



Literacy	<p>Where possible, our focus texts and writing opportunities will be linked to cross-curricular topics.</p> <p>Reading: We will be reading a range of fiction and non-fiction texts linked to our topics this term. Our focus texts this term will be <i>The Lion, the Witch and the Wardrobe</i> and <i>Shackleton's Journey</i>.</p> <p>Writing: <u>Fiction:</u> Pupils will write a non-linear story with two narrators, inspired by <i>The Lion, the Witch and the Wardrobe</i>. Pupils will plan and tell a story to explore narrative viewpoint. They will retell a story from the point of view of another character. This piece will be inspired by <i>Shackleton's Journey</i>. <u>Non-Fiction:</u> Pupils will plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. They will use words and phrases that support the overall viewpoints of the discussion.</p> <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • Revision of Y3/4 GPS objectives • Using a range of determiners to specify known or unknown nouns • Using noun phrases to convey information concisely • Introducing relative clauses beginning with relative pronouns [who, that, which, whose] or an omitted relative pronoun • Introducing relative clauses beginning with adverbs [where, when] • Using adverbs to show different degrees of possibility [e.g. perhaps; surely] • Using modal verbs to show different degrees of possibility • Converting nouns and adjectives into verbs using suffixes [-ify, -ise, -en, -ate] • Understanding how prefixes [dis-, mis-, over-, re-, de-] change the meaning of verbs <p>Spellings</p> <ul style="list-style-type: none"> • Spell correctly most words from the Y3/4 word list and some from the Y5/6 word list taught so far • Apply spelling rules taught so far mostly accurately • Begin to use prefixes and suffixes appropriately • <i>Words ending in '-able', where the 'e' from the root word remains</i> • <i>Words that are adverbs of time</i> • <i>Words with suffixes where the base word ends in '-fer'</i> • <i>Words with 'silent' first letters</i> • <i>Words with 'silent' letters</i> • <i>Challenge words</i> • <i>Words with 'ie' after 'c'</i> • <i>Words where 'ei' can make an /ee/ sound</i> • <i>Words where 'ough' makes an /or/ sound</i> 	Mathematics
	<p>Maths lessons this term will cover the following objectives:</p> <p>Place Value: - Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</p> <p>Addition & Subtraction: - Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) - Add and subtract numbers mentally with increasingly large numbers - Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>Measure: - Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres - Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes</p> <p>Geometry: - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles - Draw given angles, and measure them in degrees (°) - Identify: ○ angles at a point and 1 whole turn (total 360°) ○ angles at a point on a straight line and half a turn (total 180°) ○ other multiples of 90° ○ use the properties of rectangles to deduce related facts and find missing lengths and angles - distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>Multiplication & Division: - Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) - Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers - Multiply and divide numbers mentally, drawing upon known facts - Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context - Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p> <p>Fractions: - Add and subtract fractions with the same denominator, and denominators that are multiples of the same number - Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams - Read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$] - Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents - Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place</p>	

	<ul style="list-style-type: none"> • <i>Words containing 'ough'</i> • <i>Adverbs of possibility and frequency</i> 		<p>Statistics:</p> <p>- Solve comparison, sum and difference problems using information presented in a line graph</p>
Religious Education	<p>Mission - Continuing Jesus' mission in diocese (ecumenism). Pupils will know and understand:</p> <ul style="list-style-type: none"> • The mission of inspirational leaders • Dioceses continue the work and mission of Jesus including ecumenism <p>Memorial Sacrifice - Eucharist as the living memorial of Christ's sacrifice. Pupils will know and understand:</p> <ul style="list-style-type: none"> • How memories are kept alive • The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way <p>Sacrifice - Lent: a time of aligning with the sacrifice made by Jesus . Pupils will know and understand:</p> <ul style="list-style-type: none"> • Giving or refusing to give; appreciating the cost of giving • Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus <p>Other Faiths – Islam. Beliefs and festivals: Pupils will learn about Ramadan and pilgrimage.</p>	Physical Education	<p>Dance – The Circus Pupils will perform accurately and convincingly in character with big bold actions. Pupils can perform with flow and include a change of level and dynamic. Pupils will consolidate their ability to evaluate their own and others' performances. Pupils will apply effective decision making as they construct their sequences.</p> <p>Invasion Games – Hockey Pupils will be able to pass, move, dribble, shoot, tackle and block accurately and consistently, switching fluidly between attack and defence as possession changes. Pupils will begin to create and apply tactics that they can then adapt depending on the games situation.</p> <p>Invasion Games – Football Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes. Pupils will begin to create and apply tactics that they can then adapt depending on the situation. Pupils will develop communication skills as they officiate in game based scenarios.</p> <p>Invasion Games – Tag Rugby Pupils will be able to pass and move accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes. Pupils will consolidate their understanding of the difference between attack and defence, understanding when and why to apply certain skills.</p>
Geography	<p>Settle Down Pupils will identify different types of settlements, commenting on the physical and human features of each. They will be able to compare how settlements looked in the past with how they look in the present day. They will investigate land-use patterns and understand how and why some of these aspects have changed over time, comparing local settlements with another part of the world. Fieldwork opportunities will be used to gain a deeper understanding of our local area.</p>	History	<p>Early Islamic Civilisation Pupils will explore why the Early Islamic Civilisation was a significant turning point in history. They will have a good understanding of where this period sat in terms of wider history as well as understanding how the Early Islamic Civilisation came to be. They will understand who Muhammad was and the significance of Baghdad in the rise of this era. They will learn about the House of Wisdom and the four caliphs. They will analyse the significance of this era and explore the role trading had to play in this.</p>
Music	<p>Syncopation Pupils will explore the concept of syncopation during this unit exploring this through the following key themes: Pulse, rhythm, melody, listening and appraising, performing, singing and composition. These lessons will be led by Tardis Education.</p> <p>Pupils will also take part in singing lessons with Mr Richardson and recorder practice with Mr Storey.</p>	Computing	<p>Creating media Video Editing. Pupils will learn how to create short videos. They will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.</p> <p>Programming A Selection in physical computing. Pupils will use physical computing to explore the concept of selection in programming. They will be introduced to conditions as a means of controlling the flow of actions, and explore how these can be used in algorithms and programs.</p>

