



Writing		Maths			
<p><i>Based on:</i> The River by Valerie Bloom (The Write Stuff), Sicily Holiday Brochure (The Write Stuff)            Genres covered: Poetry, persuasive writing, setting description, book review, letter writing.  <i>Cross curricular:</i>            Poetry linked to Geography and Science – The Water Cycle  <i>Other focus:</i>            Varied sentence openers, pronouns, legible fluent handwriting, apostrophes, using commas, editing and correcting a piece of writing.</p>		<p><b>Multiplication &amp; Division</b></p> <p>Multiply by 1 and 0            Divide a number by 1 and itself            Multiply three numbers            Factor pairs            Use factor pairs            Multiply by 10            Multiply by 100            Divide by 10            Divide by 100            Related facts – multiplication and division            Informal written methods for multiplication            Multiply a 2-digit number by a 1-digit number            Multiply a 3-digit number by a 1-digit number            Divide a 2-digit number by a 1-digit number (1)            Divide a 3-digit number by a 1-digit number            Correspondence problems            Efficient multiplication</p> <p><b>Length and Perimeter</b></p> <p>Measure in kilometres and metres            Equivalent lengths (kilometres and metres)            Perimeter on a grid            Perimeter of polygons            Perimeter of rectilinear shapes            Find missing lengths in rectilinear shapes            Calculate perimeter of rectilinear shapes</p>		<p><b>Fractions</b></p> <p>Understand the whole            Count beyond 1            Partition a mixed number            Number lines with mixed numbers            Compare and order mixed numbers            Understand improper fractions -Convert            Mixed numbers to improper fractions            Convert improper fractions to mixed numbers            Equivalent fractions on a number line            Equivalent fraction families            Add two or more fractions            Add fractions and mixed numbers            Subtract two fractions            Subtract from whole amounts            Subtract from mixed numbers</p> <p><b>Decimals</b></p> <p>Tenths as fractions            Tenths as decimals            Tenths on a place value chart            Tenths on a number line            Divide a 1-digit number by 10            Divide a 2-digit number by 10            Hundredths as fractions            Hundredths as decimals            Hundredths on a place value            Divide a 1- or 2-digit number by 100</p>	
SPAG					
<p><u>Apostrophes</u>            Recognising Apostrophes            Using Apostrophes for Plural Possession            Using Apostrophes for Possession or Contraction</p> <p><u>Fronted Adverbials</u>            What is an adverbial?            Recognising Fronted Adverbials            Time Specific Adverbials            Place Specific (Prepositional)            Descriptive Fronted Adverbials            Recognising Fronted Adverbials            Using Fronted Adverbials with a comma</p>	<p><u>Noun phrases</u>            Identifying Noun Phrases            Modifying Adjectives and Nouns            Determiners Before Modifiers            Prepositional Phrases            Using Expanded Noun Phrases</p>				



Spelling		Reading
<p>Words ending in '-ous'</p> <p>Words ending in '-ous' including those where 'ge' from the base word remains</p> <p>Words where a suffix is added to words ending in 'y'</p> <p>Words ending in '-ious' and '-eous'</p>	<p>Challenge words</p> <p>Words where 'au' makes an /or/ sound</p> <p>Words ending in '-tion', <i>-ssion</i>, <i>-cian</i></p> <p>Words that are adverbs of manner</p> <p>Challenge words</p>	<p>Texts covered: The River by Valerie Bloom (The Write Stuff), Sicily Holiday Brochure (The Write Stuff)</p> <p>Objectives:</p> <p>Predict what might happen from details stated and implied</p> <p>Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Making comparisons with and across books.</p> <p>Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views.</p> <p>Retrieving, recording and presenting information from non-fiction.</p>
Science		MUSIC
<p><b><u>Materials: State of matter</u></b></p> <p>Identify solids, liquids and gases using their properties.</p> <p>Describe melting and freezing.</p> <p>Use thermometers to take accurate measurements before and after melting.</p> <p>Describe condensing and evaporating.</p> <p>Make predictions for new values about evaporation rates.</p> <p>Record and describe the different stages of the water cycle.</p> <p>Describe how temperature affects evaporation rates and the water cycle.</p> <p>Research climate change and the water cycle.</p>		<p><b><u>Samba and carnival sound and instruments</u></b></p> <p>Recognise and identify the main features of samba music.</p> <p>Understand and play syncopated rhythms.</p> <p>Play syncopated rhythms as part of a group.</p> <p>Compose a basic rhythmic break.</p> <p>Perform rhythmic breaks within the samba piece.</p> <p><b><u>Body and tuned percussion</u></b></p> <p>Identify structure and texture in music.</p> <p>Use body percussion.</p> <p>Create musical rhythms using body percussion.</p> <p>Create simple tunes.</p> <p>Build and improve a composition.</p>



