



### English

This half term we will be writing a set of instructions – How to trap a troll. We will focus on:

- Layout
- Imperative verbs and adverbs
- Present tense
- Time prepositions

We will also be writing a portal story – Stone Age Boy. Our focus will be on the setting of the story as well as:

- Use subordinating conjunctions
- Descriptive language-adjectives, verbs, adverbs and prepositions
- Time conjunctions
- Creating settings

### Spelling

- y as an i sound
- Prefixes mis and re
- Apostrophe for contractions
- /ei/ sounds
- Homophones and near homophones
- Words ending with g sound spelt gue
- Words ending with the k sound spelt que

### Grammar

- a or an determiner
- Paragraphs
- Subordinating conjunctions
- Inverted commas/speech marks

### Reading

- Skimming and scanning skills for retrieval
- Summarising the key themes from paragraphs
- Retrieve information from non-fiction texts

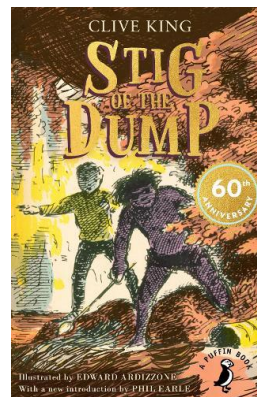
### Topic

## Through the Ages



### Class Book

## Stig of the Dump



### Maths

In Maths, we'll be learning about addition and subtraction by:

- Using the column method to add and subtract 3-digit numbers with no exchange
- Using the column method to add and subtract with exchanging
- Complements to 100
- Estimating and using the inverse to check answers

Multiplication and division:

- Revision of 10, 5 and 2 times tables
- Revision of equal groups and using arrays
- Multiply and divide by 3
- Multiply and divide by 4
- Multiply and divide by 8

<p style="text-align: center;"><b>Science</b> <b>Rocks and soils</b></p> <p>In this unit, pupils will:</p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul>	<p style="text-align: center;"><b>R.E.</b> <b>What is the Trinity?</b></p> <p>During this unit, pupils will learn:</p> <ul style="list-style-type: none"> <li>• Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</li> <li>• Offer suggestions about what texts about baptism and Trinity might mean.</li> <li>• Give examples of what these texts mean to some Christians today.</li> <li>• Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</li> <li>• Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</li> </ul>	<p style="text-align: center;"><b>PHSE</b> <b>Health and wellbeing</b></p> <p>In this unit pupils will learn:</p> <ul style="list-style-type: none"> <li>• Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day.</li> <li>• Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose.</li> <li>• Understand the different aspects of their identity.</li> <li>• Identify their own strengths and that they can help other people.</li> <li>• Describe how they would break a problem down into small, achievable goals.</li> <li>• Understand the benefits of healthy eating and dental health.</li> </ul>
<p style="text-align: center;"><b>Art</b> <b>Gestural Drawing with Charcoal</b></p> <p>In this unit, the children will learn by making loose, gestural drawings with charcoal, and exploring drama and performance. The key concepts covered are:</p> <ul style="list-style-type: none"> <li>• When we draw we can use gestural marks to make work.</li> <li>• When we draw we can use the expressive marks we make to create a sense of drama.</li> <li>• When we draw we can move around.</li> <li>• When we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</li> </ul>	<p style="text-align: center;"><b>Music</b> <b>Creating compositions for an animation</b></p> <p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Verbalise how the music makes them feel.</li> <li>• Create actions or movements appropriate to each section of a piece of music.</li> <li>• Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.</li> <li>• Play melodies and rhythms which represent the section of animation they are accompanying.</li> </ul>	<p style="text-align: center;"><b>German</b> <b>Describing me and others</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> the sound-symbol correspondences taught this term are: long &amp; short forms of [a] [e] [i] [o] [u]; [ei] &amp; [ie]; [w] [z]; soft &amp; hard [ch]</li> <li>• <b>Vocabulary:</b> greetings, personal pronouns, question words, nouns for people, adjectives to describe things, colours, nouns for possessions, 'That is not my...' story.</li> <li>• <b>Grammar:</b> sein (singular), subject-verb inversion with questions, definite and indefinite articles (singular, nominative), possessive adjective (singular), negation (nicht + adverb / definite article / possessive adjective), capitalisation of nouns.</li> </ul>

## **History Through the Ages**

This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement. This unit is structured around 4 sequential history enquiries:

1. What was 'new' about the New Stone Age?
2. Which was better, bronze or iron?
3. If you were Julius Caesar, would you have invaded Britain in 55BC?
4. When do you think it was better to live – Stone Age, Bronze Age or Iron Age?

## **PE Ball skills**

In this unit, the children will learn:

- Develop confidence and accuracy when tracking a ball
- Explore and develop a variety of throwing techniques
- Develop catching skills using one or two hands
- Develop ball dribbling skills
- Develop tracking, sending and dribbling skills using their feet

## **Computing Stop Frame Animation**

In this unit, the children will learn:

- That animation is a sequence of drawings or photographs
- Relate animated movement to a sequence of images
- Plan their own animation
- Understand the importance of working consistently and carefully
- Review and improve animations
- Evaluate the impact of adding other media to an animation