



English

Picture book: Flotsam

- To make inferences and predictions based on an illustration.
- to consider how authors have developed characters and settings.
- drawing inferences and justifying them with evidence.
- to write by selecting appropriate grammar and vocabulary.
- To ensure correct use of tense.

Son of the Circus

- To make inferences and justify them with evidence.
- To develop initial ideas.
- To use the consistent and correct use of tense throughout a piece of writing.
- To evaluate and edit texts by proposing changes to vocabulary, grammar and punctuation.
- to plan and write by identifying the audience.
- To plan and structure my writing by identifying the audience and purpose.
- to write by selecting appropriate grammar and vocabulary.
- plan writing by selecting the appropriate form.
- to select the appropriate form and use other similar writing as models for own work.
- to draft and write by selecting appropriate grammar and vocabulary.

Guided Reading

- continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- read books that are structured in different ways and reading for a range of purposes.
- increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- recommend books that they have read to their peers, giving reasons for their choices.
- identify and discuss themes and conventions in and across a wide range of writing.
- make comparisons within and across books.

Mathematics

Number and Place Value; Numbers to 10 Million

- To create and identify numbers to 10 000 000
- to write in numerals and words numbers to 10 000 000.
- To read and write numbers to 10 million
- to recognise the value of digits in numbers to 10 000 000 and write numbers using numerals and words.
- To compare numbers to 10 000 000 using place value.
- Comparing and ordering numbers to 10 million.
- To round numbers to 10 000 000 to the nearest million, hundred thousand and ten thousand.
- to determine when rounding is appropriate and to which value.
- Rounding numbers

Calculations: Four operations on whole numbers

- To use multiple operations and create expressions from a picture
- to use the order of operations to solve expressions.
- To multiply numbers by multiples of 10.
- To multiply 3- and 4-digit numbers by 2-digit numbers without regrouping or renaming; to use both number bonds and the column method as key strategies.
- To divide 3-digit numbers by 2-digit numbers using a variety of strategies.
- To divide 4-digit numbers by 2-digit numbers using a variety of methods.
- To use the bar model heuristic to solve word problems involving multiplication and division.
- To solve word problems involving multiple operations, including multiplication and division.
- To find common multiples in real-life situations; to use common multiples in tandem with knowledge of time.
- To find the largest common factor of 3-digit numbers; to use multiplication and division to find largest common factors.
- To use prime numbers to create other numbers; to explore prime numbers above 100.

Fractions

- To use concrete materials to simplify fractions; to recognise equivalence in fractions to 1/4.
- To simplify fractions using division and common factors; to represent fractions using concrete materials and pictorial representations
- To compare fractions and place them in order from smallest to largest.
- To compare and order fractions by finding common denominators.
- To compare and order fractions using common factors.

<p style="text-align: center;">Science Light</p> <p><i>In this unit your child will be taught about light, how we see, shadows, reflection and refraction. The children will learn how light travels and how this enables us to see objects.</i></p> <p>-use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. -explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. -use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p style="text-align: center;">RE</p> <p><i>How do Christians show their belief that Jesus is God incarnate?</i></p> <ul style="list-style-type: none"> • To engage with the idea and meaning of the word ‘incarnation’ for Christians. • To enquire into how and why Christians portray Jesus as God in human form (incarnate) and what questions this raises. • To explore the Christian belief in ‘incarnation’ through Biblical narrative. • To explore the Christian belief in ‘incarnation’ through Church practice. • To explore the Christian belief in ‘incarnation’ through Christian living. • To evaluate RE learning about the Christian belief that Jesus is the incarnation of God. 	<p style="text-align: center;">PE</p> <p>Indoor: Yoga</p> <ul style="list-style-type: none"> • To develop flexibility through the sun salutation flow. • To develop strength through yoga flows. • To create your own flow showing quality in control, balance and technique. • To develop balance through yoga flows. • To work collaboratively to create a controlled paired yoga flow. • To create your own yoga flow that challenges technique, balance and control. <p>Outdoor: Football</p> <ul style="list-style-type: none"> • To maintain possession when dribbling. • To dribble with control under pressure. • To select the appropriate skill, choosing when to pass and when to dribble. • To move into and create space to support a teammate. • To use the appropriate defensive technique for the situation. • To apply rules, skills and principles to play in a tournament.
<p style="text-align: center;">History The Victorians</p> <ul style="list-style-type: none"> • to continue to develop a chronologically secure knowledge and understanding of world history. • to bring knowledge gathered from several sources together in a fluent account. (Life in a workhouse) • Find out about beliefs, behaviour and characteristics of people. (Ragged schools and Thomas Barnardo) • Write an explanation of a past event in terms of cause and effect using evidence to support. (Industrial Revolution) • to examine a range of inventions to find out about life in the Victorian times. 	<p style="text-align: center;">Geography</p> <p style="text-align: center;">N/A this half term</p>	<p style="text-align: center;">Computing</p> <p><i>Computing Systems and Networks-Communication and Collaboration</i></p> <ul style="list-style-type: none"> • To explain the importance of internet addresses. • To recognise how data is transferred across the internet. • To explain how sharing information online can help people to work together. • To evaluate different ways of working together online. • To recognise how we communicate using technology. • To evaluate different methods of online communication.
<p style="text-align: center;">Art &DT Nutrition: Global Food</p> <ul style="list-style-type: none"> • To understand seasonality and know where and how a variety of ingredients are grown. • To understand and apply the principles of a healthy and varied diet. • To understand and apply the principles of a healthy and varied diet in the context of understanding the nutritional benefits of eating rice. 	<p style="text-align: center;">French</p> <ul style="list-style-type: none"> • To revise greetings, classroom commands and asking questions in class. • To say where I live. City, town, countryside. • To conjugate the verb to live and use pronouns. • ICT project: Choose a French speaking country (not France) and create a fact-file. 	<p style="text-align: center;">Music Music and Technology</p> <ul style="list-style-type: none"> • Tempo: Adagio — at a slow speed (66 bpm) • Time signature: 2/4- there are two crotchet beats in a bar • Key signature: C major — there are no sharps or flats in the key signature • Notes: C, D, E, F, G, A, B • Rhythmic patterns using: Minims, crotchets, quavers and semiquavers

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| <ul style="list-style-type: none">• To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. (Mexican food)• To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. (Chinese food) | | |
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PSHE and Resilience

Democracy and Government

- To know why and how rules and laws protect me and others are made and enforced
- To understand why different rules are needed in different situations
- To know how to take part in making and changing rules
- To understand how the UK is governed
- To be aware that there are different rules in different communities and countries
- To be able to see and respect others points of view