


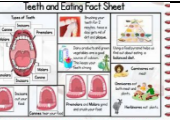
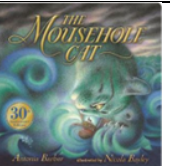




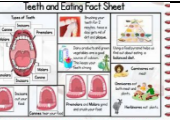
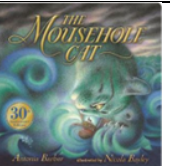





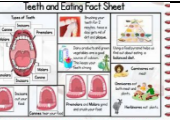
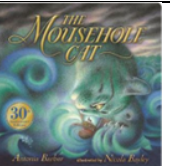



AUTUMN TERM

| Writing: | Maths: | Reading: | Science: |
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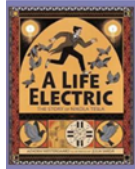
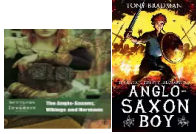
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| <p>Books we will be studying:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td> The Bear and the Pains</td> <td></td> <td> The Disgusting Sandwich</td> <td> Where the Wild Things are</td> </tr> <tr> <td> Explanation about teeth and how to care for them</td> <td> The Mousehole Cat</td> <td></td> <td></td> </tr> </table> <p>Genres of writing taught:</p> <ul style="list-style-type: none"> • Retells • Poetry • Non-chronological reports • Biographies <p>Structuring paragraphs around an idea. Using 'Show not Tell' for character's emotions. Writing character and setting descriptions. Forming cursive letters of the right size and orientation. Using a comma after a fronted adverbial. Modifying noun phrases with an adjective, noun or preposition.</p> |  The Bear and the Pains | |  The Disgusting Sandwich |  Where the Wild Things are |  Explanation about teeth and how to care for them |  The Mousehole Cat |  | | <p>We follow the Maths No Problem scheme of learning:</p> <p>This term, pupils' learning will focus on:</p> <p>Number:</p> <ul style="list-style-type: none"> • Place value (representing and partitioning numbers up to 10,000; estimating, comparing and ordering numbers to 10,000 within 10; rounding to the nearest 10, 100 and 1000) • Addition and subtraction (Adding and subtracting up to 1000s, two-digit numbers up to 4-digits with up to two exchanges, using efficient strategies and checking) • Multiplication and division (Multiply and divide by 0, 1, 3,6,7,9,11,12 and multiply three numbers) | <p>Books we will be enjoying:</p>  <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> • Word reading (reading age-appropriate texts with fluency and accuracy to establish meaning) • Vocabulary (to check the meaning of words and find synonyms) • Explaining choice and viewpoint (discuss impact of authors' words) • Retrieval (through skimming and scanning) • Interpret and infer (studying character's thoughts and motivations) • Predict (justifying using evidence) • Sequence/summarise (summarising main points) • Perform (using appropriate tone) | <p>Animals including humans - Biology</p> <p>In this biology topic, pupils learn about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets.</p> <p>Solids, liquids and gases – Physics</p> <p>In this chemistry topic, pupils learn about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes. They identify the part played by evaporation</p> |
|  The Bear and the Pains | |  The Disgusting Sandwich |  Where the Wild Things are | | | | | | | | |
|  Explanation about teeth and how to care for them |  The Mousehole Cat |  | | | | | | | | | |

