English

This half term we will be writing a Traditional Tale from another culture based on The Egyptian Cinderella. We will also be writing a sectioned information text.

- 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.
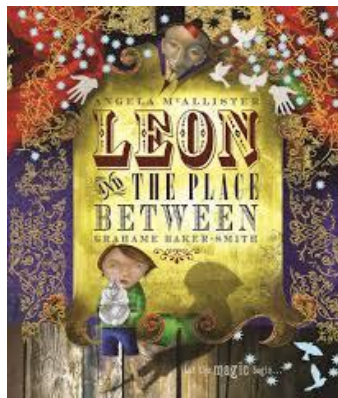
Reading

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.

Ancient Egypt
How did the civilisation of Ancient Egypt wax and wane?

Class Book

Maths
Money

- Recognising denominations and counting money in pounds and pence.
- Converting pounds and pence.
- Adding and subtracting money.
- Giving change.

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.

Science
Light

This project teaches children about
- 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.

R.E
How do Christians talk to God?

Pupils will learn that for Christians:
- 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.

PHSE
Me and other people

In this unit the children will learn about their place in different communities through:
- 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.

Art
Telling stories through drawing and making

In this unit children will:
- Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.
- Use sketchbooks to explore their responses to stories or poems.
- Make a sculpture inspired by a character in a book.
- Make improvements and offer suggestions to others to share feedback.

Music
Sing, Play, Notate

In music sessions we will be:
- Imitate and describe changes in pitch.
- Use graphic notation (visual images) to represent pitch and play music from.
- Use listening skills to correctly order a sequence of notes.
- Create simple call and response phrases.

German
Talking about activities and events

Phonics: the SSC (sound-symbol correspondences) taught this term are: [v] [r] [er-] [-er] [-ig] [-g] [-d] [-b] [-tion] [th]
Vocabulary: days of the week, months of the year, verbs and nouns for activities, describing family members.
Grammar: present tense simple versus continuous, negation after verbs with 'nicht', two-verb structures with modal verbs, possessive adjectives (accusative).

History **Ancient Egyptian Civilisation**	**PE** **Athletics**	**Computing** **Programming Events and Actions**
This project teaches children about the history and structure of ancient Egyptian civilisation. The children will: • Select and combine information from different sources. • Give reasons 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. • Use knowledge and understanding to select and organise information to produce structured work.	In this unit the children will develop basic running, jumping and throwing skills. They will: • Develop their sprinting technique. • Develop changeover of batons for relay racing. • Develop their jumping technique from a range of approaches and take off positions. • Develop throwing for distance and accuracy. • Develop officiating and performing skills. **PE** **Tennis** By the end of the unit pupils will: • To develop racket and ball control. • To develop returning the ball using a forehand groundstroke. • To be able to rally using a forehand. • To develop the two handed backhand. • To learn how to score and develop playing against an opponent.	In this unit, pupils will: • 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.