



WRITING	MATHS
<p>Holiday Brochure - Skara Brae (The Write Stuff)</p> <p>Genres covered: Non-fiction, non-chronological report, making predictions, discussing and interpreting ideas.</p> <p>Other focuses: Use of basic punctuation, adjectives, varied sentence openers, conjunctions, direct speech, rhyme, rhetorical question, legible joined handwriting.</p> <p>The Green Ship by Quentin Blake</p> <p>Genres covered: Making predictions, use visualisation and artwork to retell a story, character description, planning, poem writing, debate, book review.</p> <p>Other focuses: Use of basic punctuation, varied sentence openers, conjunctions, simile, direct speech, legible joined handwriting.</p>	<p>Multiplication and division Multiples of 10 Multiply 2-digits 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 centimeters Measure length in millimeters Meters, centimeters and millimeters Find equivalent lengths Compare lengths Add and subtract lengths Measure perimeter 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 Fractions and scales 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 Measure mass in grams and kilograms Compare masses and find equivalent masses Add and subtract mass Measure capacity and volume in liters and milliliters Compare capacities and find equivalent capacities Add and subtract capacity and volume</p>
READING	
<p>Texts covered: The Green Ship by Quentin Blake and a range of comprehension texts (Literacy Shed)</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Retrieving information from the text • 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 the trigraph 'aigh' 'ei' and the trihraph 'eigh' 'ey' 'making the 'ay' sound Suffix '-ly' Homophones Challenge words Words ending in '-al' Words ending in '-le' Words ending in '-ly' with base words end with '-le' Words ending in '-ly' with base words end with '-ic' Words ending in '-ly' with exceptions Challenge words Suffix '-er'</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
MUSIC	MFL
<p>Creating compositions from animations</p> <ul style="list-style-type: none"> • Verbalise how the music makes them feel • Create actions or movements appropriate to each section of a piece of music • Play in time and with an awareness of other pupils' parts, giving some thought to dynamics • Play melodies and rhythms which represent the section of animation they are accompanying <p>Spring Musical performance</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

Why do people live near volcanoes?

- Name all four layers of the Earth in the correct order, stating one fact about each layer
- Explain one or more ways a mountain can be formed
- Give a correct example of a mountain range and its continent
- Describe a tectonic plate and know that mountains occur along plate boundaries
- Correctly label the features of shield and composite volcanoes and explain how they form
- Describe how volcanoes form at tectonic plate boundaries
- Explain a mix of negative and positive consequences of living near a volcano
- State whether they would or would not want to live near a volcano
- State that an earthquake is caused when two plate boundaries move and shake the ground
- List some negative effects that an earthquake can have on a community
- Observe, digitally record and map different rocks using a symbol on a map

HISTORY

Why did The Romans invade and settle in Britain?

- Explain what was important to people in Ancient Rome
- Explain the meaning of the words 'empire', 'invasion' and 'settlement'
- Analyse the different reasons for the Roman invasion of Britain
- Explain how the Celts responded to the Roman invasion
- Explain how the Roman army's structure, discipline and equipment made it so successful
- Use artefacts to make deductions about the lives of Roman soldiers in Britain
- Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance



SCIENCE	RE
<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>What happens if we do wrong?</p> <ul style="list-style-type: none"> • Identify what actions might be seen as wrong and why • Identify what Christians believe about forgiveness from Bible stories • Describe how Jesus teaches forgiveness through his actions and words • Make simple links between Christian beliefs and actions such as prayer, repentance, and forgiving others • Describe similarities and differences between Christian and Humanist ideas about forgiveness and saying sorry • Make simple links between beliefs about God’s judgement and Jewish practices such as prayer, fasting, or giving Tzedakah • Recognise that many Muslims believe God judges people by both their actions and their intentions • Explain why some Hindus choose to live morally and make good choices
ART	DESIGN TECHNOLOGY
<p>Drawing – Developing drawing skills</p> <ul style="list-style-type: none"> • Use their observation skills to describe specific shapes, textures or patterns in objects • Shade with a reasonable degree of accuracy and skill following the four shading rules • Use mark marking to show texture and details • Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture • Apply shading skills to show areas of light and dark (tone) • Apply line, shape and tone with digital tools • Save and present digital artwork • Use materials to create a design inspired by The Sun 	<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
Citizenship <ul style="list-style-type: none">• Explain that children have rights and how these benefit them• Explain the responsibilities adults have for supporting children’s rights• Discuss the benefits of recycling• Recognise some of the different groups within the local community and how they use local buildings• Explain how charities support the local community• Describe how democracy works locally and how this affects us• Recognise the need for rules and the consequences of breaking rules	Cricket <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	
Route Planners <ul style="list-style-type: none">• To create simple commands in 2Go to move the turtle along a route.• To create commands in 2Go in which the turtle turns using rotation.• To plan algorithms and write 2Go code that uses angles of turn.• To use 90° and 45° angles in 2Go.• To use the repeat algorithm and coding in 2Go.	