



English

This term we will be looking at Autobiographical texts. The children will be thinking about various autobiographies and planning their own.

Pupils will learn about:

- Cohesion through a variety of devices within and across paragraphs.
- Relative clauses with commas and brackets to add information.
- Structured paragraphs linked with adverbials.
- Indicate degrees of possibility using modal verbs and adverbs.

We will also be looking at performance poetry and we will hold our own Poetry by Heart Competition.

Spelling

- Revision of strategies for learning spellings
- Revision of silent letters
- Revision of homophones
- Common exception words.

Grammar

- To recognising and use modal verbs.
- To recognise and use adverbs of possibility.
- Commas
- Commas in lists, adverbials, and clauses
- Recognising commas to avoid ambiguity.
- Relative clauses

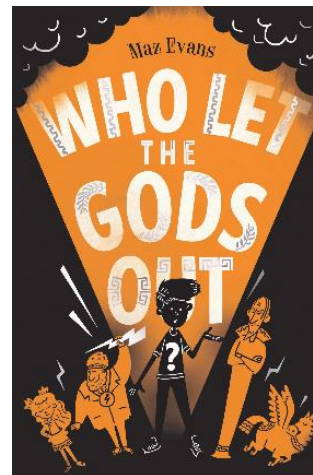
Topic

Europe



Class Book

Who let the Gods out?



Maths Shape, Position & Direction

We will be looking at the following small steps over the Summer Term:

- Understanding degrees
- Classifying and estimating angles
- Measuring angles up to 180 degrees
- Calculating angles around a point and on a straight line
- Lengths and angles in shapes
- Regular and irregular polygons
- 3D shapes
- Read and plot coordinates.
- Solve problems with coordinates.
- Translation
- Symmetry
- Reflection

<p style="text-align: center;">Computing Programming: Selection in physical computing</p> <p>We are discovering how programming can be used to control physical systems and learn about how these are used in real life. Pupils should be taught:</p> <ul style="list-style-type: none"> • To control a simple circuit connected to a computer. • To write a program that includes count-controlled loops. • To explain that a loop can stop when a condition is met. • To explain that a loop can be used to repeatedly check whether a condition has been met. • To design a physical project that includes selection. • To create a program that controls a physical computing project. 	<p style="text-align: center;">RE What is the Worldwide Church?</p> <p>Christianity is an international religion – we will be discussing how Christianity varies around the world. By the end of this unit, pupils are expected to know that:</p> <ul style="list-style-type: none"> • Christianity is an international religion; its followers form a worldwide family of believers. • Christians share a set of core beliefs expressed within a cultural context. • There is diversity and variety within the British church. • Christian festivals are celebrated around the world, through different cultural traditions. • The art, music and language of worship vary worldwide, but the same features lie at its heart. • Awareness of the spread, diversity and impact of the Church worldwide. 	<p style="text-align: center;">PHSE Me and The World</p> <p>We will be spending time this half-term discussing how our country is governed and democracy. We will also learn about money and how to look after our money.</p> <ul style="list-style-type: none"> • Explain key aspects of Parliament. • Explain how rules are made in the UK. • Take part in a debate on a topical issue. • Explain why and how rules and laws change over time. • Use persuasive language to make the case for a new rule or law. • Explain the function of cheques, credit and debit cards etc. • Plan for future spending. • Understand how and why people save. • Understand that money we earn also supports the community.
<p style="text-align: center;">Science Animals including Humans</p> <p>In this unit, the children will be learning about lifecycles and the changes to the human body as they grow.</p> <ul style="list-style-type: none"> • Describe the lifecycle of a human. • Explain how babies grow and develop. • Describe the main changes that take place during puberty. • Investigate the gestation period of different mammals. 	<p style="text-align: center;">MFL – Spanish. Mi casa (My home)</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. • Tell somebody in Spanish what rooms they have or do not have in their home. • Ask somebody in Spanish what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age) <p style="text-align: center;">Fonetica (Spanish Phonics)</p> <p>Say sounds 17 and 18 (V/CC) out of a total of 20 essential Spanish sound patterns / phonemes</p>	<p style="text-align: center;">Geography Europe</p> <p>This term the children will be studying a European country – Greece.</p> <ul style="list-style-type: none"> • Children can locate Europe and investigate key information about its principal countries. • To explore tourism in the Mediterranean region. • To understand some of the factors affecting migration into Europe through Greece. • To investigate the landscape of Greece, its features and how it is used. • To investigate some of the main features of Athens. • To compare everyday life for a child in Athens with that in other places.

<p style="text-align: center;">Music</p> <p style="text-align: center;">Song ingredients – exploring melody, harmony, and lyrics.</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Explore melodic layers in a variety of music. • Explore scales, intervals, and chords. 	<p style="text-align: center;">PE</p> <p style="text-align: center;">Cricket</p> <p>To develop the striking and fielding objectives:</p> <ul style="list-style-type: none"> • To develop throwing and catching skills and apply them relevantly to the situation. • To develop bowling accuracy and perform the skill within the rules of the game. • To develop batting skills, identify when I am successful and what I need to do to improve. • To develop fielding techniques and begin to use these under some pressure. • To understand the need for tactics and identify when to use them.4 • To apply skills and knowledge to compete in a tournament. Using tactics identified throughout the unit. 	<p style="text-align: center;">PE</p> <p style="text-align: center;">Tennis</p> <p>We are working on a variety of techniques to improve our tennis abilities.</p> <p>Pupils will be taught:</p> <ul style="list-style-type: none"> • To develop returning the ball using a forehand groundstroke. • To develop returning the ball using a backhand groundstroke. • To work cooperatively with a partner to keep a continuous rally. • To develop the underarm serve and understand the rules of serving. • To develop the volley and understand when to use it. • To use a variety of strokes to outwit an opponent.
<p style="text-align: center;">ART</p> <p style="text-align: center;">Set Design</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Explore how other artists design theatre sets using inspiration and share their response. • Design a set based on a stimulus (Greek myths). • Build a model set. • Use a sketchbook to record ideas and thoughts. • To share the method and process with peers. • Appreciate each other's work and share responses in a considerate way. 		