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| <p>Choosing appropriate vocabulary specific to the genre, for impact and meaning.</p> <p>Using subordinating and co-ordinating conjunctions.</p> <p>Using inverted commas for direct speech including a reporting clause and an adverb.</p> <p>Using a variety of openers.</p> <p>Writing in the correct tense and sustaining it.</p> <p>Writing simple, compound and complex sentences.</p> <p>Using metaphors and similes.</p> <p>Using genre specific features.</p> | | | <p>and condensation in the water cycle.</p> |
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| Geography: | History: | RE & PSHE: | PE: |
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| <p>Autumn 2- Earthquakes and Volcanoes</p> <p>Children find out about the structure of volcanoes and how they are formed. They locate some of the world’s most famous volcanoes and learn about the features of a volcanic eruption. They find out about what causes an earthquake, how they cause destruction and the location of famous earthquakes. They investigate the effect earthquakes and volcanoes have on humans and the environment.</p> | <p>Autum 1-The Romans</p> <p>In this unit, children will learn how to sequence significant Roman events on a timeline, and they will understand that historical events can have more than one cause. They will also learn about some significant events that occurred during the Roman rule. They will examine what evidence tells us about specific aspect of Roman life and they will learn about the significance of historical developments on modern day Britain.</p> | <p>PSHE</p> <p>There are 2 topics we will be exploring from the ‘Health and Wellbeing’ and ‘Relationships’ strands this term:</p> <ul style="list-style-type: none"> • What strengths, skills and interests do we have? <p>How to recognise personal qualities How to develop self-worth How to set ourselves goals How to learn from mistakes</p> <ul style="list-style-type: none"> • How do we treat each other with respect? <p>How behaviour affects us How to model being polite and courteous How to link rights and responsibilities</p> <p>RE:</p> | <p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <p>Game sense invasion:</p> <p>The focus of the learning is to see how effectively pupils can apply their passing and moving skills to keep possession and to create opportunities to score points. Pupils will apply their developing knowledge of passing and receiving into mini game situations.</p> <p>Handball:</p> <p>The focus of the learning is to see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into mini game situations.</p> <p>In the second half term, our topics will be:</p> |

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| | | Pupils will be learning about world religions and their teachings via the following dispositions: <ul style="list-style-type: none"> • Expressing Joy • Being Thankful • Being Reflective and Self-Critical • Being Curious and Valuing Knowledge | Problem Solving: The focus of the learning is to look at what makes an effective team with the focus on cooperation and responsibility. Basketball: The focus of the learning is to continue to develop pupils' ability to create space by using their dribbling, passing and moving skills. They will also learn how to mark other players and how to attack and defend. |
| Computing: | Music: | Art & Design: | Design & Technology: |
| Pupils will be completing two computing units this half term: <ul style="list-style-type: none"> • | Pupils will be completing one Charanga music unit this term: <ul style="list-style-type: none"> • Mamma Mia • Glockenspiel stage 2 | Portraits and Painting Pupils study examples of Renaissance portraits. They explore colour mixing to create different tints and tones and using different brush techniques. They then use these skills to create their own portrait. | Autumn 2- Pneumatic Systems During this unit, children will learn that pneumatic systems create movement. They will then design and create their own product that incorporates pneumatic movement. They will end the unit by evaluating their product against their original design criteria. |

SPRING TERM

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| Writing: | Maths: | Reading: | Science: |
| Books we will be studying:    | We follow the Maths No Problem scheme of learning: This term, pupils' learning will focus on: Number: <ul style="list-style-type: none"> • Multiplication and division (multiply and divide by 10 and 100; multiply and divide by up to 3-digit by 1-digit; | Books we will be enjoying:  Skills we will be focusing on: <ul style="list-style-type: none"> • Word reading (applying knowledge of root words, prefixes, and suffixes) • Vocabulary (using words to capture interest and have a specific effect on the reader) | Sound In this physics topic, pupils learn about sound, how sound is made and how sound travels as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed. |

- **Fractions** (Partition of mixed numbers, comparing and ordering, converting mixed to improper fractions, equivalent fractions and simplifying fractions)
- **Decimals** (comparing and ordering mixed and improper fractions; finding equivalent fractions; adding and subtracting fractions)

Measurement:

- **Length** (measure in m and km, find equivalent lengths)
- **Area and perimeter** (regular shapes)

Statistics:

- **Graphs** (interpret and draw line graphs and charts)

- **Explaining choice and viewpoint** (using language, structure and presentation as clues to meaning)
- **Retrieval** (using relevant quotes to support answers)
- **Interpret and infer** (inferring thoughts and feelings from actions)
- **Predict** (using prior knowledge to inform predictions)
- **Sequence/summarise** (identifying themes from more than one text)
- **Perform** (using appropriate tone and volume)

