



## English

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

- Write a persuasive letter based on the book 'The Day the Crayons Quit'.
- Beginning to write a warning tale based on the book 'The Tunnel'.

## Spelling

This term we will be:

- Adding the suffix ness and ful to root words
- Adding the prefix sub and tele to root words
- Revisiting contractions
- Words with the /sh/ sound spelt ch
- Words ending sure and ture

## Grammar

This half term, we will focus on:

- Expanded noun phrases
- Inverted commas
- Commas in a list
- Subordinating conjunctions
- Paragraphs
- Adverbs

## Reading

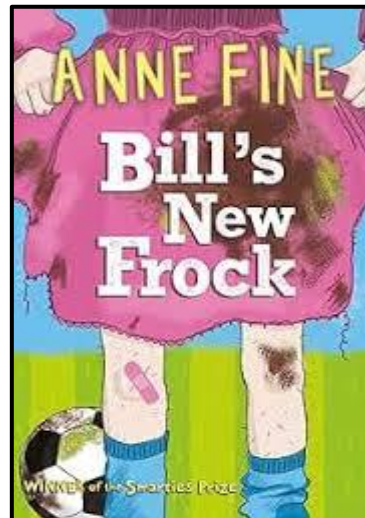
This term we will be focusing on:

- Predicting what might happen from details stated and implied.
- Identifying themes and conventions in books.
- Drawing inferences from a character's actions.
- Identifying main ideas drawn from more than one paragraph and summarising them.

## Topic North America



## Class Book Bill's New Frock



## Mathematics Multiplication and division

In this unit, pupils will be using their times tables and will be:

- Revising the 10, 5 and 2 times tables.
- Multiplying and dividing by 3, 4 and 8.
- Scaling to 10 times greater to relate calculations.
- Comparing multiplication and division using symbols.
- Using written methods to multiply and divide a two-digit number by a one-digit number.
- Link multiplication and division.
- Divide a two-digit number by a one-digit number with remainders.
- Solve scaling and correspondence problems.

## Length and Perimeter

In this unit, pupils will be:

- Measuring length in millimetres, centimetres and metres.
- Converting centimetres into metres and visa versa.
- Convert centimetres into millimetres and visa versa.

<p style="text-align: center;"><b>Geography</b> <b>North America</b></p> <p>Pupils will study our geography topic North America. We will focus on the following areas of learning:</p> <ul style="list-style-type: none"> <li>• To locate North America on a World map and explore the landscape.</li> <li>• To identify countries within North America and the states within the USA.</li> <li>• Explore the physical geography of The Rockies.</li> <li>• Describe the physical geography of Mount St. Helens and the impact it has on the surrounding area.</li> <li>• Compare the landscapes of different US states.</li> </ul>	<p style="text-align: center;"><b>RE</b> <b>How do festivals and worship show what matters to a Muslim?</b></p> <ul style="list-style-type: none"> <li>• Identify some beliefs about God in Islam, expressed in Surah 1.</li> <li>• Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God).</li> <li>• Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>• Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).</li> <li>• Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</li> <li>• Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their idea.</li> </ul>	<p style="text-align: center;"><b>PHSE</b> <b>Families and Relationships</b></p> <ul style="list-style-type: none"> <li>• Understand that families are all different.</li> <li>• Know that families offer each other support but sometimes they can experience problems.</li> <li>• Understand that problems occur in friendships and that violence is never right.</li> <li>• Understand what bullying is and what to do if it happens.</li> <li>• Describe what a good listener is and know how to show that they are listening.</li> <li>• Say who they trust and why.</li> <li>• Understand that people can have similarities and differences and explain how differences can be a positive thing.</li> <li>• Understand how toys can reinforce gender stereotypes.</li> <li>• Understand that stereotypes arise from a range of factors, including some of those associated with age.</li> </ul>
<p style="text-align: center;"><b>Science</b> <b>Forces and magnets</b></p> <p>In this unit, pupils will be learning about how force causes things to move. They will:</p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces.</li> <li>• Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others.</li> </ul> <p>Compare and group together a variety of everyday materials on the basis of whether</p> <ul style="list-style-type: none"> <li>• they are attracted to a magnet, and identify some magnetic materials.</li> <li>• Describe magnets as having 2 poles.</li> <li>• Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p style="text-align: center;"><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>• Set up simple, practical enquiries, comparative and fair tests.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• In this unit, pupils focus on improving the quality of their gymnastic movement. They are introduced to the terms extension and body tension. Objectives covered include: <ul style="list-style-type: none"> <li>• To create interesting point and patch balances.</li> <li>• To step into shape jumps with control..</li> <li>• To develop and refine different rolls</li> <li>• To transition smoothly into and out of balances.</li> <li>• To create a sequence with matching and contrasting actions and shape.</li> <li>• To create a partner sequence incorporating equipment.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Music</b> <b>Developing Singing Techniques</b></p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Move and sing as a team, following the lyrics on the screen.</li> <li>• Recognise minims, crotchets and quavers often by ear and reliably by sight.</li> <li>• Perform rhythms accurately from notation and layer them to create a composition.</li> <li>• Add appropriate sound effects to their performances using untuned percussion.</li> <li>• Join in with the performances confidently, and reasonably in time and tune.</li> <li>• Make suggestions for improving their performance.</li> </ul>

<p style="text-align: center;"><b>Design and Technology</b> <b>Structures – Constructing a castle</b></p> <p>During this unit, pupils will cover the following:</p> <ul style="list-style-type: none"> <li>• Designing a castle with key features to appeal to a specific person/purpose.</li> <li>• Draw and label a simple castle that includes the most common features.</li> <li>• Recognise that a castle is made up of multiple 3D shapes. Design a castle with key features which satisfy a given purpose.</li> <li>• Score or cut along lines on the net of a 2D shape.</li> <li>• Use glue to securely assemble geometric shapes.</li> <li>• Utilise skills to build a complex structure from simple geometric shapes.</li> <li>• Evaluate their work by answering simple questions.</li> </ul>	<p style="text-align: center;"><b>Computing</b> <b>Creating Media Desktop Publishing</b></p> <p>In this unit, the pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To recognise how text and images convey information.</li> <li>• To recognise that text and layout can be edited.</li> <li>• To choose appropriate page settings.</li> <li>• To add content to a desktop publishing publication.</li> <li>• To consider how different layouts can suit different purposes.</li> <li>• To consider the benefits of desktop publishing.</li> </ul>	<p style="text-align: center;"><b>German</b> <b><i>Talking about things and things to do</i></b></p> <p>In this unit children will continue to learn</p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> the SSC (sound-symbol correspondences) taught this term are: [ä] [ö] [ü] [au] [eu   äu] [sch] [sp] [st] [s-] [-s-] [ß] [ss] [-s]</li> <li>• <b>Vocabulary:</b> nouns for people and objects, verbs and nouns for activities</li> <li>• <b>Grammar:</b> Negation with 'kein', feminine person nouns (+in), 'haben' (singular), definite and indefinite articles (singular, accusative), compound nouns, present tense weak verbs (singular), plural noun patterns</li> </ul>
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