



English Thornhill

- 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 – There's a boy in the girls bathroom

- 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

- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- Round any whole number to a required degree of accuracy

Decimals

- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100, 1000.
- Use, read write and convert between standard units, converting measurements of length, mass and volume

Calculations: Four operations on whole numbers

- Perform mental calculations, including with mixed operations and large numbers
- Solve addition and subtraction multi- step problems deciding which operations to use and why.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Prime Numbers

- Perform mental calculations, including with mixed operations and large numbers
- Identify common factors, common multiples and prime numbers

Multiplication and Division

- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Multiply one-digit numbers with up to two decimal places by whole numbers
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of LONG division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of SHORT division where appropriate, interpreting remainders according to the context.
- Use written division methods in cases where the answer has up to two decimal places

Science <u>Living things and their habitats</u> - To be able to classify animals and plants - To understand how microorganisms can be identified and classified - To create a classification key - To identify the features of a flowering and non-flowering plant - To complete an observation exploring the effect of mould growth <u>Electricity</u> - To construct a circuit using symbols - To create a complete and incomplete circuit - To plan a Voltage experiment - To investigate a Voltage experiment - To evaluate a Voltage experiment	RE <i>How do Christians show their belief that Jesus is God incarnate?</i> - 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.	PE Indoor: Yoga - 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. Outdoor: Football - To maintain possession when dribbling. - To dribble with control under pressure. - 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.
History Ancient Egypt - To locate Egypt on a map and place Egyptian historical events in chronological order - To understand the importance of the river Nile for life in Ancient Egypt. - To understand life in ancient Egypt and describe the different jobs/role ancient Egyptians had in their society. - To understand the process of mummification - To bring knowledge gathered from several sources together in a fluent account	Geography N/A this half term	Computing <i>Computing Systems and Networks-Communication and Collaboration</i> - 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.
Art - To draw details carefully. - Learn about the artist David Hockney. - Learn about the artist Man Ray. - To sculpt clay. - To make a 3D model. - Learn about the artist Leger. - Learn how to use a pencil, pen and charcoal	French - 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.	Music Music and Technology - 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
PSHE and Resilience Democracy and Government - To know why and how rules and laws protect me and others are made and enforced - 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		