



English

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

- Write a persuasive text with paragraphs.
- Write a character Story

Spelling

This term we will be:

- Spelt 'sc'- sound /s/
- Endings that sound like/shun/ spelt 'sion'
- Apostrophe for possession- singular and plural
- Spelt 'y'- sound /i/
- Homophones
- Prefix 'un' 'dis' 'in' 're' (Revision)

Grammar

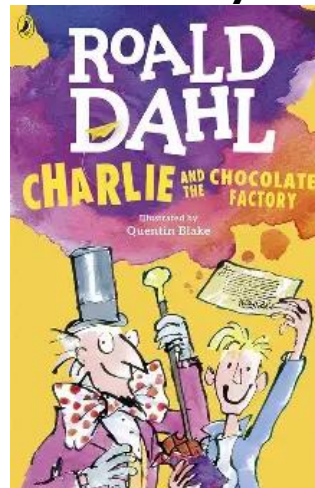
This half term, we'll work on:

- Revising TRAMP adverbials.
- Pronouns and nouns to avoid repetition.
- Expanded noun phrases.
- Modal verbs
- Rhetorical questions.
- Present tense/present perfect tense.

South America – The Amazon



Class Book Charlie and the Chocolate Factory



Maths

This half term we will work on the following skills:

Decimals

- Make a whole with tenths.
- Make a whole with hundredths.
- Partition decimals.
- Flexibly partition decimals.
- Compare decimals.
- Order decimals.
- Round to the nearest whole number.
- Halves and quarters as decimals.

Money

- Write money using decimals.
- Convert between pounds and pence.
- Compare amounts of money.
- Calculate with money.
- Solve problems with money.

Time

- Years, months, weeks and days.
- Hours, minutes and seconds.
- Convert between analogue and digital times.
- Convert to the 24-hour clock.
- Convert from the 24-hour clock.

<p style="text-align: center;">Science Living Things and their Habitats</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Identify the 7 life processes. Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. <p>The following skills will be covered whilst working scientifically:</p> <ul style="list-style-type: none"> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and table. 	<p style="text-align: center;">RE What does it mean to be a Hindu in Britain today?</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> Hindus worship both at home or in a Mandir. The practices of puja and arti as Hindu worship. Explore the place of the Mandir in the life of a Hindu. The key features, artefacts & symbols found in a Mandir all have explicit meaning. The celebration of the Raksha Bandhan festival. <p>Pupils should be able to:</p> <ul style="list-style-type: none"> Explain the links between the features found at the Mandir and the beliefs that underlie them. Identify what happens during the Hindu ceremonies explored and the beliefs or ideas that underlie them. 	<p style="text-align: center;">Geography Rivers</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> All about the water cycle and be able to explain what a river is and locate the world's longest rivers on a map. How rivers are used around the world All about identifying the stages and features of a river, and the way that land use changes from the source to the mouth. How to recognise and explain how human activity affects rivers. How to recognise and explain how flooding affects communities. Identify the key characteristics of one of the world's longest rivers. <p>Pupils should be able to:</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: rivers and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
<p style="text-align: center;">Music Samba and Carnival Sounds</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the off-beat (the 'and' of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break. 	<p style="text-align: center;">PE Athletics</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. 	<p style="text-align: center;">PE Tennis</p> <p>Pupils will be able:</p> <ul style="list-style-type: none"> To develop racket and ball control. To develop returning the ball using a forehand and understand when to use it. To develop the backhand and understand when to use it. To keep a continuous rally going showing increased technique. To use and apply rules and simple tactics. To understand and use rules to manage a game.

<p style="text-align: center;">Art</p> <p style="text-align: center;">What can artists learn from nature?</p> <p>Pupils will cover the following objectives:</p> <ul style="list-style-type: none"> • I have seen how we can learn about ourselves through art. • I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials. • I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing. • I can use a variety of drawing materials to make experimental drawings based upon observation. • I can construct with a variety of materials to make a sculpture. • I can see my personality in what I have made. • I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again. • I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes. • I can take photographs of my work thinking about presentation, focus and lighting. 	<p style="text-align: center;">Computing</p> <p style="text-align: center;">Programming: Repetition in shapes</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To identify that accuracy in programming is important • To create a program in a text-based language • To explain what 'repeat' means • To modify a count-controlled loop to produce a given outcome • To decompose a program into parts • To create a program that uses count-controlled loops to produce a given outcome 	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Citizenship</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Explore children's rights, using key articles from the United Nations Convention on the Rights of the Child. • Understand the value of diversity in a community. • Recognise the physical differences between children and adults. – Introducing Puberty. • Understand the risks of smoking and the benefits of being a non-smoker. <hr/> <p style="text-align: center;">German</p> <p style="text-align: center;">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>
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