



English

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

- Write a non-chronological report with paragraphs.
- Write a character flaw story using the Dragon and the Cobbler as a model text.

Reading

This term we will be focusing on:

- Retrieve and record information from non-fiction.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Identifying how language, structure and presentation contribute to meaning.

Spelling

This term we will be:

- Revise contractions
- Teach prefix 'inter-'
- Teach endings '-ation',
- Teach endings '-sion'
- Teach endings '-ssion'
- Teach endings '-cian'
- Recap spelling rules covered this term.

Grammar

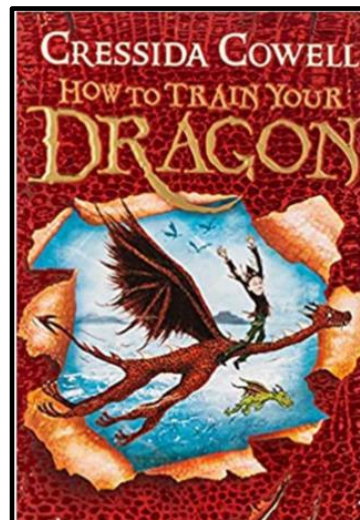
This half term, we'll work on:

- Fronted adverbials
- Possessive apostrophes
- Paragraphs
- Using present tense verbs

Vikings: Raiders or Settlers?



Class Book



Maths

This half term we will work on the following skills:

Fractions

- Understand the whole.
- Count beyond 1.
- Partition a mixed number.
- Number lines with mixed numbers.
- Compare and order mixed numbers.
- Understand improper fractions.
- Convert mixed numbers to improper fractions.
- Convert improper fractions to mixed numbers.
- Equivalent fractions on a number line.
- Equivalent fraction families.
- Add two or more fractions.
- Add fractions and mixed numbers.
- Subtract two fractions.
- Subtract from whole amounts.
- Subtract from mixed numbers.

<p style="text-align: center;">Science Living Things and their Habitats</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Identify the 7 life processes. • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. 	<p style="text-align: center;">RE Why do Christians call the day Jesus died 'Good Friday'?</p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> • Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. • Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. • Give examples of what the texts studied mean to some Christians. • Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. • Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. 	<p style="text-align: center;">PHSE Me in the World</p> <p>This half term we will focus on:</p> <ul style="list-style-type: none"> • Explain what a right is. • Explain what a responsibility is? • Describe how people campaign for their rights for other people. • Describe what a duty is. • List a range of jobs in school and the local community. • List the responsibilities and duties people have to the environment.
<p>The following skills will be covered whilst working scientifically:</p> <ul style="list-style-type: none"> • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and table. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection. 	<p style="text-align: center;">History Vikings: Raiders or settlers?</p> <ul style="list-style-type: none"> • Describe 3 stereotypical images from today's media and popular perceptions. • Understand how the Vikings got their reputation and why reality may have been distorted. • Distinguish between a Saxon and Viking account of the same event. • Understand the significance of archaeological evidence. • Understand that Vikings could be construed as traders as well as raiders. Explain what a historian can infer from a source. • Locate places with different Viking endings on modern maps. • Detect patterns of occupation using suffixes. • Explore the nature and significance of the Vikings on their local community. • Understand that people differ in their view of the Vikings and demonstrate an awareness of both arguments.

Design and Technology

Healthy and varied diet

Designing

- Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.
- Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.

Making

- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

Evaluating

- Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.
- Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

Computing

Data logging

In computing lessons this half term, pupils will cover the following:

- To explain that data gathered over time can be used to answer questions
- To use a digital device to collect data automatically
- To explain that a data logger collects 'data points' from sensors over time
- To use data collected over a long duration to find information
- To identify the data needed to answer questions
- To use collected data to answer questions

Music

Musical Contrasts

This term the children will be learning about musical contrasts. They will:

- Explore different instrumental timbres and use music such as The Young Person's Guide to the Orchestra by Benjamin Britten to identify orchestral families.
- Learn to identify changes in tonality (major or minor) and learn to play as an ensemble following a conductor.
- Develop their understanding of musical structure and also begin to perform some improvisations.

Spanish **Desayuno En El Café (At the Cafe)**

In this unit the children will learn how to:

- Order from a selection of foods from a Spanish menu
- Order from a selection of drinks from a Spanish menu
- Order a Spanish breakfast
- Order typical Spanish snacks
- Ask for the bill
- Remember how to say hello, goodbye, please and thank you.

Fonetica: Revision of all sounds in Lesson 1.

PE **Dance**

We will cover the following objectives during our dance lessons:

- To copy and create actions in response to an idea and be able to adapt this using changes of space.
- To choose actions which relate to the theme.
- To use actions, dynamics, spacing and timing to represent a state of matter.
- To use actions, dynamics, spacing and timing to represent a state of matter.
- To remember and repeat actions and create dance ideas in response to a stimulus.
- To use action and reaction when creating ideas with a partner.
- To remember, repeat and create actions to represent an idea.
- To use choreographing ideas to change how actions are performed.

PE **Tag Rugby**

We will cover the following objectives during our Tag Rugby lessons:

- To develop throwing, catching and running with the ball.
- To develop an understanding of tagging rules.
- To begin to use the 'forward pass' and 'off side' rule.
- To dodge a defender and move into space when running towards the goal.
- To develop defending skills and use them in a game situation.
- To apply the rules and skills you have learnt and play in a tag rugby tournament.