



WRITING	MATHS	
<p><b>Based on The Highwayman, Kaspar, Prince of Cats &amp; Titanium</b></p> <p><i>Genres covered:</i> Instructions, Poetry, Story, Setting Description, Narrative, Interview, Newspaper Report, Character Description, Non-Fiction report, Witness statement, Diary Entry, Persuasive Letter</p> <p><i>Cross curricular:</i> Chronological report about The Titanic, advertisement for The Titanic</p> <p><i>Other focus:</i> figurative language, speech, varied sentence openers, using a thesaurus, legible fluent handwriting</p>	<p><u>Multiplication and Division</u></p> <p>Multiply up to a 4-digit number by a 1-digit number</p> <p>Multiply a 2-digit number by a 2-digit number (area model)</p> <p>-Multiply a 2, 3 and 4-digit number by a 2-digit number</p> <p>Solve problems with multiplication</p> <p>Use short division</p> <p>Divide a 4-digit number by a 1-digit number</p> <p>Divide with remainders</p> <p>Solve problems with multiplication and division</p> <p><u>Fractions</u></p> <p>Multiply a unit fraction by an integer</p> <p>Multiply a non-unit fraction by an integer</p> <p>Multiply a mixed number by an integer</p> <p>Calculate a fraction of a quantity</p> <p>Use fractions as operators</p> <p><u>Perimeter and Area</u></p> <p>Find and calculate the perimeter of rectangles, rectilinear shapes and polygons</p> <p>Estimate, find and calculate the area of rectangles and compound shapes</p>	<p><u>Decimals and Percentages</u></p> <p>Decimals up to 2 decimal places</p> <p>Equivalent fractions and decimals (tenths)</p> <p>Equivalent fractions and decimals (hundredths)</p> <p>Equivalent fractions and decimals</p> <p>Thousandths as fractions</p> <p>Thousandths as decimals</p> <p>Thousandths on a place value chart</p> <p>Order and compare decimals (same number of decimal places)</p> <p>Order and compare any decimals with up to 3 decimal places</p> <p>Round to the nearest whole number</p> <p>Round to 1 decimal place</p> <p>Understand percentages</p> <p>Percentages as fractions and decimals</p> <p>Equivalent fractions, decimals and percentages</p> <p><u>Statistics</u></p> <p>Draw line graphs</p> <p>Read and interpret line graphs</p> <p>Read and interpret tables</p> <p>Read and interpret timetables</p>
<p><b>SPAG</b></p> <p><u>Parenthesis</u></p> <p>Use brackets, dashes and commas to indicate parenthesis</p> <p><u>Expanded Noun Phrases</u></p> <p>Recognising noun phrases, creating and writing concise noun phrases</p> <p><u>Tenses</u></p> <p>Past or Present?</p> <p>Present Perfect Form</p> <p>Recognising and using Past Perfect Form</p> <p>Recognising and using the Future Perfect Form</p> <p>Recognising and using the Perfect Form in Sentences</p>		



