAA</p> <ul style="list-style-type: none"> • To develop co-operation and teamwork skills. • To be able to orientate a map and navigate around a grid. • To develop observational skills, listening to others and following instructions. • To develop trust whilst listening to others and following instructions. • To be able to identify objects on a map, draw and follow a simple map. • To be able to orientate and navigate around a map and draw a route using directions. • To know that a recreational activity is a form of exercise. |
| <p>Music</p> | <p>Favourite Song</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> • To sing songs, pitching the voice accurately. • Follow directions for getting louder(crescendo) and quieter (decrescendo) • Sing rounds and partner songs in different time signatures • Sing a simple second part to introduce vocal harmony. • Sing with expression and a sense of the style of the music. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Identify similarities and differences between pieces of music in a folk/folk-rock style. • Listen to recorded performances <p><u>Performing</u></p> <ul style="list-style-type: none"> • Develop facility in the basic skills of playing a musical instrument (eg glockenspiel) • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. |
| <p>RSHE (across terms 3 and 4)</p> | <p>Communities</p> <ul style="list-style-type: none"> • What being part of a community means, and about the varied institutions that support communities locally and nationally. • To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. • How to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. • That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. <p>Economic Well-being: Money & Aspirations, Work and Career</p> <ul style="list-style-type: none"> • That there is a broad range of different jobs/careers that people can have and that people often have more than one during their lifetime. |

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| | <ul style="list-style-type: none"> • What might influence people’s decisions about a job or career, such as personal interests and values, family connections to certain trades or business, strengths and qualities. • How to evaluate stereotypes in the workplace and understand a person’s career/aspirations should not be limited by them. • About enterprise and the skills that make someone ‘enterprising’ specifically looking at the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’. <p>Media literacy & digital resilience`</p> <ul style="list-style-type: none"> • Some of the different ways information and data is shared and used online, including for commercial purposes. • How information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information. • That the internet and social media can be used both positively and negatively, by discussing their own views of what is and is not appropriate to share on online. • How to assess the reliability of sources including images and texts online and how to make safe, reliable choices from search results (SMART rules). <p>How bodies change as they approach and move through puberty and how puberty links to reproduction (SRE lesson 2).</p> |
| <p>History</p> | <p>Ancient Greece</p> <ul style="list-style-type: none"> • That Ancient Greece was a civilisation that emerged after 800 BC and was made up of many independent city-states. • How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period. • To compare life in Ancient Greece by looking at Athens and Sparta, specifically understanding that Athens was one of the most democratic states (where citizens were allowed to vote except women and slaves who were not classed as citizens) whereas Sparta was a state famous for its warriors. • That the ancient Greeks valued religion and honoured their Gods and Goddesses through different places and festivals e.g. Olympic Games (Zeus) and the Parthenon (Athena). • To make suggestions about what culture in Ancient Greece was like based on source analysis e.g. the ancient Greeks valued entertainment as they built large outdoor theatres for dramatic performances, as well as the fact that ancient Greek artisans produced distinctive pottery, including bowls, urns, and vases, which were decorated with pictures. • That the ancient Greeks were famous philosophers and understand how to make judgements about why Ancient Greek philosopher were/are viewed as significant, supporting with evidence. • That in the 300s B.C., the independent city-states were forced to unite under one ruler: Alexander the Great. To know that he was the founder of the Ancient Greek Empire, which stretched into Europe, Egypt, and South-West Asia. To make judgements about why Alexander the Great was ‘great’. |
| <p>Primary Languages – Spanish (across terms 5 and 6)</p> | <p>La Ropa <u>Vocabulary:</u> To recognise and recall the vocabulary for a variety of clothes in Spanish</p> <ul style="list-style-type: none"> • Clothes (<i>la ropa</i>), • Swim wear (<i>traje de baño</i>), • A jumper (<i>un suéter</i>), • A dress (<i>un vestido</i>), • A coat (<i>un abrigo</i>), • A t-shirt (<i>una camiseta</i>), • A blouse (<i>una blusa</i>), • A tie (<i>una corbata</i>), • A scarf (<i>una bufanda</i>), • A skirt (<i>una falda</i>), |

- A jacket (*una chaqueta*),
- A shirt (*una camisa*),
- A cap (*una gorra*),
- Trousers (*unos pantalones*),
- Shorts (*unos pantalones cortos*)
- Gloves (*unos guantes*),
- Shoes (*unos zapatos*),
- Socks (*unos calcetines*),
- Tights (*unas medias*),
- Boots (*unas botas*),
- Sandals (*unas sandalias*),
- Glasses/sunglasses (*unas gafas*)

Grammar:

- To recognise the difference between feminine and masculine using the singular indefinite articles 'un' and 'una' and the plural forms 'unos' and 'unas'.
- To conjugate the verb 'to wear' (*llevar*) in the present tense with increasing confidence to describe what they are wearing.
- That adjectives often go after the noun and often agree in terms of gender and number and apply this in written sentences to describe the colour of clothes (e.g. *una falda roja*).
- That different languages have different rules and we need to learn these in order to communicate accurately and effectively in writing and orally.
- To accurately use the possessive adjective 'my' in Spanish (e.g. *mis pantalones*) in and understand that 'mi' is used for singular and 'mis' is used for plural in written sentences.
- How to use the negative 'no' before the verb '*llevar*' to change the meaning of the sentence.

Phonics:

- To accurately pronounce the following sounds: GA (*gafas*), GO (*GORRA*) and GU (*guantes*).