

English- The Lost Thing and magazine/report

Reading-

Demonstrate understanding and active reading strategies, reread and read ahead to locate clues to support understanding, summarise main ideas drawn from more than one paragraph and identify key details which support this, scan for key words and text mark to locate key information, identify how language, structure and presentation contribute to meaning, distinguish between statements of fact or opinion within a text, justify opinions and elaborate by referring to the text, make inferences, prepare formal presentations individually or in groups and use notes to support presentation of information.

Writing-

Identify the audience and purpose, select the appropriate language and structures, think how authors develop characters and settings, link ideas across paragraphs using adverbials for time and place and numbers, use devices to build cohesion within a paragraph, use expanded noun phrases, using similar writing models and proofread for spelling and punctuation errors, Begin to blend action, description and dialogue across a paragraph. Create and punctuate complex sentences using *-ing* openers, create complex sentences by using relative clauses with relative pronouns

Art – Claude Monet (1840-1926)

Through the Impressionistic work of Claude Monet, the children will:

- develop their painting techniques by controlling and using watercolour paints.
- create sketchbooks to record their observations and use them to review and revisit ideas.
- learn about great artists and artistic movements from history.
- record observations, in order to review and revisit ideas and painting techniques.
- evaluate the techniques and materials used.
- explore the relationship of line, form and colour.
- create a landscape drawing and painting in the Impressionist Style (final outcome).

Computing – Data Handling

The children will be exploring the Excel software by:

- revising the key features in a spreadsheet e.g. rows, columns and cells
- referencing cells in a spreadsheet.
- collecting data within a spreadsheet chart.
- presenting data using 'Chart Wizard' and formatting and refining its presentation.
- investigating and analysing data in a variety of forms.

Maths-

Discovering Equivalence

Mixed number and improper fractions; compare and order fractions with multiple denominators; identify and name equivalent fractions; count in hundredths; write decimals as fractions; recognise and use thousandths; understand per cent and % sign; write percentages as fractions over 100 & solve problems involving equivalence of simple FDP.

Reasoning with Fractions

Add and subtract fractions with same denominators or those that are multiples of each other.

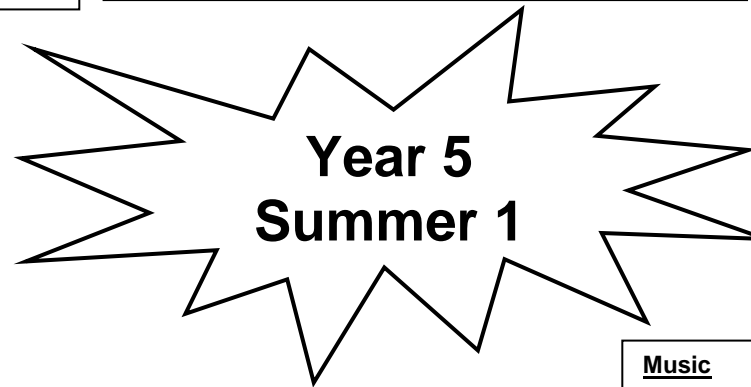
Multiply proper fractions and mixed numbers by integers (supported diagrammatically).

Solving Number Problems

Recap multiplication and division; Solve problems involving any of the four operations, including problems of factors, multiples and squares and problems involving decimals up to 3dp.

Mega-Maths Day 1: Shape (Properties & Angles).

Mega- Maths Day 2: Perimeter & Area of rectilinear shapes.



RE: Christianity

Focus Question: How do people decide what to believe?

Pupils should know what is meant by the idea of one God in Trinity and be able to explain the role of each person of the Trinity. They should be able to explain these concepts using subject specific vocabulary and make connections between beliefs, teachings and practices. They will begin to explore diversity within Christianity by looking at differences in worship.

Music

Violins

PSHE

Bounce Forward programme

MFL – What's the time?

They will learn key vocabulary related to time – o'clock, half past, quarter past and quarter to. They will read timetables and schedules and answer simple questions linked to these. To finish with, they will calculate the difference between two times.

Science- Properties and Changes of Materials

The children will be able to-

- group materials into solids, liquids and gases (lost learning).
- explain that some materials change state when heated or cooled (lost learning).
- compare and group together everyday materials on the basis of their properties.
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.

The pupils will work scientifically to-

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- record data and results.
- using test results to make predictions to set up further comparative and fair tests or support or refute their ideas.
- report and present findings from enquiries.

History – The Maya

- Use dates and appropriate historical terms to sequence events and periods of time
- Identify where people, places and periods of time fit into a chronological framework
- Describe links and contrasts within and across different periods of time including short-term and long-term time scales
- Describe key aspects of a non-European society such as the Maya civilisation
- Use a wider range of sources as a basis for research to answer questions and test hypotheses
- Recognise how our knowledge of the past is constructed from a range of sources
- Evaluate sources and make simple inferences
- Choose relevant sources of evidence to support lines of enquiry
- Use appropriate vocabulary when discussing and describing historical events
- Choose relevant ways to communicate historical findings

Can you help?

Can you help your child:-

- Read regularly at home
- Practising their times tables (Times Table Rock Stars)
- Learning their spellings