



English

This half term we will be writing a set of instructions – How to catch a stone age monster for Ug. We will focus on:

- Layout
- Imperative verbs and adverbs
- Present tense
- Time prepositions

We will also be writing a portal story – Stone Age Boy. Our focus will be on the setting of the story as well as:

- Use subordinating conjunctions
- Descriptive language-adjectives, verbs, adverbs and prepositions
- Time conjunctions
- Creating settings

Spelling

- y as an i sound
- Prefixes mis and re
- Apostrophe for contractions
- /ei/ sounds
- Homophones and near homophones
- Words ending with g sound spelt gue
- Words ending with the k sound spelt que

Grammar

- a or an determiner
- Paragraphs
- Subordinating conjunctions
- Inverted commas/speech marks

Reading

- Skimming and scanning skills for retrieval
- Summarising the key themes from paragraphs
- Retrieve information from non-fiction texts

Topic

Through the Ages



Class Book

The Wild Way Home



Maths

In Maths, we'll be learning about addition and subtraction by:

- Using the column method to add and subtract 3 digit numbers with no exchange
- Using the column method to add and subtract with exchanging
- Completements to 100
- Estimating and using the inverse to check answers

Multiplication and division:

- Revision of 10, 5 and 2 times tables
- Revision of equal groups and using arrays
- Multiply and divide by 3
- Multiply and divide by 4
- Multiply and divide by 8

<p style="text-align: center;">Science Rocks and soils</p> <p>In this unit, pupils will:</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter. 	<p style="text-align: center;">R.E. What are festivals of light?</p> <p>During this unit, pupils will learn:</p> <ul style="list-style-type: none"> • To deepen understanding of festivals as celebrations of religious stories. • To explore how light and dark are symbols of good and evil in many faiths. • To link Jesus as the light of the world, and His command that His followers also shine as lights. • To understand that All Saints celebrates goodness, hope and light, while its eve is associated with the forces of darkness, and that Hallowe'en is not celebrated by Christians.. • To explore the symbolism of the Christingle. • To deepen understanding of Advent and Diwali. • To explore the story and celebration of the Jewish festival of Hanukkah. 	<p style="text-align: center;">PHSE Happy and Healthy Me</p> <p>This term we will be learning:</p> <ul style="list-style-type: none"> • To recognise opportunities to make our own choices about food, what might influence their choices and the benefits of a balanced diet. • Understand how to make informed choices and to begin to understand the concept of a balanced lifestyle. • Research and debate topical issues. • To recognise the difference between males and females and learn the agreed names of body parts.
<p style="text-align: center;">Art Gestural Drawing with Charcoal</p> <p>In this unit, the children will learn by making loose, gestural drawings with charcoal, and exploring drama and performance. The key concepts covered are:</p> <ul style="list-style-type: none"> • When we draw we can use gestural marks to make work. • When we draw we can use the expressive marks we make to create a sense of drama. • When we draw we can move around. • When we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama 	<p style="text-align: center;">Music Exploring Rhythmic Patterns</p> <p>In music sessions we will be performing a simple rhythmic ostinato (repeated rhythm) and composing rhythmic patterns through:</p> <ul style="list-style-type: none"> • Identifying beats in a bar • Compose and perform a rhythmic ostinato (repeated rhythm) • Select and perform a poem with instrumental accompaniment • Compose and perform melodic patterns using a simple graphic score using informal notation • Improvise by varying dynamics, timbre and tempo by interpreting a graphic score 	<p style="text-align: center;">MFL Los Animales (Animals)</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Remember all the language from unit 1: Aprendo Español. • Be introduced to ten animals in Spanish. • Match all the new Spanish words to the appropriate picture. • Remember the words for at least five animals in Spanish unaided. • Attempt to spell at least three animals correctly in Spanish.

History Through the Ages

This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement. This unit is structured around 4 sequential history enquiries:

1. What was 'new' about the New Stone Age?
2. Which was better, bronze or iron?
3. If you were Julius Caesar, would you have invaded Britain in 55BC?
4. When do you think it was better to live – Stone Age, Bronze Age or Iron Age?

PE Ball skills

In this unit, the children will learn:

- Develop confidence and accuracy when tracking a ball
- Explore and develop a variety of throwing techniques
- Develop catching skills using one or two hands
- Develop ball dribbling skills
- Develop tracking, sending and dribbling skills using their feet

Computing Stop Frame Animation

In this unit, the children will learn:

- That animation is a sequence of drawings or photographs
- Relate animated movement to a sequence of images
- Plan their own animation
- Understand the importance of working consistently and carefully
- Review and improve animations
- Evaluate the impact of adding other media to an animation