

English

• Reading

Apply knowledge of root words, prefixes and suffixes.

Identify and discuss themes and conventions in writing.

Learn a wide range of poetry by heart.

Check that books make sense, discussing understanding and exploring the meaning of words in context.

Ask questions to improve understanding.

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predict what might happen from details stated and implied.

Summarise main events, identifying key details and how language, structure and presentation contribute to meaning.

-Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader.

Retrieve and record information from non-fiction.

-Participate in discussion about books.

• Writing

- Identify the audience for writing

-Choose the appropriate form of writing using the main features identified in reading.

-Note, develop and research ideas

-Plan, draft, write, edit and improve

- Write paragraphs that give the reader a sense of clarity.

-Write paragraphs that make sense if read alone.

- Ensure correct use of tense throughout

- Write cohesively at length.

- Write fluently and legibly with a personal style

• SpaG

Write sentences that include:

-relative clauses

-modal verbs

-relative pronouns

-brackets

- parenthesis

- active and passive voice

- possessive pronouns.

-hyphens, commas, semi colons, colons and dashes

Identify and use:

-Prepositions and prepositional phrases

-Semi-colons, colons and 7dashes

- Synonyms and antonyms

-Conjunctions (subordinating and coordinating)

-Tenses (past progressive, present perfect, present perfect continuous, conditional, imperative)

Art & Design

TOPIC CONTEXT:

Famous People

ART & DESIGN SKILLS FOCUS:

- Sketch lightly before painting to combine line and colour.

- Combine colours, tones and tints to enhance the mood of a piece.

- Develop a personal style of painting, drawing upon ideas from other artists.

- Give details (including own sketches) about the style of some notable artists, artisans and designers.

- Create original pieces that show a range of influences and styles.

Computing

TOPIC CONTEXT:

Coding

COMPUTING SKILLS FOCUS

Set IF conditions for movements, specifying types of rotation giving the number of degrees.

Change the position of objects between screen layers.

Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.

Combine the use of pens with movement to create interesting effects. Set events to control other events by 'broadcasting' information as a trigger.

Use IF, THEN, ELSE conditions to control events or objects.

Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.

Design & Technology

TOPIC CONTEXT:

Famous People (DT Day)

DESIGN & TECHNOLOGY SKILLS FOCUS:

- Make products through stages of prototypes, making continual refinements.

Ensure products have a high quality finish, using art skills where appropriate

- Combine elements of designers from a range of inspirational designers throughout history, giving reasons for choices.

- Evaluate the design of products so as to suggest improvements to the user experience.

Geography

TOPIC CONTEXT:

Famous People

GEOGRAPHY SKILLS FOCUS:

- Describe geographical diversity across the world.

- Describe how countries and geographical regions are interconnected and independent.

NUMBER

-Use negative numbers in context (data).

-Round any whole number - degree of accuracy.

ADDITION & SUBTRACTION

-Add and subtract large numbers using the formal written method.

-Add and subtract negative integers.

GEOMETRY

- Identify 3D shapes from 2D representations.

MEASURES

-Convert between different units of metric

-Measure and calculate the perimeter of composite rectilinear shape

-Calculate and compare areas of rectangles, and use standard units (cm², m² etc)

- Estimate and calculate volumes of simple 3Ds

-Solve problems involving converting between units of time.

-Use all four operations to solve problems involving measure.

Mathematics

MULTIPLICATION & DIVISION

-Solve problems involving multiplication and division, including scaling by simple fractions.

- Multiply multi-digit numbers up to 4 digits by a 2 digit number using formal long multiplication.

-Divide numbers up to 4 digits by a 2 digit number using formal long division, interpreting remainders as decimals and fractions.

-Multiply and divide whole numbers and decimals by 10, 100 and 100.

- Recognise and use square numbers and cube numbers and their notation.

-Solve problems involving multiplication and division (e.g. factors, multiples, squares etc)

FRACTIONS, DECIMALS & PERCENTAGES

-Compare and order fractions with same and different denominators and >1.

-Recognise mixed numbers and improper fractions and convert from one form to the other.

- Recognise that percent means 'parts of 100' and write percentages as a fraction with the denominator 100, and as a decimal.

-Add and subtract fractions with the same and different denominators and fractions >1.

- Multiply simple pairs of proper fractions, writing the answer in its simplest form.

- Divide proper fractions by whole numbers.

STATISTICS

- Complete, read and interpret information in tables, including timetables.

-Calculate and interpret the mean

- Solve comparison, sum and difference problem using information presented in a line graph.

Modern

Languages

Children taught Spanish by Susana de la Fuente.

Music

To be planned and taught by Mrs Ayles.

Science

TOPIC CONTEXT:

SCIENCE SKILLS FOCUS: WORKING SCIENTIFICALLY

(Planned and taught by Mr Collin)

-Understand that light appears to travel in straight lines.

-Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.

- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.

History

TOPIC CONTEXT:

Famous People

- Understand that no single source of evidence gives the full answer to questions about the past.

Refine lines of enquiry as appropriate.

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

- Describe the main changes in a period of history, using terms such as: social, religious, political, technological and cultural.

- Use dates and terms accurately in describing events.

- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

Physical

Education

TOPIC CONTEXT:

- Dance and Tennis

PHYSICAL EDUCATION SKILLS FOCUS

- Use forehand and backhand when playing racket games

- Work alone, or with team mates in order to gain points or possessions

- Compose creative and imaginative dance sequences

- Perform expressively and hold precise and strong body posture

- Perform and create complex sequences

- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.

- Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands)

Religious

Education

God Matters - Christmas, Judaism & Revelations

- Explain how some teachings and beliefs are shared between religions

- Explain some of the different ways that individuals show their beliefs.

- Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.

- Explain their own ideas about the answers to ultimate questions.

- Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules)

- Express their own values and remain respectful of those with different values.

