



English

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

- Write an eye-witness account about the eruption of Mount Vesuvius.

Spelling

This term we will be:

- Adding the prefix super and auto to root words.
- Adding the suffix ly to adjectives to turn them into adverbs.
- Learning further homophones e.g. hear/here; knot/not; rain/reign/rein.
- Continuing to spell statutory words.

Grammar

This half term, we'll work on:

- Choosing adjectives, verbs and nouns for clarity and cohesion.
- Starting sentences with fronted adverbials.
- Using the possessive apostrophe correctly.
- Paragraphs and inverted commas.
- Using figurative language e.g. similes and onomatopoeia.

Reading

This term we will be focusing on:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Retrieve and record information from non-fiction.

Topic

Roman Britain



Class Book

The Boy who Grew Dragons



Mathematics

Length and perimeter

- Compare and order lengths
- Add and subtract lengths
- Measure the perimeter of 2D shapes
- Calculate the perimeter

Fractions

In this unit, pupils will be:

- Understand numerator and denominator.
- Compare and order unit fractions.
- Understand the numerators of non-unit fractions.
- Understand the whole in relation to fractions.
- Compare and order non-unit fractions.
- Understand fractions on scales e.g. length, weight, capacity.
- Understand fractions on a number line, using the number line to count in fractions.
- Recognise equivalence of fractions on a number line and using bar models.

Mass and Capacity

In this unit, the pupils will:

- Read scales accurately
- Read mass on scales in grams and kilograms
- Measure equivalent masses
- Add and subtract mass

<p style="text-align: center;">History Roman Britain</p> <p>Pupils will study history topic with a focus on the key question- What was the impact of the Romans on Britain? We will focus on the following areas of learning:</p> <ul style="list-style-type: none"> • Understand the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines. • Links ideas with concept of empire, eg: secure border, gain slaves. • Understand the personal motivation of Boudica and can link to actions taken by the Romans. • Explain why the Roman army was so powerful including organisation, conditions, pay etc. • Identify the most significant changes. • Create links to the local area (Fort at Chesterton) • Ask as well as answer questions to structure their enquiry. • Describe a range of legacies. 	<p style="text-align: center;">RE What kind of world did Jesus want?</p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> • Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. • Make simple links between Bible texts and the concept of 'Gospel' (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. 	<p style="text-align: center;">Science Plants</p> <p>In this unit, pupils will:</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p style="text-align: center;">Working scientifically</p> <ul style="list-style-type: none"> • Set up simple, practical enquiries, comparative and fair tests. • Make careful observations. • Researching different flowers. • Identifying differences, similarities or changes related to simple scientific ideas and processes.
<p style="text-align: center;">PHSE Me and my safety</p> <p>By the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • Deepen their understanding of risk by recognising, predicting and assessing risks in different situations. • Decide how to manage risks responsibly and use this as an opportunity to build resilience. • To be able to use basic techniques for resisting pressure to do wrong. • Begin to understand the concept of keeping something confidential and when we should or should not agree to do this. 	<p style="text-align: center;">German Talking about things and things to do</p> <p>In this unit children will continue to learn through</p> <ul style="list-style-type: none"> • Phonics: the SSC (sound-symbol correspondences) taught this term are: [ä] [ö] [ü] [au] [eu äu] [sch] [sp] [st] [s-] [-s-] [ß] [ss] [-s] • Vocabulary: nouns for people and objects, verbs and nouns for activities • Grammar: Negation with 'kein', feminine person nouns (+in), 'haben' (singular), definite and indefinite articles (singular, accusative), compound nouns, present tense weak verbs (singular), plural noun patterns 	<p style="text-align: center;">Computing Branching databases</p> <p>In this unit, the pupils will be taught:</p> <ul style="list-style-type: none"> • To create questions with yes/no answers. • To identify the objects attributes needed to create relevant data. • Create a branching database. • Identify objects using branching databases. • Explain why it is helpful for a database to be well structured. • Compare the information shown in a pictogram with a branching database.

<p style="text-align: center;">Art</p> <p style="text-align: center;">Working with Shape and Colour</p> <p style="text-align: center;">Painting with scissors</p> <p>Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • To know about great artists, architects and designers in history. 	<p style="text-align: center;">PE</p> <p style="text-align: center;">Netball</p> <p>In this unit pupils will develop competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. By the end of the unit pupils will:</p> <ul style="list-style-type: none"> • Develop passing and moving towards the goal following the footwork rules. • Develop movement skills to lose a defender and defend against an opponent in order to win the ball. • Develop the shooting action and play using the rules of netball. <p style="text-align: center;">Tag Rugby</p> <p>In this unit, pupils will develop the key principles in attacking and defending in invasions games. Pupils will be taught:</p> <ul style="list-style-type: none"> • To develop throwing, catching and running with the ball. • To be able to use the 'forward pass' and 'offside' rules. • To develop dodging and tracking skills. • To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. 	<p style="text-align: center;">Music</p> <p style="text-align: center;">Painting Pictures with Sound</p> <p>During music lessons, pupils will study the following objectives:</p> <ul style="list-style-type: none"> • To recognise and define different dynamics (volume) and articulation (style of the note e.g. spiky or smooth) in music. • To perform using different musical techniques. • To use musical notation for dynamics and articulation. • To explore and communicate different sounds to create mood and atmosphere. • To identify some features of a symphonic poem. • To visualise a story from a piece of music and use graphic notation to create sound effects to accompany the piece.
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