English

Writing

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

- Write a non-chronological report with paragraphs.
- Write a character flaw story using the Dragon and the Cobbler as a model text.

Spelling

This half term we will be:

- Revising contractions
- Teaching the prefix 'inter-'
- Teaching the endings -ation, -sion, -ssion, -cian.

Grammar

This half term, we'll work on:

- Paragraphs
- Fronted adverbials
- Nouns and pronouns for cohesion
- Presentation devices (headings & sub-headings)
- Use of present tense
- A range of conjunctions
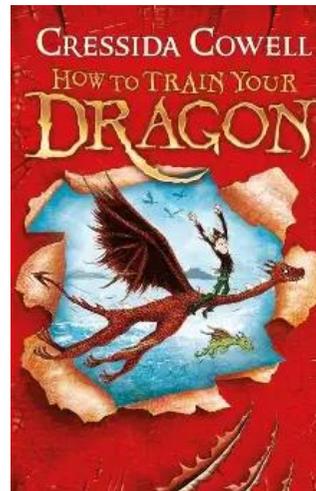
Reading

This half term we will be focusing on:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Retrieve and record information from non-fiction/fiction texts and poems.
- To draw on knowledge of vocabulary to understand texts

Topic

Vikings

Class Book

Mathematics

This half term we will be focusing on:

Fractions

- Understanding the whole
- Counting beyond 1
- Partition a mixed number
- Number lines with mixed numbers
- Compare and order mixed numbers
- Understand improper fractions
- Convert mixed numbers to improper fractions
- Convert improper fractions to mixed numbers
- Equivalent fractions on a number line
- Equivalent fraction families
- Add two or more fractions
- Add fractions and mixed numbers
- Subtract two fractions
- Subtract from whole amounts
- Subtract from mixed numbers

Decimals

- Tenths ad fractions
- Tenths as decimals
- Tenths on a place value chart
- Tenths on a number line
- Divide a 1 digit number by 10
- Divide a 2 digit number by 10
- Hundredths as fractions
- Hundredths as decimals
- Hundredths on a place value chart
- Divide a 1 or 2 digit number by 100

History
Vikings

Pupils will study history topic with a focus on the key question- Were the Vikings raiders or settlers?
By the end of this unit, pupils will:
- Know where Vikings came from
- Understand why they raided
- Understand the image we have of Vikings and why have they gained such a bad reputation.
- Understand how recent excavations changed our view of the Vikings.
- Be able to locate places with different Viking endings on a modern map to detect patterns.
- Be able to demonstrate awareness and evaluate evidence of both arguments – Were the Vikings raiders or settlers?

PSHE

By the end of this unit, pupils will:
- Understand the reasons for legal age restrictions.
- Understand how quickly information can spread on the internet and some of the risks associated with that.
- Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.
- Understand the difference between private and public, and secrets and surprises.
- Understand how search engines work and whether information is useful.
- Understand some of the risks of smoking and some of the benefits of being a non-smoker.

Science
Animals, including Humans

Pupils will be taught to:
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Working scientifically
- Set up simple, practical enquiries, comparative and fair tests.
- Make careful observations.
- Researching topics using the internet.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.

Religious Education
For Christians, when Jesus left what was the impact of Pentecost?

By the end of the unit, pupils are expected to be able to:
- Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
- Offer suggestions about what the description of Pentecost in Acts 2 might mean.

German
Talking about things and things to do

In this unit children will continue to learn:
- **Phonics:** the SSC (sound-symbol correspondences) taught this term are: [ä] [ö] [ü] [au] [eu|äu] [sch] [sp] [st] [s-] [-s-] [ß] [ss] [-s]
- **Vocabulary:** nouns for people and objects, verbs and nouns for activities
- **Grammar:** 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

Computing
Data logging

In computing lessons this half term, pupils will cover the following:
- To explain that data gathered over time can be used to answer questions
- To use a digital device to collect data automatically
- To explain that a data logger collects 'data points' from sensors over time
- To use data collected over a long duration to find information

• Give examples of what Pentecost means to some Christians now. • Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. • Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas		• To identify the data needed to answer questions • To use collected data to answer questions

DT **Healthy and varied diet**	PE **Gymnastics**	Music **Glockenspiel – Caribbean**
Designing • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. **Making** • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.	• To develop individual and partner balances. • To develop individual and partner balances using apparatus. • To develop control in performing and landing rotation jumps. • To develop rotation jumps and sequence building using apparatus. • To develop the straight, barrel, forward and straddle roll. • To assess my straight, barrel, forward and straddle roll. • To link actions that flow using the rolls I have learnt. • To link actions that flow in a partner sequence using the rolls I have learnt. • To develop strength in inverted movements. • To develop strength in inverted movements. • To create a 'great' partner sequence to include the skills I have learnt and apparatus.	Pupils will be taught to: • Name some of the key features of calypso music. Sing a song accurately. • Sing a song accurately, and perform their news headline correctly in the appropriate gap. • Explain in simple terms why percussion instruments were important in Trinidad. • Play the sheet music: What's the story?: Tuned percussion part one. • Recognise pairs of quavers on a musical score and the ability to play these in context. • Create a pentatonic improvisation using mainly one-beat notes.

Evaluating	• To create a 'great' partner sequence to include the skills I have learnt and apparatus.	
Evaluating • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.	**Dance** • To copy and create actions in response to an idea and be able to adapt these using changes of space. • To choose actions which relate to the theme. • To develop a dance using matching and mirroring. • To learn and create dance moves in the theme of carnival. • To develop a carnival dance using formations, canon and unison. • To develop a dance phrase and perform as part of a class performance. • To understand how dynamics, space and relationships can be used to represent a state of matter. • To use actions, dynamics, space and relationships to represent a state of matter. • To order and structure phrases to create a dance performance. • To copy and repeat a set phrase in a 1960s style showing energy and rhythm • To learn and perform a partner dance in a 1960s style. • To develop my own 1960s inspired dance using changes in relationships. .	