



## English

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

- Write a persuasive text with paragraphs.
- Write free verse poetry.

## Spelling

This term we will be:

- Spelt 'sc'- sound /s/
- Endings that sound like/shun/ spelt 'sion'
- Apostrophe for possession- singular and plural
- Spelt 'y'- sound /i/
- Homophones
- Prefix 'un' 'dis' 'in' 're' (Revision)

## Grammar

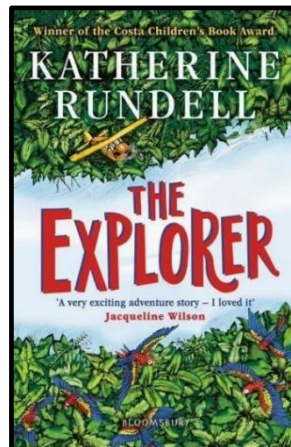
This half term, we'll work on:

- Revising TRAMP adverbials.
- Pronouns and nouns to avoid repetition.
- Expanded noun phrases.
- Model verbs
- Rhetorical questions.
- Present tense/present perfect tense.

## South America – The Amazon



## Class Book The Explorer by Katherine Rundell



## Maths

This half term we will work on the following skills:

### Decimals

- Make a whole with tenths.
- Make a whole with hundredths.
- Partition decimals.
- Flexibly partition decimals.
- Compare decimals.
- Order decimals.
- Round to the nearest whole number.
- Halves and quarters as decimals.

### Money

- Write money using decimals.
- Convert between pounds and pence.
- Compare amounts of money.
- Calculate with money.
- Solve problems with money.

### Time

- Years, months, weeks and days.
- Hours, minutes and seconds.
- Convert between analogue and digital times.
- Convert to the 24-hour clock.
- Convert from the 24-hour clock.

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| <p style="text-align: center;"><b>Science</b><br/><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><br/><b>What can we learn form a Mandir?</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• Hindus worship both at home or in a Mandir.</li> <li>• The practices of puja and arti as Hindu worship.</li> <li>• Explore the place of the Mandir in the life of a Hindu.</li> <li>• The key features, artefacts &amp; symbols found in a Mandir all have explicit meaning.</li> <li>• The celebration of the Raksha Bandhan festival.</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the links between the features found at the Mandir and the beliefs that underlie them.</li> <li>• Identify what happens during the Hindu ceremonies explored and the beliefs or ideas that underlie them.</li> </ul> | <p style="text-align: center;"><b>Geography</b><br/><b>South America – The Amazon Basin</b></p> <p>Pupils will be learning to:</p> <ul style="list-style-type: none"> <li>• Locate South America on a world map and identify a range of its physical and human features.</li> <li>• Locate the countries and capital cities of South America.</li> <li>• Compare key facts about Brazil with our country.</li> <li>• Find out if the River Amazon is the longest in the world and identify the key characteristics of the Amazon Basin.</li> <li>• Explain the importance of the Amazon Rainforest.</li> <li>• Share their knowledge and understanding of the Amazon Basin.</li> </ul> |
| <p style="text-align: center;"><b>Music</b></p> <p>They will be learning to play the Ukulele with Mr Oxborrow.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p style="text-align: center;"><b>PE</b><br/><b>Athletics</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• To develop stamina and an understanding of speed and pace in relation to distance.</li> <li>• To develop power and speed in the sprinting technique.</li> <li>• To develop technique when jumping for distance.</li> <li>• To develop power and technique when throwing for distance.</li> <li>• To develop a pull throw for distance and accuracy.</li> <li>• To develop officiating and performing skills.</li> </ul>                                                                                                                                                                                                                                                     | <p style="text-align: center;"><b>PE</b><br/><b>Cricket</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• To develop overarm and underarm throwing and apply these to a striking and fielding game.</li> <li>• To develop bowling technique and learn the rules of the skill within this game.</li> <li>• To develop batting technique and understand where to hit the ball.</li> <li>• To develop fielding techniques and apply them to game situations.</li> <li>• To play different roles in a game and begin to think tactically about each role.</li> <li>• To apply skills and knowledge to compete in a tournament</li> </ul>                     |

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| <p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><b>Sculpture, Structure, Inventiveness &amp; Determination</b></p> <p style="text-align: center;"><b>What can artists learn from nature?</b></p> <p>Pupils will cover the following objectives:</p> <ul style="list-style-type: none"> <li>• I have seen how we can learn about ourselves through art.</li> <li>• I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials.</li> <li>• I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing.</li> <li>• I can use a variety of drawing materials to make experimental drawings based upon observation.</li> <li>• I can construct with a variety of materials to make a sculpture.</li> <li>• I can see my personality in what I have made.</li> <li>• I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</li> <li>• I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes.</li> <li>• I can take photographs of my work thinking about presentation, focus and lighting.</li> </ul> | <p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>Programming: Repetition in shapes</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To identify that accuracy in programming is important</li> <li>• To create a program in a text-based language</li> <li>• To explain what 'repeat' means</li> <li>• To modify a count-controlled loop to produce a given outcome</li> <li>• To decompose a program into parts</li> <li>• To create a program that uses count-controlled loops to produce a given outcome</li> </ul> | <div data-bbox="1469 156 2152 726"> <p style="text-align: center;"><b>PHSE</b></p> <p style="text-align: center;"><b>Me and Other People</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise the range of identities in Britain today.</li> <li>• Explain why respect and tolerance are important.</li> </ul> </div> <div data-bbox="1469 727 2152 1297"> <p style="text-align: center;"><b>German</b></p> <p style="text-align: center;"><b>Talking about activities and events.</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) taught this term are: [v] [r] [er-] [-er] [-ig] [-g] [-d] [-b] [-tion] [th]</p> <p><b>Vocabulary:</b> days of the week, months of the year, verbs and nouns for activities, describing family members</p> <p><b>Grammar:</b> Present tense simple versus continuous, negation after verbs with 'nicht', two-verb structures with modal verbs, possessive adjectives (accusative).</p> </div> |
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