Electrical circuits and conductors

This physics project teaches pupils about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors.


| <p>Genres of writing taught: Poetry Retells Biography Non-Chronological report</p> <p>Skills we will be focusing on: Experiment with different tenses Use similes and show not tell technique to add description Use short sentences for impact Apostrophes for possession and contraction Use commas accurately to separate clauses Modify noun phrases with prepositions, adverbs and adjectives Combine adjectives, verbs and adverbs effectively Direct speech used accurately with an adverb and a reporting clause (layout and punctuation) Use paragraphs to organise texts clearly Metaphors, similes and show not tell Link ideas in a paragraph in a variety of ways Writing is lively to interest and engage the reader Long and short sentences (clauses and appropriate punctuation) Effective language choices for viewpoint Conjunctions for cause</p> | | | |
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| Geography: | History: | RE & PSHE: | PE: |
| <p>Counties and Coasts</p> <p>Pupils will learn about the main features of a coast and how they are formed by coastal erosion. They identify how climate change is affecting the coastline and name and locate cities and counties of the United Kingdom.</p> | <p>The Anglo-Saxons-Spring 1</p> <p>During this unit, pupils will learn when and why the Anglo-Saxons invaded England. They will also learn why they invaded and gain an understanding of what daily life was like for a typical Anglo-Saxon. They will also learn how and why their religious beliefs</p> | <p>How can we manage our feelings?</p> <p>In Spring 1, children will learn about the different types of feelings and emotions that experience every day and will identify how and why these can change and what they can do to manage their feelings if they become overwhelming and unmanageable.</p> <p>How can we help in an accident or emergency?</p> | <p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> Gymnastics (perform skills more consistently, perform in time with a partner/group, compositional ideas in sequences) |

| | <p>changed and look at the legacy left behind.</p> | <p>In Spring 2, children will learn about First Aid. They will learn how to carry out basic first aid for burns, cuts, choking, asthma attacks and allergic reactions. They will also learn that someone with a head injury should not be moved and when it's important to seek adult help. They will also learn that remaining calm during an emergency is important and learn how to clearly explain to an adult or to the emergency services what's happened.</p> <p>RE Spring 1: Pupils will learn about the importance of listening to others and their points of view. They will learn how Muslims and Christians show love and forgiveness towards others and how their holy books teach them to live their religious values in their daily lives.</p> <p>RE Spring 2: Pupils will learn how people from different religions respond to suffering and the importance of forgiving others. They will also learn about the importance of the Easter story and why it is so important to Christians.</p> | <ul style="list-style-type: none"> • Cricket (play in a competitive context, use a range of simple tactics) <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> • Gymnastics (body actions and shapes in a sequence, define muscle groups needed to support the core of the body, taking weight on small and large body parts) • Netball (high-five netball rules and positions, basic shooting technique, marking and footwork) |
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| Computing: | Music: | Art & Design: | Design & Technology: |
| <p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> • Repetition in shapes • Photo editing | <p>Pupils will be completing one Charanga music unit this term:</p> <ul style="list-style-type: none"> • Stop • Lean on Me | <p>Clay Sculpture Pupils practise using pinch pot, coil, slab and joining techniques as well as different ways of adding decoration and pattern to clay to create Anglo-Saxon inspired pieces. They use these</p> | <p>Electrical Systems - Control Pupils will investigate a range of products that use control systems and explore the Micro:bit as a control system. They will plan and make a night light incorporating control using the Micro:bit and using finishing and decorative techniques then evaluate</p> |

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| | | techniques to create their own Anglo-Saxon inspired sculpture. | their product against their design criterion. |
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SUMMER TERM

