



English

This half term we will be working on the skills needed to:

- Write a warning story based on Little Red Riding Hood with a focus on direct speech and expanded noun phrases

Spelling

This term we will be:

- Adding the suffix less and ful to root words
- Adding the prefix sub and tele to root words
- Revisiting contractions
- Words with the /sh/ sound spelt ch
- Words ending sure and ture

Grammar

This half term, we'll work on:

- Expanded noun phrases
- Inverted commas
- Commas in a list
- Subordinating conjunctions
- Paragraphs
- Adverbs

Reading

This term we will be focusing on:

- Predicting what might happen from details stated and implied
- Identifying themes and conventions in books
- Drawing inferences from a character's actions
- Identifying main ideas drawn from more than one paragraph and summarising them

Topic

North America



Class Book

The Enchanted Horse



Mathematics

Multiplication and division

In this unit, pupils will be using there tables learned and will be:

- Scaling to 10 times greater to relate calculations
- Comparing multiplication and division using symbols
- Using written methods to multiply and divide a two-digit number by a one-digit number
- Link multiplication and division
- Divide a two-digit number by a one-digit number with remainders
- Solve scaling and correspondence problems

Length and Perimeter

In this unit, pupils will be:

- Measuring length in millimetres, centimetres and metres
- Converting centimetres into metres and visa versa
- Convert centimetres into millimetres and visa versa
- Compare and order lengths
- Add and subtract lengths
- Measure the perimeter of 2D shapes
- Calculate the perimeter

<div>Geography</div> <div>North America</div> <div>Pupils will study our Geography topic 'North America'. We will focus on the following areas of learning:</div> <div><ul style="list-style-type: none">To locate North America on a world map and explore the landscape.To identify countries within North America and states within the USA.Explore the physical geography of the Rockies.Describe the physical geography of Mount St Helens and the impact it has on the surrounding area.Compare the landscapes of different US states.Compare New York State, New York City and where I live.</div>	<div>RE</div> <div>What is the Trinity?</div> <div>By the end of the unit, pupils are expected to be able to:</div> <div><ul style="list-style-type: none">Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.Offer suggestions about what texts about baptism and Trinity might mean.Give examples of what these texts mean to some Christians today.Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</div>	<div>PHSE</div> <div>Me in the World</div> <div>By the end of this unit, pupils will:</div> <div><ul style="list-style-type: none">To understands the role of moneyUnderstand how to manage money and to be a critical consumer.Know that resources are allocated in different ways and these economic choices affect individuals, communities, and sustainability of the environment.</div>
		<div>Spanish</div> <div>La Fruta (The Fruits)</div> <div>In this unit the children will learn how to:</div> <div><ul style="list-style-type: none">Name and recognise up to 10 fruits in SpanishAttempt to spell some of these nounsAsk somebody in Spanish if they like a particular fruitSay what fruits they like and dislike</div>
<div>Science</div> <div>Forces and magnets</div> <div>In this unit, pupils will be learning about how force causes things to move. They will:</div> <div><ul style="list-style-type: none">Compare how things move on different surfaces.Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.Observe how magnets attract or repel each other and attract some materials and not others.Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.Describe magnets as having 2 poles.Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</div>		<div>Music</div> <div>Painting Pictures with Sound</div> <div>During music lessons, pupils will study the following objectives:</div> <div><ul style="list-style-type: none">To recognise differences in dynamic levels in music using music vocabularyTo improvise sound effects using body percussionTo control dynamicsTo identify Samba instruments, pick instruments according to their timbre and play simple Samba rhythmsTo explore and select suitable sounds to communicate mood and atmosphereTo identify some features of a symphonic poem</div>

<p style="text-align: center;">Working scientifically</p> <ul style="list-style-type: none"> • Set up simple, practical enquiries, comparative and fair tests. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 	<p style="text-align: center;">PE Gymnastics</p> <p>In this unit, pupils focus on improving the quality of their gymnastic movement. They are introduced to the terms extension and body tension. Objectives covered include:</p> <ul style="list-style-type: none"> • To create interesting point and patch balances. • To step into shape jumps with control. • To develop and refine different rolls. • To transition smoothly into and out of balances. • To create a sequence with matching and contrasting actions and shape. • To create a partner sequence incorporating equipment.
<p style="text-align: center;">Design and Technology Shell structures</p> <p>During this unit, pupils will cover the following:</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. 	<p style="text-align: center;">Computing Creating Media Desktop Publishing</p> <p>In this unit, the pupils will be taught:</p> <ul style="list-style-type: none"> • To recognise how text and images convey information. • To recognise that text and layout can be edited. • To choose appropriate page settings. • To add content to a desktop publishing publication. • To consider how different layouts can suit different purposes. • To consider the benefits of desktop publishing.