



WRITING	MATHS
<p>The Green Ship by Quentin Blake Make predictions about a text Use visualisation and art work to predict and retell a story Use speech and thought bubbles Express characters' feelings through Drama Write a character description for Mrs Tredagar Plan and write a poem about the illustrations of the storm. Plan and write a debate and an argument Write a book review Story map their own version of the book</p> <p>The Secret of Black Rock by Joe Todd Stanton (The Write Stuff) Sight – a 'looking' sentence Thoughts – character's inner thoughts Simile – quick/dark Ambitious colours Complex sentence 'because' Adverbs ('ly') Adjectives in final position (power of three) Time adverb/adverbial Prefix ('un')</p>	<p>Multiplication and division Recognise multiples of 10 Multiply 2 digit by 1 digit numbers, no exchange and with exchange Link multiplication with division Divide 2 digit by 1 digit numbers no exchange and with exchange</p> <p>Length and Perimeter Measure length in mm, cm and m Find equivalent lengths m and cm, mm and cm Compare lengths Add and subtract lengths Measure and calculate perimeter</p> <p>Fractions Understand denominators of unit fractions Compare and order unit fractions Understand the numerator of non-unit fractions Understand a whole Order fractions on a number line Count in fractions on a number line Identify equivalent fractions on a number line and using bar models</p> <p>Mass and capacity Use scales to measure mass in grams and kg Compare masses and find equivalent masses Add and subtract mass Measure capacity and volume in l and ml Compare capacities and find equivalent capacities Add and subtract capacity and volume</p>
READING	
<p><i>Texts covered:</i> The Green Ship by Quentin Blake and The Secret of Black Rock by Joe Todd Stanton</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Making comparisons with and across books • Participating in discussions • about books, explaining their understanding of what they have read and provide reasoned justification for their views 	



SPELLING	SPAG
<p>ai and aigh <i>ei eigh</i> <i>ey and ay</i> Adding suffix ly to turn adjective into adverb Homophones Challenge words The l sound spelled al The l sound spelled le Adding suffix ly , when the root word ends in le, it is replaced with ly When the root word ends in ic , add suffix ally Adding suffix ly to other root words which don't follow the rules Challenge words Words ending in er when the root word ends in (t)ch K sound using ch</p>	<p>Adverbs</p> <ul style="list-style-type: none"> • What is an Adverb? • Using Adverbs to Express Time • Using Adverbs to Express Place • Using Adverbs to Express Cause • Using Adverbs to Express Time, Place and Cause <p>Preposition</p> <ul style="list-style-type: none"> • What is a Preposition? • Prepositional Phrases • Using Prepositions to Express Time • Using Prepositions to Express Place • Using Prepositions to Express Cause • Using Prepositions to Express Time, Place and Cause <p>Speech</p> <ul style="list-style-type: none"> • Recognising Direct Speech • Punctuating Direct Speech • Writing Direct Speech <p>Tenses</p> <ul style="list-style-type: none"> • Recognising the Present Perfect Form in Sentences • Using the Present Perfect Form in Sentences • Additional Step: Introducing Present Perfect Form
MUSIC	MFL
<p>Ballads Pentatonic melodies and compositions</p>	<p>Les fruits Name, recognise and remember up to 10 fruits in French Attempt to spell some of these nouns with their correct article/determiner Ask somebody in French if they like a particular fruit Say what fruits we like and dislike in French Je peux Recognise, use and remember 10 common French verbs/activities Use these verbs in the infinitive to make a short sentence starting with je peux</p>



GEOGRAPHY	HISTORY
<p>Who lives in Antarctica?</p> <ul style="list-style-type: none"> • What is climate? To understand the position and significance of lines of latitude • Where is Antarctica? To describe the location and physical features of Antarctica • Who lives in Antarctica? To describe the human features of Antarctica • Who was Shackleton? To use four figure grid references to plot Shackleton’s route to Antarctica • Can we plan an expedition around school? To plan a simple route on a map using compass points • How did your expedition go? To follow instructions involving compass points and map a simple route 	<p>Why did The Romans settle in Britain?</p> <ul style="list-style-type: none"> • Why did The Romans invade and settle in Britain? To understand why the Romans invaded Britain • How did Britons respond to the Roman invasion? To create a visual interpretation of Boudicca • Why was the Roman army so successful? (part 1) To understand how the Roman soldiers were equipped for war • Why was the Roman army so successful? (part 2) To understand Roman army battle formations • What do artefacts tell us about life in Roman times? To make inferences about life in Roman times • How did the Romans change modern Britain? To identify the Roman legacy in Britain
SCIENCE	RE
<p>Rocks</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter <p>Forces and magnets</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having two poles and predict whether two magnets will attract or repel each other, depending on which poles are facing 	<p>Judaism</p> <ul style="list-style-type: none"> • Main beliefs in Judaism • Looking at a synagogue and the symbols inside • Jewish celebrations • Torah <p>Easter</p> <ul style="list-style-type: none"> • Retell the Easter story • Look at the importance of the words said at the last supper • How prayer is related to Good Friday



ART	DESIGN TECHNOLOGY
<p>Kandinsky</p> <ul style="list-style-type: none"> To learn about the life and work of Kandinsky. To develop ideas for an abstract work of art inspired by Kandinsky To create an abstract work of art inspired by Kandinsky <p>Drawing – growing artists</p> <ul style="list-style-type: none"> To recognise how artists use shape in drawing To understand how to create tone in drawing by shading To understand how texture can be created and used to create art To apply observational drawing skills to create detailed studies To apply an understanding of composition to create abstract drawings 	<p>Textiles- cushions</p> <ul style="list-style-type: none"> Designing and making a template from an existing cushion and applying individual design criteria Following design criteria to create a cushion Selecting and cutting fabrics with ease using fabric scissors Threading needles with greater independence Tying knots with greater independence Sewing cross stitch to join fabric Decorating fabric using appliqué Completing design ideas with stuffing and sewing the edges Evaluating an end product and thinking of other ways in which to create similar items
PSHE	PE
<p><u>Kidsafe Full Programme 2</u></p> <ul style="list-style-type: none"> Recap of FP1, Keeping private places safe, yucky feelings, intuition Bereavement and difference Bullying and how it makes us feel Trust and being bullied online Emotional impact of exposure to over age films/games and apps Choices and cyber bullying Peer pressure and how to say no to friends Anger and how to deal with it Mental health and emotional well being Parents and carers arguing, how it makes you feel 	<p><i>Tag rugby</i></p> <p><i>Netball</i></p> <p><i>Cricket</i></p> <ul style="list-style-type: none"> I am able to bowl a ball towards a target I am beginning to strike a bowled ball after a bounce I am developing an understanding of tactics and I am beginning to use them in game situations I am learning the rules of the game and I am beginning to use them honestly I can persevere when learning a new skill I can provide feedback using key words I can use overarm and underarm throwing, and catching skills I work co-operatively with my group to self-manage games
Computing	
<p>Touch Typing (2Type) Email (Including email safety)</p>	