Science	<p style="text-align: center;"><u>Living Things</u></p> <p>Pupils will know that reproduction is when an animal or plant produces one or more individuals similar to itself and consider the differences between sexual and asexual reproduction. They will explore the life cycle of a mammal, amphibian, insect and a bird and explain the process of metamorphosis using frogs and butterflies as examples. They will build on their prior knowledge of parts of a flower to explain the stages involved in the reproduction process.</p> <p style="text-align: center;"><u>Sound and Hearing</u></p> <p>Pupils will recall the different structures of the ear and their function. They will explore how sound waves can be modelled and what happens to sound waves over time. They will investigate auditory ranges and describe how sound can be useful in everyday life.</p>	Art and Design Technology	<p style="text-align: center;"><u>DT</u></p> <p>Cooking and nutrition unit: Bread. Pupils will develop their growing knowledge of food groups and dietary staples. They will explore functional ingredients, considering how the addition of different ingredients impacts the presentation, taste and texture of foods and how recipes can be adapted to suit different user needs.</p> <p style="text-align: center;"><u>Art</u></p> <p>Painting unit focusing on portraits. Pupils will develop painting techniques by looking at the work of other portrait artists and exploring shape, form and colour.</p>
PSHE	<p><u>Impacted lifestyles</u> – pupils will learn about making good choices about substances that would have an impact their health.</p> <p><u>Making Good Choices</u> – pupils will learn about responding to pressure and their entitlement to say “no.”</p> <p><u>Giving Assistance</u> – pupils will learn about the recovery position and DR ABC.</p> <p><u>Religious Understanding</u> – pupils will learn about the Holy Trinity and how the Holy Spirit works through us to share God’s love and goodness with others.</p>	French	<p style="text-align: center;"><u>Health</u></p> <p>Pupils will learn French words and phrases in the context of healthy and unhealthy food and drink. They will consolidate their knowledge of food and body parts.</p>
Events	<p>Mass in Church – Thursday 25th January Children’s Mental Health Week - W.C 5th February HALF TERM - W.C 12th – 16th February Test Week - W.C 26th February</p> <p>Book Fair in school - Fri 1st March – Wed 6th March</p> <p>Hoops 4 Health workshop in school - Wed 13th March</p> <p>Parents’ Meetings – Tues 19th & Wed 20th March</p> <p>Mass in Church – Tuesday 26th March</p> <p>Break up for Easter Holidays - Thursday 28th March</p>	Key Information	<p>Ideally the children will read at least 1 book each week this term and complete the accompanying quiz. To ensure our class library has a good selection for the children to choose from, please ensure books are returned to school after they have been read.</p> <p>Please encourage children to learn and revise spellings, times tables and mental arithmetic for their weekly tests. Please check the children have everything they need for school i.e. P.E. kit, water bottles, and that they complete their homework on time.</p> <p>PE kit is needed on a Monday and a Wednesday; mental maths and spelling tests are every Friday and homework will be given out on a Friday to be completed by the following Friday please.</p>