



English

This half term we will be writing a Traditional Tale from another culture based on The Egyptian Cinderella.

- To use direct speech to convey a character's feelings and move the story forward.
- To use fronted adverbials to vary sentence openers.
- To write in the third person and the past tense.
- To use adverbials and prepositions to create chronology through the plot.
- To write in paragraphs.

Spelling

- /u/ sound spelt 'ou'
- /i/ sound spelt with a 'y'
- homophones using alternative 'ee' phonemes
- adding suffix '-ly' with root words ending in 'le' and 'ic'
- revise previously taught suffixes '-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly'

Grammar

- Cause and effect conjunctions.
- Main and subordinate clauses.
- Well-chosen adjectives, verbs and adverbs.
- Paragraphs.
- Inverted commas.
- Fronted adverbials.

Reading

This half term we will be focussing on:

- Retrieve and record information from non-fiction texts.
- Explaining the meaning of words in context.
- Summarising from more than one paragraph.

How did the civilisation of Ancient Egypt wax and wane?



Class Book



Maths Time

In Maths the children will:

- Understand am and pm.
- Understand time frames of years, months, and days.
- Work out time durations of events.
- Solve time problems.

Shape

- Recognise angles as a measure of a turn.
- Describe a turn (clockwise, anticlockwise).
- Identify and compare different angles.
- Identify horizontal, vertical, parallel and perpendicular lines.
- Recognise and describe 2D shapes.
- Draw lines and shapes accurately.
- Recognise and describe 3D shapes and make them.

Statistics

- Interpret and accurately draw pictograms.
- Interpret and draw bar charts.
- Interpret data presented in a two-way table.

<p style="text-align: center;">Science Light</p> <p>This project teaches children about</p> <ul style="list-style-type: none"> • Recognising that they need light in order to see things and that dark is the absence of light. • Noticing that light is reflected from surfaces. • Recognising that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognising that shadows are formed when the light from a light source is blocked by an opaque object. • Finding patterns in the way that the size of shadows change. 	<p style="text-align: center;">R.E How do Christians talk to God?</p> <p>Pupils will learn that for Christians:</p> <ul style="list-style-type: none"> • Prayer is a way of connecting with God at any time and in any place. • Prayer is about listening to God as well as talking to him. • That Christians pray in different ways and for different reasons e.g. to say thank you, sorry or please. • The Bible has prayers and songs of worship that Christians often use. • That the Bible contains a special prayer that Jesus taught his disciples called the 'Lord's Prayer'. 	<p style="text-align: center;">PHSE Me and other people</p> <p>In this unit the children will learn about their place in different communities through:</p> <ul style="list-style-type: none"> • Describing themselves in a range of ways. • Describing what a community is. • Identifying some institutions which support the community. • Recognising the range of identities in our wider community today. • Identifying similarities and differences between local communities.
<p style="text-align: center;">Design and Technology Textiles</p> <p>This project teaches children to:</p> <ul style="list-style-type: none"> • Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together. • Develop appliqué designs based on design criteria. • Design, cut and shape their template for an usekh/wesekh collar, with increasing accuracy. • Decorate their Egyptian collar using a variety of techniques such as appliqué, cross-stitch, beads, buttons and pinking. Measure and attach a ribbon with a running stitch. • Recognise different types and qualities of fabrics. • Explain the aesthetic and/or functional properties of some of their material choices. 	<p style="text-align: center;">Music Sing, Play, Notate</p> <p>In music sessions we will be:</p> <ul style="list-style-type: none"> • Singing and improvising a pentatonic scale (5 note pattern). • Perform a simple harmony. • Maintain a part in an ensemble. • Perform a simple harmony, using musical notation. • Understand the note values of crochets, quavers and minims. • Perform an ostinato (repeated rhythmic or melodic pattern) accompaniment on tuned percussion instruments. 	<p style="text-align: center;">Spanish Revision and consolidation</p> <p>This half term, we will focus on revision and consolidation of the previous units. Activities will include:</p> <ul style="list-style-type: none"> • Designing a poster and presenting it. • Creating a menu and using it in role-play. • Interviewing a friend. • Use role-play in a market/on a farm. • Practising flashcards with a friend.

<p style="text-align: center;">History Ancient Egyptian Civilisation</p> <p>This project teaches children about the history and structure of ancient Egyptian civilisation:</p> <ul style="list-style-type: none"> • Select and combine information from different sources. • Give reasons for and results of the main events in the period studied. • Understand that the past is represented and interpreted in different ways. • Describe characteristic features of past societies and identify changes within periods. • Understand that some events have been interpreted in different ways and suggest reasons for this. • Describe features of past societies and begin to make links between them. • Know that some events and people have been interpreted in different ways and suggest possible reasons for this. • Use knowledge and understanding to select and organise information to produce structured work. 	<p style="text-align: center;">PE Outdoor Adventurous Activities</p> <p>This unit allows pupils to develop problem solving skills through a range of challenges.</p> <ul style="list-style-type: none"> • They will plan, explore, solve, reflect and improve on strategies. • Pupils will learn what makes a good team and explore key skills such as inclusion and trust. • Pupils will begin to learn to orientate a map, identify key symbols and draw and follow routes. 	<p style="text-align: center;">Computing Programming Events and Actions</p> <p>In this unit, pupils will:</p> <ul style="list-style-type: none"> • To explain how a sprite moves in an existing project. • To create a program to move a sprite in four directions. • To adapt a program to a new context. • To develop my program by adding features. • To identify and fix bugs in a program. • To design and create a maze-based challenge.
	<p style="text-align: center;">PE Cricket</p> <p>In this unit children will:</p> <ul style="list-style-type: none"> • Develop underarm and overarm throwing. • Develop a bowling technique. • Develop a batting technique and understand where to hit the ball. • Develop fielding techniques and apply them in game situations. • To play different roles in a game and begin to think tactically about each role. • To apply skills and knowledge to compete in a game. 	