



## English

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

- Write a persuasive text with paragraphs.
- Write free verse poetry.

## Spelling

This term we will be:

- Spelt 'sc'- sound /s/
- Endings that sound like/shun/ spelt 'sion'
- Apostrophe for possession- singular and plural
- Spelt 'y'- sound /i/
- Homophones
- Prefix 'un' 'dis' 'in' 're' (Revision)

## Grammar

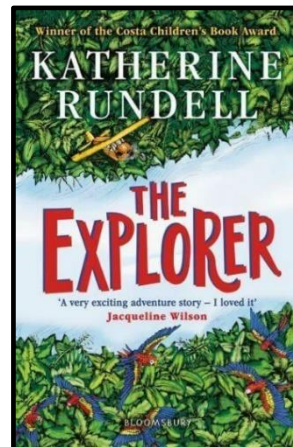
This half term, we'll work on:

- Revising TRAMP adverbials.
- Pronouns and nouns to avoid repetition.
- Expanded noun phrases.
- Model verbs
- Rhetorical questions.
- Present tense/present perfect tense.

## South America – The Amazon



## Class Book The Explorer by Katherine Rundell



## Maths

This half term we will work on the following skills:

### Decimals

- Make a whole with tenths
- Make a whole with hundredths
- Partition decimals
- Flexibly partition decimals
- Compare decimals
- Order decimals
- Round to the nearest whole number
- Halves and quarters as decimals

### Money

- Write money using decimals
- Convert between pounds and pence
- Compare amounts of money
- Calculate with money
- Solve problems with money

### Time

- Years, months, weeks and days
- Hours, minutes and seconds
- Convert between analogue and digital times
- Convert to the 24 hour clock
- Convert from the 24 hour clock

<p style="text-align: center;"><b>Science</b> <b>Living Things and their Habitats</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the 7 life processes.</li> <li>• Recognise that living things can be grouped in a variety of ways.</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>The following skills will be covered whilst <b>working scientifically</b>:</p> <ul style="list-style-type: none"> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and table.</li> </ul>	<p style="text-align: center;"><b>RE</b> <b>What can we learn form a Mandir?</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• Hindus worship both at home or in a Mandir.</li> <li>• The practices of puja and arti as Hindu worship.</li> <li>• Explore the place of the Mandir in the life of a Hindu.</li> <li>• The key features, artefacts &amp; symbols found in a Mandir all have explicit meaning.</li> <li>• The celebration of the Raksha Bandhan festival.</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the links between the features found at the Mandir and the beliefs that underlie them.</li> <li>• Identify what happens during the Hindu ceremonies explored and the beliefs or ideas that underlie them.</li> </ul>	<p style="text-align: center;"><b>Geography</b> <b>South America – The Amazon Basin</b></p> <p>Pupils will be learning to:</p> <ul style="list-style-type: none"> <li>• Locate South America on a world map and identify a range of its physical and human features.</li> <li>• Locate the countries and capital cities of South America.</li> <li>• Compare key facts about Brazil with our country.</li> <li>• Find out if the River Amazon is the longest in the world and identify the key characteristics of the Amazon Basin.</li> <li>• Explain the importance of the Amazon Rainforest.</li> <li>• Share their knowledge and understanding of the Amazon Basin.</li> </ul>
	<p style="text-align: center;"><b>Music</b> <b>Melody Builders</b></p> <p>This term the children will be learning about building melodies. They will:</p> <ul style="list-style-type: none"> <li>• Describe and internalise pitch using songs and use of glockenspiels.</li> <li>• Begin to create short melodies using a given range of notes, including use of call and response melodies using graphic scores and letter notation.</li> <li>• They will identify structures in songs and begin to compose lyrics and melodies to prepare for a short performance.</li> </ul>	<p style="text-align: center;"><b>Spanish</b> <b>Tienes una mascota?</b> <b>Do you have a pet?</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish</li> <li>• Tell somebody in Spanish if they have or do not have a pet</li> <li>• Ask somebody else in Spanish if they have a pet</li> <li>• Tell somebody in Spanish the name of their pet</li> <li>• Attempt to create a longer phrase using the connectives Y ("and") or PERO ("but").</li> </ul>

<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><b>Sculpture, Structure, Inventiveness &amp; Determination</b></p> <p style="text-align: center;"><b>What can artists learn from nature?</b></p> <p>Pupils will cover the following objectives:</p> <ul style="list-style-type: none"> <li>• I have seen how we can learn about ourselves through art.</li> <li>• I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials.</li> <li>• I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing.</li> <li>• I can use a variety of drawing materials to make experimental drawings based upon observation.</li> <li>• I can construct with a variety of materials to make a sculpture.</li> <li>• I can see my personality in what I have made.</li> <li>• I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</li> <li>• I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes.</li> <li>• I can take photographs of my work thinking about presentation, focus and lighting.</li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>Programming: Repetition in shapes</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To identify that accuracy in programming is important</li> <li>• To create a program in a text-based language</li> <li>• To explain what 'repeat' means</li> <li>• To modify a count-controlled loop to produce a given outcome</li> <li>• To decompose a program into parts</li> <li>• To create a program that uses count-controlled loops to produce a given outcome</li> </ul>	<p style="text-align: center;"><b>PE</b></p> <p style="text-align: center;"><b>Athletics</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To develop stamina and an understanding of speed and pace in relation to distance.</li> <li>• To develop power and speed in the sprinting technique.</li> <li>• To develop technique when jumping for distance.</li> <li>• To develop power and technique when throwing for distance.</li> <li>• To develop a pull throw for distance and accuracy.</li> <li>• To develop officiating and performing skills.</li> </ul> <p style="text-align: center;"><b>Tennis</b></p> <ul style="list-style-type: none"> <li>• To develop hitting the ball using a forehand.</li> <li>• To develop returning the ball using a forehand.</li> <li>• To develop the backhand and understand when to use it.</li> <li>• To work co-operatively with a partner to keep a continuous rally going.</li> <li>• To use simple tactics in a game to outwit an opponent.</li> <li>• To demonstrate honesty and fair play when competing against others.</li> </ul>
	<p style="text-align: center;"><b>PHSE</b></p> <p style="text-align: center;"><b>Me and Other People</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise the range of identities in Britain today.</li> <li>• Explain why respect and tolerance are important.</li> </ul>	