



## 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

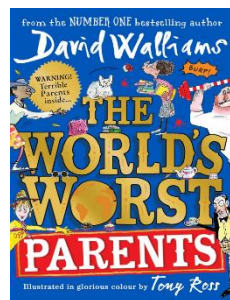
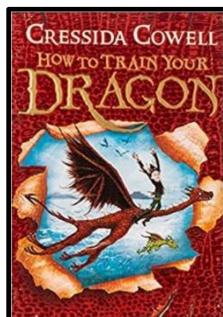
This half term, we'll work on:

- 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;"><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>Why do Christians call the day Jesus died 'Good Friday'?</b></p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</li> <li>• Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</li> <li>• Give examples of what the texts studied mean to some Christians.</li> <li>• Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</li> <li>• Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</li> <li>• 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.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li> <li>• The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</li> <li>• 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.</li> </ul>	<p style="text-align: center;"><b>PHSE</b> <b>Me in the World</b></p> <p>This half term we will focus on:</p> <ul style="list-style-type: none"> <li>• Explain what a right is.</li> <li>• Explain what a responsibility is?</li> <li>• Describe how people campaign for their rights for other people.</li> <li>• Describe what a duty is.</li> <li>• List a range of jobs in school and the local community.</li> <li>• List the responsibilities and duties people have to the environment.</li> </ul> <hr/> <p style="text-align: center;"><b>History</b> <b>Vikings: Raiders or settlers?</b></p> <ul style="list-style-type: none"> <li>• Describe 3 stereotypical images from today's media and popular perceptions.</li> <li>• Understand how the Vikings got their reputation and why reality may have been distorted.</li> <li>• Distinguish between a Saxon and Viking account of the same event.</li> <li>• Understand the significance of archaeological evidence.</li> <li>• Understand that Vikings could be construed as traders as well as raiders. Explain what a historian can infer from a source.</li> <li>• Locate places with different Viking endings on modern maps.</li> <li>• Detect patterns of occupation using suffixes.</li> <li>• Explore the nature and significance of the Vikings on their local community.</li> <li>• Understand that people differ in their view of the Vikings and demonstrate an awareness of both arguments.</li> </ul>
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<p style="text-align: center;"><b>Design and Technology</b> <b>Healthy and varied diet</b></p> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>• Select and use appropriate utensils and equipment to prepare and combine ingredients.</li> <li>• Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</li> <li>• Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> </ul>	<p style="text-align: center;"><b>Computing</b> <b>Data logging</b></p> <p>In computing lessons this half term, pupils will cover the following:</p> <ul style="list-style-type: none"> <li>• To explain that data gathered over time can be used to answer questions</li> <li>• To use a digital device to collect data automatically</li> <li>• To explain that a data logger collects 'data points' from sensors over time</li> <li>• To use data collected over a long duration to find information</li> <li>• To identify the data needed to answer questions</li> <li>• To use collected data to answer questions</li> </ul>	<p style="text-align: center;"><b>Music</b> <b>Musical Contrasts</b></p> <p>This term the children will be learning about musical contrasts. They will:</p> <ul style="list-style-type: none"> <li>• Explore different instrumental timbres and use music such as The Young Person's Guide to the Orchestra by Benjamin Britten to identify orchestral families.</li> <li>• Learn to identify changes in tonality (major or minor) and learn to play as an ensemble following a conductor.</li> <li>• Develop their understanding of musical structure and also begin to perform some improvisations.</li> </ul> <p>They will also be learning to play the Ukulele with Mr Oxborrow.</p>
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<p><b>German</b> <b>Talking about things and things to do</b></p>	<p><b>PE</b> <b>Dance</b></p>	<p><b>PE</b> <b>Tag Rugby</b></p>
<p><b>Phonics:</b> the SSC (sound-symbol correspondences) taught this term are: [ä] [ö] [ü] [au] [eu   äu] [sch] [sp] [st] [s-] [-s-] [ß] [ss] [-s]</p> <p><b>Vocabulary:</b> nouns for people and objects, verbs and nouns for activities.</p> <p><b>Grammar:</b> 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>	<p>We will cover the following objectives during our dance lessons:</p> <ul style="list-style-type: none"> <li>• To copy and create actions in response to an idea and be able to adapt this using changes of space.</li> <li>• To choose actions which relate to the theme.</li> <li>• To use actions, dynamics, spacing and timing to represent a state of matter.</li> <li>• To use actions, dynamics, spacing and timing to represent a state of matter.</li> <li>• To remember and repeat actions and create dance ideas in response to a stimulus.</li> <li>• To use action and reaction when creating ideas with a partner.</li> <li>• To remember, repeat and create actions to represent an idea.</li> <li>• To use choreographing ideas to change how actions are performed.</li> </ul>	<p>We will cover the following objectives during our Tag Rugby lessons:</p> <ul style="list-style-type: none"> <li>• To develop throwing, catching and running with the ball.</li> <li>• To develop an understanding of tagging rules.</li> <li>• To begin to use the 'forward pass' and 'off side' rule.</li> <li>• To dodge a defender and move into space when running towards the goal.</li> <li>• To develop defending skills and use them in a game situation.</li> <li>• To apply the rules and skills you have learnt and play in a tag rugby tournament.</li> </ul>