



English

This half term we will be writing Clerihew poems. We will also be writing a non-chronological report about animals found in The Rainforest.

Spelling

This term we will be:

- Revising vowel diagraphs.
- Using apostrophes for contractions.
- /k/ sound spelt with a ch.
- Revising prefixes mis, re, sub, tele, super and auto.
- Further homophones.
- Continuing to spell statutory words.

Grammar

This half term, we'll work on:

- Subordinating conjunctions.
- Main and subordinate clauses.
- Paragraphs
- Well-chosen adjectives.

Reading

This term we will be focusing on:

- Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.
- Identifying authors choice of vocabulary and its effect.

Topic

Rio and South America



Class Book

The Boy who Grew Dragons



Mathematics Fractions

In this unit, pupils will be:

- Understand numerator and denominator.
- Compare and order unit fractions.
- Understand the numerators of non-unit fractions.
- Fractions on a number line.
- Equivalent fractions.

Mass and capacity

In this unit, pupils will be:

- Adding and subtracting mass.
- Measuring capacity and volume in millilitres and litres.
- Making one litre and comparing capacity and volume.
- Equivalent capacities and volumes.

Fractions

- Adding and subtracting fractions with the same denominator.
- Finding unit and non-unit fractions of amounts.
- Reasoning with fractions of amounts.

<p style="text-align: center;">Computing Programming sound</p> <p>In this unit, the pupils will be taught:</p> <ul style="list-style-type: none"> • Explore a new programming environment. • Programme a sprite with commands. • To understand the sequence of commands has an order. • To change the appearance of a project. • To create a project from a task description. 	<p style="text-align: center;">German 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;">Science Plants</p> <p>In this unit, pupils will:</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
<p style="text-align: center;">Geography Rio and South America</p> <p>In this unit of work, pupils will be:</p> <ul style="list-style-type: none"> • Locating South America on a world map and identifying a range of physical and human features. • Locate the countries and capital cities of South America alongside time zones. • Compare key facts about Brazil and our country. • Use photographs and information texts to find out what daily life in Rio is like. • Identify how our lives are linked to Rio and the South East of Brazil. • Identify the pros and cons of hosting the Olympic games. 	<p style="text-align: center;">RE What is it like for someone to follow God?</p> <p>By the end of the unit, pupils are expected to be able to understand:</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Make links between the story of Noah and how we live in school and the wider world. 	<p style="text-align: center;">Working scientifically</p> <ul style="list-style-type: none"> • Set up simple, practical enquiries, comparative and fair tests. • Make careful observations. • Researching different flowers. • Identifying differences, similarities or changes related to simple scientific ideas and processes.

<p style="text-align: center;">Art</p> <p style="text-align: center;">Telling stories through drawing and making</p> <p>In this unit children will:</p> <ul style="list-style-type: none"> • Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film. • Use sketchbooks to explore their responses to stories or poems. • Make a sculpture inspired by a character in a book. • Make improvements and offer suggestions to others to share feedback. 	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Citizenship</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain that children have rights and how these benefit them. • Explain the responsibilities adults have for supporting children's rights. • Discuss the benefits of recycling. • Recognise some of the different groups within the local community and how they use local buildings. • Explain how charities support the local community. • Describe how democracy works locally and how this affects us. • Recognise the need for rules and the consequences of breaking rules. 	<p style="text-align: center;">Music</p> <p style="text-align: center;">Jazz</p> <p>In this unit the children will:</p> <ul style="list-style-type: none"> • Explain what ragtime music is. • Play on the 'off beat' and sing a syncopated rhythm. • Play a call and then improvise a response. • Improvise or compose a scat singing performance with sounds and words. • Compose and play a jazz motif fluently, using swung quavers. • Play a swung rhythm using a tuned percussion instrument.
	<p style="text-align: center;">PE</p> <p style="text-align: center;">Cricket</p> <p>In this unit the children will develop their understanding of striking and fielding.</p> <ul style="list-style-type: none"> • Learning how to score. • Develop batting to score points. • Develop fielding skills to limit the batter's score. • Understand the role of the bowler. • Develop their understanding of tactics and use them. • Apply their skills and knowledge in a game situation. 	