READING		SPELLING	
<p><i>Texts covered: Kasper, Prince of Cats and The Highwayman</i></p> <ul style="list-style-type: none"><li>• Predict what might happen from details and images</li><li>• Find definitions of unfamiliar vocabulary</li><li>• Ask questions to improve understanding</li><li>• Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li><li>• Retrieve, record and present information from non-fiction (Ancient Maya)</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.</li><li>• Answer a variety of questions on a written reading comprehension</li></ul>		<ul style="list-style-type: none"><li>• Words ending in '-able', where the 'e' from the root word remains</li><li>• Words that are adverbs of time</li><li>• Words ending in '-fer'</li><li>• Words with 'silent' first letters</li><li>• Words with 'silent' letters</li></ul>	<ul style="list-style-type: none"><li>• Words spelled with 'ie' after c</li><li>• Words where 'ei' makes an /ee/ sound</li><li>• Words where 'ough' makes an /or/ sound</li><li>• Words containing 'ough'</li><li>• Adverbs of possibility and frequency</li></ul>
SCIENCE		RE	
<p><b>Space</b></p> <ul style="list-style-type: none"><li>• Describe the geocentric and heliocentric models</li><li>• Name and describe the shape of celestial bodies</li><li>• Describe the orbits of celestial bodies in the Solar System and name the force that keeps them in their orbits</li><li>• Describe the orbit of the Moon around the Earth and its phases</li><li>• Explain how day and night and the seasons occur</li><li>• Explain how a sundial works.</li><li>• List some of the uses of satellites and explain why space junk poses a problem</li><li>• Pose and identify testable questions about the movement of the celestial bodies in our Solar System</li><li>• Use a model to represent the Solar System</li><li>• Design and draw a table to record data on moons</li><li>• Accurately draw day and night and seasons diagrams</li><li>• Calibrate a sundial using a compass and torch and use it to measure time</li><li>• Analyse patterns in temperature data for the Earth and use them to predict temperature values for the Earth in the future</li></ul>		<p><b>What does it mean to be a Muslim in Britain today?</b></p> <ul style="list-style-type: none"><li>• What helps you through the journey of life? What helps Muslims through the journey of life?</li><li>• What is the key belief of Muslims? How does this affect their life?</li><li>• Why does prayer matter to Muslims?</li><li>• How is charity important to Muslims? How is charity important to you?<ul style="list-style-type: none"><li>- Why do Muslims fast?</li></ul></li><li>• Why do Muslims want to go on pilgrimage?</li><li>• Where do people get advice and guidance from?</li><li>• What is a special place for Muslims?</li><li>• Can you think of similar commitments to the five pillars in your life? What matters to Muslims?</li></ul>	



GEOGRAPHY	HISTORY
<p><b>Fair Trade and the Silk Road</b></p> <ul style="list-style-type: none"><li>• Describe and explain why the Silk Road was the most important trading route in the history of the world</li><li>• Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading</li><li>• Use 4 and 6 figure grid references</li><li>• Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences</li><li>• Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world</li><li>• Explain what Fairtrade is compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification</li></ul> <p><b>Rivers, South America and the Amazon</b></p> <ul style="list-style-type: none"><li>• Understand and use 4 and 6 figure grid references</li><li>• Name and describe parts of a river</li><li>• Locate rainforests around the world</li><li>• Locate the Amazon rainforest</li><li>• Name the countries of South America</li><li>• Research the continent of South America</li><li>• Know reasons for and consequences of deforestation</li><li>• Cross curricular: Write a balanced argument about deforestation</li></ul>	<p><b>Why did the Ancient Maya change their way of life?</b></p> <ul style="list-style-type: none"><li>• Who are the Maya and where do they live?</li><li>• What are the main occupations of Maya people today?</li><li>• What did John and Frederick rediscover in 1839?</li><li>• What do the ruins of Chichen Itza tell us about the lives of ancient Maya?</li><li>• Why do historians know so much about ancient Maya society?</li><li>• Why was pok-a-tok more than just a ball game?</li><li>• Why did the ancient Maya leave their jungle cities?</li></ul>
ART	
<p><b>Henri Rousseau</b></p> <p>Learn about the artist, Henri Rousseau and to evaluate his paintings Use sketchbooks to record and sketch observations from real life Explore the tonal variation in Rousseau’s paintings Use sketches and swatches to create small painted studies Experiment with composition Sketch, compose and paint a Henri Rousseau inspired picture</p> <p><b>Mayan masks – Sculpture/ textiles</b></p>	