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| Writing: | Maths: | Reading: | Science: |
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| Books we will be studying: | <p>We follow the Maths No Problem scheme of learning:</p> <p>This term, pupils' learning will focus on:</p> <p>Number:</p> <ul style="list-style-type: none"> • Decimals (Partitioning, ordering and comparing, rounding) <p>Measurement:</p> <ul style="list-style-type: none"> • Money (convert, compare and estimate, calculating and problem solving with money) • Time (converting analogue and digital time; converting from the 24 hour clock; problem solving with time) | <p>Books we will be enjoying:</p>  <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> • Word reading (reading fluency to establish meaning and inform intonation) • Vocabulary (finding meaning of words in context) • Explaining choice and viewpoint (recognising authorial choice and its purpose) • Retrieval (applying retrieval skills to fiction and non-fiction) • Interpret and infer (using more than one source of evidence to support inference) • Predict (comparing and evaluating predictions throughout a text) | <p>Living Things and their habitats - Biology</p> <p>This biology project teaches pupils about grouping living things, known as classification. They study the animal and plant kingdoms and use and create classification keys to identify living things. They create food chains, identifying predators, prey and consumers and recognise that environments can change and that this can cause dangers to living things.</p> |
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- **Area** (calculating and comparing areas)

Geometry:

- **Angles** (Identify, compare and order angles in triangle and quadrilaterals; lines of symmetry in polygons)
- **Co-ordinates** (plot, describe position and translate)

- **Sequence/summarise** (sharing appropriate information in a range of ways)
- **Perform** (using appropriate intonation, tone, volume, and action)

Genres of writing taught:

Retells

Poetry

Persuasive formal letter

Explanation text

Skills we will be focusing on:

Creating pace in narrative with speech and action

Experiment with different tenses

Use a range of sentence openers appropriate to the purpose and text type

Accurate use of commas after a fronted adverbial and to separate a main clause from an independent clause

Use language that matches purpose and style

Similes used effectively and appropriately

Paragraphs are structured cohesively – time, topic, events, processes

Purpose is maintained across a text

Use a mixture of short sentences, simple sentences, compound and complex sentences.

Justification of thoughts

Persuasive openers

Facts

Rhetorical questions

Conjunctions for cause

Geography:

History:

RE & PSHE:

PE:

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| <p>Mountains Pupils identify the position of the Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. They identify the location of significant European countries and cities and use topographical maps to identify mountains in Europe. They learn about how mountains are formed and the different parts of a mountains. They compare the physical geography of an area of Scandinavia with the UK.</p> | <p><i>History is not taught within an explicit topic this term.</i></p> <p><i>Pupils will continue to retrieve their historical knowledge from last term via regular retrieval practice. They will also utilise some of their history skills in their Geography lessons.</i></p> | <p>PSHE</p> <p>Summer 1: How can our choices make a difference to others and the environment? Pupils will learn that people have a shared responsibility to help protect the world around them and that their every day choices can affect the environment. They will also learn how to show care and concern and compassion towards others.</p> <p>Summer 2: How can we stay safe online and in our daily lives? Pupils will learn how to assess situations in their daily lives and whether they are in a risky situation. They will learn how to stay safe when they're out and about and when they're online.</p> <p>RE: Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> • Living by Rules • Being Temperate, Self-Disciplined and Seeking Contentment • Being Imaginative and Exploratory/Appreciating Beauty | <p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> • Athletics (running, throwing and jumping activities, using equipment to measure, time and compare runs, jumps and throws) • Rounders (develop a range of skills in a competitive context, use a range of simple tactics, identify different roles in the game) <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> • OAA (Outdoor Adventurous Activities) (work well in a team or group, use maps, compasses and symbols) • Tennis (forehand and backhand shots, returning the serve, positions in game play). |
| <p>Computing:</p> | <p>Music:</p> | <p>Art & Design:</p> | <p>Design & Technology:</p> |
| <p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> • Data logging • Repetition in games | <p>Pupils will be completing one Charanga music unit this term:</p> <ul style="list-style-type: none"> • Blackbird • Reflect, Rewind, Replay | <p>Printing Pupils study example of print art by Andy Warhol. They make their own print blocks and use to make their own prints, experimenting with colour and overlap.</p> | <p>Food - fruit tart Pupils investigate the seasonality of different fruit and the impact on the environment of food transportation. They evaluate recipes for fruit tarts then create their own design brief for a shortcrust pastry fruit tart. They make and evaluate their product.</p> |