Geography	History
<p><b>What are rivers and how are they used?</b></p> <ul style="list-style-type: none"><li>• Describe how the water cycle works</li><li>• Recognise the features and courses of a river</li><li>• Name and locate some of the world’s longest rivers</li><li>• Describe how rivers are used</li><li>• Identify and locate human and physical features on a map</li><li>• Collect data on the features of a local river</li></ul>	<p><b><u>How hard was it to invade and settle in Britain?</u></b></p> <ul style="list-style-type: none"><li>• Know who the Anglo-Saxons and the Scots were</li><li>• Know what did Anglo-Saxon settlements look like</li><li>• Understand what Sutton Hoo tells us about Anglo-Saxon life</li><li>• Know how did Christianity arrived in Britain</li><li>• Decide whether King Alfred really ‘Great’</li><li>• Understand how the Anglo-Saxon rule came to an end</li></ul>
Art	Design Technology
<p><b><u>Craft and design: Fabric of nature</u></b></p> <ul style="list-style-type: none"><li>• Understand starting points in a design process</li><li>• Explore magnification and mark making to develop new imagery</li><li>• Explore using a textile technique to develop patterns</li><li>• Learn how to create a repeating pattern</li><li>• Understand how art is made for different purposes</li></ul>	<p><b>Structure: Pavilions</b></p> <ul style="list-style-type: none"><li>• Create a range of different shaped frame structures</li><li>• Design a structure</li><li>• Build a frame structure</li><li>• Add cladding to a frame structure</li></ul>



PSHE		RE	
<b><u>Safety and the changing body</u></b> <ul style="list-style-type: none"> <li>• Understand that age restrictions are designed to protect us.</li> <li>• Understand the benefits and risks of sharing material online.</li> <li>• Understand how to help someone with asthma.</li> <li>• Develop understanding of privacy and the difference between secrets and surprises.</li> <li>• Understand that not all information on search engines is valuable.</li> <li>• Recognise that change is part of growing up.</li> <li>• Recognise the physical differences between children and adults.</li> </ul> <p>Begin to understand the risks of smoking and the benefits of being a non-smoker.</p>		<b><u>Just how important are our beliefs?</u></b> <ul style="list-style-type: none"> <li>• Make links between beliefs, promises and commitments demonstrated in some baby welcoming ceremonies.</li> <li>• Recognise the value of ceremonies of commitment to some religious and non-religious people.</li> <li>• Reflect on whether commitment to beliefs can be shown through outward appearance.</li> <li>• Investigate how commitment to beliefs can be demonstrated through diet by some people.</li> <li>• Explore why some people sacrifice time or money for their beliefs.</li> <li>• Describe what sacrifice can mean to some Sikh people.</li> </ul>	
Computing		MFL	
<b>Effective Searching</b> -Using a search engine -Use search effectively to answer questions -Reliable information sources  <b>Spreadsheets:</b> -Formatting Cells -Using the timer and spin buttons -Line Graphs -Using a Spreadsheet for Budgeting -Exploring Place Value with a Spreadsheet	<b>Writing for Different Audiences:</b> -Font styles -Using a simulated scenario to produce a news report -Writing for a campaign	<b><u>As-tu un animal? (Do You Have a Pet?)</u></b>  Have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. Change from the 1 <sup>st</sup> person singular to the 3 <sup>rd</sup> person singular verb usage so they can say what the pet is called and use conjunctions.  <b><u>La date (The Date)</u></b>  Know the days of the week, months of the year. Consolidate numbers 1-31 Be able to say the date and when their birthday is in French.	



PE	
<p><b>Dodgeball</b></p> <ul style="list-style-type: none"><li>-I understand the rules of the game and I can use them often and honestly.</li><li>-I can catch with increasing consistency.</li><li>-I can communicate with my teammates to apply simple tactics.</li><li>-I can provide feedback using key terminology and understand what I need to do to improve.</li><li>-I can return to the ready position to defend myself.</li><li>-I can throw with some accuracy at a target.</li><li>-I share ideas and work with others to manage our game.</li></ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"><li>-I can demonstrate the difference in sprinting and jogging techniques.</li><li>-I can explain what happens in my body when I warm up.</li><li>-I can identify when I was successful and what I need to do to improve.</li><li>-I can jump for distance with balance and control.</li><li>-I can throw with some accuracy and power to a target area.</li><li>-I show determination to improve my personal best.</li><li>-I support and encourage others to work to their best.</li></ul>	<p><b>Netball</b></p> <ul style="list-style-type: none"><li>-I can use simple tactics to help my team score or gain possession.</li><li>-I understand the rules of the game and I can use them often and honestly.</li><li>-I can defend one on one and know when to win the ball.</li><li>-I can explain what happens to my body when I exercise and how this helps to make me healthy.</li><li>-I can move to space to help my team to keep possession and score goals.</li><li>-I can pass, receive and shoot the ball with increasing control.</li><li>-I can provide feedback using key terminology and understand what I need to do to improve.</li><li>-I share ideas and work with others to manage our game.</li></ul> <p><b>Cricket</b></p> <ul style="list-style-type: none"><li>-I am able to bowl a ball with some accuracy and consistency.</li><li>-I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li><li>-I can communicate with my teammates to apply simple tactics.</li><li>-I can persevere when learning a new skill.</li><li>-I can provide feedback using key terminology and understand what I need to do to improve.</li><li>-I can strike a bowled ball after a bounce.</li><li>-I can use overarm and underarm throwing, and catching skills with increasing accuracy.</li><li>-I share ideas and work with others to manage our game.</li></ul>