



English

Simple Narrative

- To write a story about the experiences of others.
- To use adverbs of time to sequence events.
- To use adverbs to add additional detail.
- To choose verbs for effect.
- To use noun phrases to add description.
- To use subordinating and coordinating conjunctions to join information and give reasons.
- To re-read my writing to check it makes sense and make additions or corrections where necessary.

Grammar & Punctuation

- To recognise and write sentences with different forms: statement, question, exclamation, command.
- To use the possessive apostrophe correctly (Singular nouns).
- To use co-ordination (using or, and, or but) and subordination (using when, if, that, or because) to join or extend sentences.
- To use the full range of punctuation taught correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

Phonics & Spelling

- The 'w' special - To spell /or/ as 'ar' after a 'w'.
- The 'w' special - To spell /er/ as 'or' after a 'w'.
- To spell /l/ sound 'le' or 'el' at the end of words.
- To add suffixes (-ing, -ed, -er, -est) to words ending in 'y'.
- To revise the sound /aw/, /or/, /au/, /oor/, /al/.

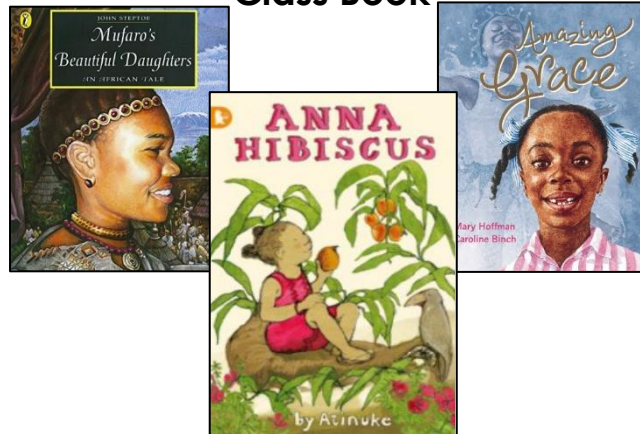
Handwriting

- To begin to use the diagonal and horizontal strokes needed to join letters.

Contrasting Locality: Zambia Mugurameno Village



Class Book



We will be reading a selection of books from the 'Difference and Diversity' collection.

Maths

Pupils will learn the following skills:

Fractions

- To make and recognise equal and unequal parts.
- To find half by splitting a whole into two equal parts.
- To find half of shapes, a set of objects or quantity.
- To find a quarter by splitting the whole into 4 equal parts.
- To find quarters of shapes, objects and quantities.
- To find a third by splitting the whole into 3 equal parts.
- To find a third of shapes, objects and quantities.
- To understand the concept of unit and non-unit fractions.
- To explore the equivalence of two quarters and one half and understand that they are the same.
- To use their understanding of quarters to find three quarters of a quantity.

Mass, capacity and temperature

- To measure in grams and kilograms.
- To use the four operations with mass.
- To compare volume and capacity.
- To measure in millilitres and litres.
- To use the four operations with volume and capacity.
- To read the correct temperature on a given thermometer.
- To show the correct temperature on a thermometer scale.

<p style="text-align: center;">Science Plants</p> <p>At the end of this unit, children will develop their knowledge of what plants need to stay healthy through observation, investigation and consideration of how plants have adapted to live in different environments around the world.</p> <ul style="list-style-type: none"> • To observe and describe how seeds and bulbs grow into mature plants. • To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Working Scientifically</p> <ul style="list-style-type: none"> • Can make predictions and perform simple tests. • Observe closely, using simple equipment. • Use observations to suggest answers to questions. 	<p style="text-align: center;">RE Who is a Muslim and how do they live?</p> <p>In this unit, pupils will find out about Islam, key beliefs, and ways of living for many Muslims. Pupils will learn about some of the key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. The placement of this unit, allows pupils to revise unit 15 and deepen their learning.</p> <ul style="list-style-type: none"> • Who was the Prophet Muhammad and why is he important to Muslims? • How are the Five Pillars of Islam lined to worship? • What difference does worshipping God make to Muslims? • What difference does worshipping God make to Muslims? • How do fasting and giving help Muslims to worship Allah? 	<p style="text-align: center;">Geography A contrasting locality: Zambia What is it like living in Mugurameno village?</p> <ul style="list-style-type: none"> • To sort and discuss Africa's key physical and human features. • To locate Zambia on a map of Africa. • To ask questions about an African village: The village of Mugurameno. • To find out how people in Mugurameno use the river and compare with how we use rivers. • To find out about the food eaten by the people in Mugurameno and compare with the food we eat. • To find out about the homes in Mugurameno and compare with our homes. • To compare school life in Mugurameno with school life where we live.
<p style="text-align: center;">PSHE Family and Relationships</p> <p>At the end of this unit, children will have a greater understanding and acceptance of social and cultural differences in British society and develop their behaviours in accordance with this.</p> <ul style="list-style-type: none"> • To understand and respect that boys and girls can be different. • To develop an understanding of stereotypes and how these may affect career choices. • To understand and respect the range of families in society today. • To begin to understand the process and emotions relating to grief. • To begin to understand the conventions of courtesy and manners. 	<p style="text-align: center;">Music Structure - Myths and Legends</p> <ul style="list-style-type: none"> • Recognise, play and write rhythms with one beat and paired half beats. • Show a rest beat using a silent movement. • Read and follow a structure from left to right. • Add rhythms to a structure to create a beginning, middle and end. • Work well as part of a group, listening to others and respecting their ideas. • Maintain a steady beat. • Use a thinking voice to play rhythms on an instrument. 	<p style="text-align: center;">Computing Programming: Robot Algorithms</p> <ul style="list-style-type: none"> • To describe a series of instructions as a sequence. • To explain what happens when we change the order of instructions. • To use logical reasoning to predict the outcome of a program. • To explain that programming projects can have code and artwork. • To design an algorithm. • To create and debug a program that I have written.

Design Technology Textiles

Pupils will design, make and evaluate a pouch in which to keep money safe, taking into consideration the suitability of materials.

- To design a pouch that will keep money safe.
- To select and cut fabrics for sewing.
- To cut out a template and pin to fabric.
- To be able to thread a needle.
- To sew a running stitch to join fabric.
- To decorate using fabric glue.
- To evaluate the finished product against the design criteria.

PE Athletics

- To develop the sprinting action.
- To develop jumping for distance.
- To develop technique when jumping for height.
- To develop throwing for distance.
- To develop throwing for accuracy.
- To select and apply knowledge and technique in an athletics carousel.

PE Invasion Games

- To understand what being in possession means and support a teammate to do this.
- To understand that scoring goals is an attacking skill and to explore ways to do this.
- To understand that stopping goals is a defending skill and explore ways to do this.
- To explore how to gain possession.
- To mark an opponent and understand that this is a defending skill.
- To apply simple tactics for attacking and defending.