



**English**  
**English**  
**Floodland**

- I am able to identify and discuss themes and conventions in and across a wide range of writing
- I check my understanding of books I have read through discussion and exploring the meaning of words.
- I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.
- From my reading, I can predict what may happen in a story from details given and suggested in the text
- I can show how language, structure and presentation all contribute to meaning in texts I read.
- I know authors use particular language which will have impact on me, the reader.
- I plan the structure of my writing by identifying the audience for my text and the purpose of the writing
- I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.
- I plan my writing by considering how other authors have developed characters and settings.
- I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- I review my work to further describe and develop settings, characters and the narrative atmosphere.
- I use themes and details across my texts to help link paragraphs together into a flow of text.
- I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation.
- I read aloud my own work so the meaning is clear, fluent and flows correctly.

**Guided Reading – Son of the Circus**

- To 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  $\frac{1}{4}$ .
- 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;"><b>Science</b></p> <p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>To be able to classify animals and plants</li> <li>To understand how microorganisms can be identified and classified</li> <li>To create a classification key</li> <li>To identify the features of a flowering and non-flowering plant</li> <li>To complete an observation exploring the effect of mould growth</li> </ul> <p style="text-align: center;"><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>To construct a circuit using symbols</li> <li>To create a complete and incomplete circuit</li> <li>To plan a Voltage experiment</li> <li>To investigate a Voltage experiment</li> <li>To evaluate a Voltage experiment</li> </ul>	<p style="text-align: center;"><b>RE</b></p> <p><b><i>How do Christians show their belief that Jesus is God incarnate?</i></b></p> <ul style="list-style-type: none"> <li>To engage with the idea and meaning of the word ‘incarnation’ for Christians.</li> <li>To enquire into how and why Christians portray Jesus as God in human form (incarnate) and what questions this raises.</li> <li>To explore the Christian belief in ‘incarnation’ through Biblical narrative.</li> <li>To explore the Christian belief in ‘incarnation’ through Church practice.</li> <li>To explore the Christian belief in ‘incarnation’ through Christian living.</li> <li>To evaluate RE learning about the Christian belief that Jesus is the incarnation of God.</li> </ul>	<p style="text-align: center;"><b>PE</b></p> <p><b>Indoor: Yoga</b></p> <ul style="list-style-type: none"> <li>To develop flexibility through the sun salutation flow.</li> <li>To develop strength through yoga flows.</li> <li>To create your own flow showing quality in control, balance and technique.</li> <li>To develop balance through yoga flows.</li> <li>To work collaboratively to create a controlled paired yoga flow.</li> <li>To create your own yoga flow that challenges technique, balance and control.</li> </ul> <p><b>Outdoor: Football</b></p> <ul style="list-style-type: none"> <li>To maintain possession when dribbling.</li> <li>To dribble with control under pressure.</li> <li>To select the appropriate skill, choosing when to pass and when to dribble.</li> <li>To move into and create space to support a teammate.</li> <li>To use the appropriate defensive technique for the situation.</li> <li>To apply rules, skills and principles to play in a tournament.</li> </ul>
<p style="text-align: center;"><b>History</b></p> <p style="text-align: center;"><b>The Victorians</b></p> <ul style="list-style-type: none"> <li>to continue to develop a chronologically secure knowledge and understanding of world history.</li> <li>to bring knowledge gathered from several sources together in a fluent account. (Life in a workhouse)</li> <li>Find out about beliefs, behaviour and characteristics of people. (Ragged schools and Thomas Barnardo)</li> <li>Write an explanation of a past event in terms of cause and effect using evidence to support. (Industrial Revolution)</li> <li>to examine a range of inventions to find out about life in the Victorian times.</li> </ul>	<p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;">N/A this half term</p>	<p style="text-align: center;"><b>Computing</b></p> <p><b><i>Computing Systems and Networks-Communication and Collaboration</i></b></p> <ul style="list-style-type: none"> <li>To explain the importance of internet addresses.</li> <li>To recognise how data is transferred across the internet.</li> <li>To explain how sharing information online can help people to work together.</li> <li>To evaluate different ways of working together online.</li> <li>To recognise how we communicate using technology.</li> <li>To evaluate different methods of online communication.</li> </ul>
<p style="text-align: center;"><b>DT – Food Tech</b></p> <p style="text-align: center;"><b>Nutrition: Global Food</b></p> <ul style="list-style-type: none"> <li>To understand seasonality and know where and how a variety of ingredients are grown.</li> <li>To understand and apply the principles of a healthy and varied diet.</li> <li>To understand and apply the principles of a healthy and varied diet in the context of understanding the nutritional benefits of eating rice.</li> </ul>	<p style="text-align: center;"><b>French</b></p> <ul style="list-style-type: none"> <li>To revise greetings, classroom commands and asking questions in class.</li> <li>To say where I live. City, town, countryside.</li> <li>To conjugate the verb to live and use pronouns.</li> <li>ICT project: Choose a French speaking country (not France) and create a fact-file.</li> </ul>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Music and Technology</b></p> <ul style="list-style-type: none"> <li>Tempo: Adagio — at a slow speed (66 bpm)</li> <li>Time signature: 2/4- there are two crotchet beats in a bar</li> <li>Key signature: C major — there are no sharps or flats in the key signature</li> <li>Notes: C, D, E, F, G, A, B</li> <li>Rhythmic patterns using: minims, crotchets, quavers and semiquavers</li> </ul>

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