



### English Biographies

- Cohesion through a variety of devices within and across paragraphs.
- Relative clauses with commas and brackets to add information.
- Structured paragraphs linked with adverbials.
- Indicate degrees of possibility using modal verbs and adverbs.

The children, will, through homework activities, be learning poems to perform.

### Spelling

- Revision of strategies for learning spellings
- Revision of silent letters
- Revision of homophones
- Common exception words.

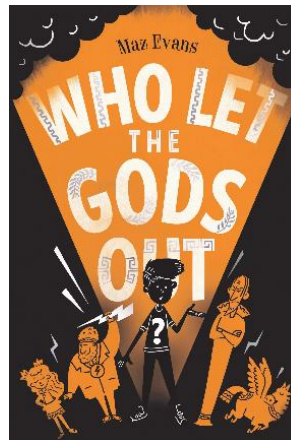
### Grammar

- To recognising and use modal verbs.
- To recognise and use adverbs of possibility.
- Commas in lists, adverbials, and clauses.
- Recognising commas to avoid ambiguity.
- Relative clauses.

### Topic Europe



### Class Book *Who Let the Gods Out?*



### Maths Shape, Position & Direction

We will be looking at the following small steps:

- Understanding degrees.
- Classifying and estimating angles.
- Measuring angles up to 180 degrees.
- Calculating angles around a point and on a straight line.
- Lengths and angles in shapes.
- Regular and irregular polygons.
- 3D shapes.
- Read and plot coordinates.
- Solve problems with coordinates.
- Translation.
- Symmetry.
- Reflection.

<p style="text-align: center;"><b>Science</b> <b>Animals including Humans.</b></p> <p>In this unit, the children will be learning about lifecycles and the changes to the human body as they grow.</p> <ul style="list-style-type: none"> <li>• Describe the lifecycle of a human.</li> <li>• Explain how babies grow and develop.</li> <li>• Describe the main changes that take place during puberty.</li> <li>• Investigate the gestation period of different mammals.</li> </ul>	<p style="text-align: center;"><b>RE</b> <b>What is the Worldwide Church?</b></p> <p>Christianity is an international religion – we will be discussing how Christianity varies around the world. By the end of this unit, pupils are expected to know that:</p> <ul style="list-style-type: none"> <li>• Christianity is an international religion; its followers form a worldwide family of believers.</li> <li>• Christians share a set of core beliefs expressed within a cultural context.</li> <li>• There is diversity and variety within the British church.</li> <li>• Christian festivals are celebrated around the world, through different cultural traditions.</li> <li>• The art, music and language of worship vary worldwide, but the same features lie at its heart.</li> <li>• Awareness of the spread, diversity and impact of the Church worldwide.</li> </ul>	<p style="text-align: center;"><b>PHSE</b> <b>Me and The World</b></p> <p>We will be spending time this half-term discussing how our country is governed and democracy. We will also learn about money and how to look after our money.</p> <ul style="list-style-type: none"> <li>• Explain key aspects of Parliament.</li> <li>• Explain how rules are made in the UK.</li> <li>• Take part in a debate on a topical issue.</li> <li>• Explain why and how rules and laws change over time.</li> <li>• Use persuasive language to make the case for a new rule or law.</li> <li>• Explain the function of cheques, credit and debit cards etc.</li> <li>• Plan for future spending.</li> <li>• Understand how and why people save.</li> <li>• Understand that money we earn also supports the community.</li> </ul>
<p style="text-align: center;"><b>Computing</b> <b>Programming: Selection in physical computing</b></p> <p>We are discovering how programming can be used to control physical systems and learn about how these are used in real life.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To control a simple circuit connected to a computer.</li> <li>• To write a program that includes count-controlled loops.</li> <li>• To explain that a loop can stop when a condition is met.</li> <li>• To explain that a loop can be used to repeatedly check whether a condition has been met.</li> <li>• To design a physical project that includes selection.</li> <li>• To create a program that controls a physical computing project.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Rounders.</b></p> <ul style="list-style-type: none"> <li>• To develop throwing and catching and apply them relevantly to the situation.</li> <li>• To develop bowling accuracy and perform the skill within the rules of the game.</li> <li>• To develop batting skills, identify when I am successful and what I need to do to improve.</li> <li>• To develop fielding techniques and begin to use these under pressure.</li> <li>• To understand the need for tactics and identify when to use them.</li> <li>• To apply skills and knowledge to compete in a tournament. Using tactics identified.</li> </ul>	<p style="text-align: center;"><b>Topic</b> <b>Europe</b></p> <p>This term the children will be studying a European country – Greece.</p> <ul style="list-style-type: none"> <li>• Children can locate Europe and investigate key information about its principal countries.</li> <li>• To explore tourism in the Mediterranean region.</li> <li>• To understand some of the factors affecting migration into Europe through Greece.</li> <li>• To investigate the landscape of Greece, its features and how it is used.</li> <li>• To investigate some of the main features of Athens.</li> <li>• To compare everyday life for a child in Athens with that in other places.</li> </ul>

	<p style="text-align: center;"><b>Cricket</b></p> <p>To develop the striking and fielding objectives.</p> <ul style="list-style-type: none"> <li>• To develop throwing and catching skills and apply them relevantly to the situation.</li> <li>• To develop bowling accuracy and perform the skill within the rules of the game.</li> <li>• To develop batting skills, identify when I am successful and what I need to do to improve.</li> <li>• To develop fielding techniques and begin to use these under some pressure.</li> <li>• To understand the need for tactics and identify when to use them.</li> <li>• To apply skills and knowledge to compete in a tournament. Using tactics identified throughout the unit.</li> </ul>	
<p style="text-align: center;"><b>ART</b> <b>Set Design</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Explore how other artists design theatre sets using inspiration and share their response.</li> <li>• Design a set based on a stimulus (Greek myths).</li> <li>• Build a model set.</li> <li>• Use a sketchbook to record ideas and thoughts.</li> <li>• To share the method and process with peers.</li> <li>• Appreciate each other's work and share responses in a considerate way.</li> </ul>	<p style="text-align: center;"><b><u>German</u></b> <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>	<p style="text-align: center;"><b>Music</b> <b>Ukulele Lessons with Mr Oxborrow.</b></p>