PE			
<ul style="list-style-type: none"> <li><b>Hockey</b></li> <li>Move into space to keep possession and score</li> <li>Dribble, pass, receive and shoot the ball with some control under pressure</li> <li>Identify when I was successful and what I need to do to improve</li> <li>Use tracking, tackling and intercepting when playing in defence</li> <li>Know what position I am playing in and how to contribute when attacking and defending</li> <li>Understand the need for tactics and can identify when to use them in different situations</li> <li>Understand the rules of the game and use them most of the time to play fairly and honestly</li> </ul>	<b>Tag Rugby</b> <ul style="list-style-type: none"> <li>Communicate with my team and move into space to keep possession and score</li> <li>Pass and receive the ball with some control under pressure</li> <li>Tag opponents and close down space</li> <li>Know what position I am playing in and how to contribute when attacking and defending</li> <li>Understand the need for tactics and identify when to use them in different situations</li> <li>Understand the rules of the game and apply them honestly most of the time</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>Develop a wider range of fielding skills and begin to use these under some pressure</li> <li>Identify when I was successful and what I need to do to improve</li> <li>Strike a bowled ball with increasing consistency</li> <li>Work co-operatively with others to manage our game</li> <li>Understand the need for tactics and can identify when to use them in different situations</li> <li>Understand the rules of the game and apply them honestly most of the time</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>Develop a wider range of fielding skills and begin to use these under some pressure</li> <li>Identify when I was successful and what I need to do to improve</li> <li>Strike a bowled ball with increasing consistency</li> <li>Work co-operatively with others to manage our game</li> <li>Understand the need for tactics and identify when to use them in different situations</li> <li>Understand the rules of the game apply them honestly most of the time</li> <li>Understand there are different skills for different situations</li> </ul>
MUSIC		MFL	
<b>Musical Theatre</b> <ul style="list-style-type: none"> <li>Explain what musical theatre is and be able to recall at least three features of this kind of music</li> <li>Categorise songs as action songs or character songs</li> <li>Select appropriate existing music for their scene to tell the story of a journey</li> <li>Perform in time with their groups, ensure smooth transitions between spoken dialogue, singing and dancing</li> </ul>		<b>What is the date?</b> <ul style="list-style-type: none"> <li>Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French</li> <li>Ask and answer what the date is in French</li> <li>Ask and answer the question 'when is your birthday?' in French.</li> </ul>	



COMPUTING	DESIGN TECHNOLOGY
<b>Databases</b> <ul style="list-style-type: none"><li>• Learn how to search for information in a database</li><li>• Contribute to a class database</li><li>• Create a database around a chosen topic</li></ul> <b>Game Creator</b> <ul style="list-style-type: none"><li>• Plan a game</li><li>• Design and create the game environment</li><li>• Design and create the game quest</li><li>• Finish and share the game</li><li>• Self and peer evaluate</li></ul>	<b>Pop up books</b>  <u>Design</u> <ul style="list-style-type: none"><li>• Design a pop-up book which uses a mixture of structures and mechanisms</li><li>• Name each mechanism, input and output accurately</li><li>• Storyboard ideas for a book</li></ul> <i>Make</i> <ul style="list-style-type: none"><li>• Follow a design brief to make a pop-up book, neatly and with focus on accuracy</li><li>• Make mechanisms and/or structures using sliders, pivots and folds to produce movement</li><li>• Use layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result</li></ul> <i>Evaluate</i> <ul style="list-style-type: none"><li>• Evaluate the work of others and receiving feedback on own work</li><li>• Suggest points for improvement</li></ul> <ul style="list-style-type: none"><li>• <i>Technical</i> Know that mechanisms control movement</li><li>• Understand that mechanisms can be used to change one kind of motion into another</li><li>• Understand how to use sliders, pivots and folds to create paper-based mechanisms</li></ul> <i>Additional</i> <ul style="list-style-type: none"><li>• Know that a design brief is a description of what I am going to design and make</li><li>• Know that designers often want to hide mechanisms to make a product more aesthetically pleasing</li></ul>
PSHE	
<b>Citizenship</b> <ul style="list-style-type: none"><li>• Understand what happens when someone breaks the law</li><li>• Understand what rights are and that freedom of expression is one of these rights</li><li>• Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this</li><li>• Understand how people contribute to society and how this is recognised</li><li>• Understand the role of pressure groups</li><li>• Understand the basics of how parliament works including the parts of parliament</li></ul>	