



English

We will be writing a discussion text. We will be looking at the features of these texts and using them to produce our own.

To do this we will do the following:

- Cohesion within paragraphs using adverbials.
- Layout devices to provide additional information and guide the reader.
- Modal verbs to indicate degrees of possibility.

The children will also be writing a diary entry linked to our class text. The diary will be a narrative of events.

- Precise vocabulary choices will be used.
- Action and dialogue will be used within the diary entry.

Spelling

- Problem suffixes ('-ous', '-ing', '-ed', '-es' or '-ies')
- Words with the /ei/ sound spelt 'ei' or 'eigh'
- Words with the long /e/ spelt 'ei' after 'c'
- Revision of homophones or near homophones

Grammar

- Relative clauses
- Parenthesis (using commas, brackets and dashes)
- Revision of all grammatical features introduced so far.

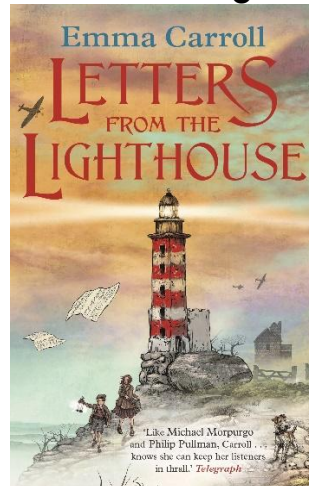
Topic

The Blitz



Class Book

Letters From The Lighthouse



Maths

Decimals, Negative numbers and converting units.

We will be looking at the following small steps:

- To use known facts to add and subtract decimals within 1
- Decimals that complement to 1
- Add and subtract decimals across 1
- Add and subtract decimals with the same number of decimal places.
- Add and subtract decimals with different numbers of decimal places.
- Efficient strategies for adding and subtracting.
- Decimal sequences
- Multiplying and dividing decimals by 10, 100 and 1000
- Understand negative numbers.
- Count through zero in 1s.
- Count through zero in multiples.
- Compare and order negative numbers.
- Find the difference between positive and negative numbers.
- Kilograms and kilometres
- Millimetres and millilitres
- Convert units of length
- Convert between metric and imperial units.
- Convert units of time
- Calculate with timetables.

<p style="text-align: center;">Science</p> <p style="text-align: center;">Living things and their habitats</p> <p>We are learning about the different lifecycles of living things and how they reproduce this half-term.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the life cycle of different mammals. • Describe the life cycle of an amphibian, an insect and a bird. • Compare the lifecycles of mammals, amphibians, insects and birds. • Describe the life process of reproduction in some plants (including sexual and asexual) and animals. 	<p style="text-align: center;">RE</p> <p style="text-align: center;">People of God: How can following God bring freedom and justice?</p> <p>By the end of this unit, pupils are expected to know that:</p> <ul style="list-style-type: none"> • The Old Testament pieces together the story of the People of God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. • Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus 	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Me and Others</p> <p>We will be spending time this half-term discussing how we are all individuals and how we can contribute positively to our local community. This ties in closely with British Values which we will be discussing as a class and as a school.</p> <p>Learning Aims:</p> <ul style="list-style-type: none"> • Talk about different people's points of view on different issues. • Contribute positively to their local community
<p style="text-align: center;">Computing</p> <p style="text-align: center;">Programming B: Selection in quizzes</p> <p>We are discovering how programming can be used to create a quiz using the If...Then...Else... structure.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To explain how selection is used in computer programs. • To relate that a conditional statement connects a condition to an outcome. • To explain how selection directs the flow of a program. • To design a program that uses selection. • To create a program that uses selection. • To evaluate their program 	<p style="text-align: center;">PE</p> <p style="text-align: center;">OAA</p> <p>Pupils will work individually, collaboratively in pairs and groups to solve problems.</p> <p>Pupils will be taught:</p> <ul style="list-style-type: none"> • To develop communication and negotiation skills. • To develop strong communication and negotiation skills to solve challenges. • To develop planning and problem-solving skills. • To share ideas and work as a team to solve problems. • To develop navigation skills and map reading. • To create and follow a key and route on a map. <p style="text-align: center;">Tennis</p> <p>Pupils will be taught to do the following:</p> <ul style="list-style-type: none"> • To return the ball using a forehand groundstroke under pressure. • To return the ball using a backhand groundstroke under pressure. • To use a variety of shots to keep a continuous rally going. 	<p style="text-align: center;">Topic</p> <p style="text-align: center;">The Blitz</p> <p>This unit links to previous units on Remembrance and Walter Tull.</p> <ul style="list-style-type: none"> • How significant was the Blitz and how does it relate to the rest of the war? • What happened? Whose war was it? • What was the impact of World War 2 to the people in our locality? • What was it like to be a child in World War 2? What was it like to be an evacuee? • How significant was World War 2 on the roles of women? • What did men do in the war? Did all men fight?

	<ul style="list-style-type: none"> • To develop the underarm serve and understand the rules of serving. • To develop the volley and understand when to use it. • To apply rules, skills and principles to play against an opponent. 	
<p style="text-align: center;">D&T Food Technology – What could be healthier?</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Understand how beef gets from the farm to our plates. • Present a subject as a poster with clear information in an easy-to-read format. • Contribute ideas as to what a 'healthy meal' means. • Notice the nutritional differences between different products and recipes. • Recognise nutritional differences between two similar recipes and give some justification as to why this is. • Work as a team to amend a Bolognese recipe with healthy adaptations. • Follow a recipe to produce a healthy Bolognese sauce. • Design packaging that promotes the ingredients of the Bolognese. 	<p style="text-align: center;"><u>German</u> Talking about activities and events.</p> <p>Phonics: The SSC (sound-symbol correspondences) taught this term are: [v] [r] [er-] [-er] [-ig] [-g] [-d] [-b] [-tion] [th]</p> <p>Vocabulary: Days of the week, months of the year, verbs and nouns for activities, describing family members.</p> <p>Grammar: 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;">Music Ukelele – Mr Oxborrow.</p>