English

How do you explain that?

After analysing a variety of explanation texts, the children will use simple organisational devices, for example, headings and sub-headings and will be able to organise paragraphs around a theme. The children will use their knowledge about sound to write an explanation text on how sound travels.

What is the problem with the plastic bag?

This unit is based around the true story of Isatou Ceesay who saw the problem that the proliferation of plastic bags was causing in her country, the Gambia. The children will explore themes and issues, and develop and sustain ideas through discussion. They will develop creative responses to the text and will write with confidence for real purposes and audiences.

Spelling, punctuation and grammar (SPAG)

Revise adjectives and adverbs; Look at patterns in grammar (comparative and superlative forms); Revise suffixes; Practise linking clauses with conjunctions in multi-clause sentences; Using full stops and commas to aid reading with expression and make meaning clear; Fronted adverbials.

Maths

Times Table Focus: Recall multiples of 3, 6 and 9 up to 12x in any order including missing number and division facts Fluently count in 7s up to 12x

Multiplication and Division The children will recognise and use factor pairs and commutativity in mental calculations. They will recall multiplication and division facts for multiplication tables up to 12 × 12 and will use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. They will solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. The children will multiply two-digit and three-digit numbers by a one-digit number using formal written layout.

Length and Perimeter The children will convert between different units of measure [for example, kilometre to metre; hour to minute]. They will measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

Fractions The children will recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. They will compare and order unit fractions, and fractions with the same denominators. They will recognise and show, using diagrams, equivalent fractions with small denominators and will recognise and show, using diagrams, families of common equivalent fractions.

Science – What's the matter?

The children will compare and group materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when they are heated or cooled, and they will measure or research the temperature at which this happens in degrees Celsius (°C). They will have plenty of opportunities to undertake practical experiments to help them understand the processes of evaporation and condensation, and the water cycle, as well as having the chance to express their understanding in a variety of ways.

Reading, Spelling and Homework

Please continue to read as much as possible and sign your child's journal. Spellings will continue to go home on a Monday. Please practise these spellings at home with your child. Spelling assignments will be set on Ed Shed which will provide fun games using the weekly spelling lists. Informal spelling tests will take place each Monday.

Maths tasks will be set on My Maths each Thursday. Homework Bingo will also be set at the start of each new half term. Completed tasks can be emailed to your child's class teacher, where your child will have the opportunity to share in class with their peers.

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Computing – Programming

The children will use a text-based programming language to explore count-controlled loops when drawing shapes. The children will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

Religious Education - What does it mean to be Hindu in Britain today? (Dharma)

This unit supports the principal aim of RE: The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

PSHCE - What are our rights and responsibilities within our families and the wider society?

Key vocabulary: Diversity, Community, Value and respect, Benefits

Music

Building (Beat)

Building themed songs will allow the children to explore different music textures. They will use layers and rondo structure to combine ostinato using body percussion and tuned instruments.

Around the World- (Pitch)

The children will explore pentatonic melodies and syncopated rhythms. They will learn that the fundamental dimensions of music are the same all over the world.

History - Why were the Norman castles certainly not bouncy?

The children will begin by looking at the three contenders for the throne in 1066, and the battles that were fought between these men before William, Duke of Normandy, was crowned King of England. Children will learn why castles were built, and how to become a Norman knight.

MFL – Presenting Myself

The children will present themselves both orally and in written form in French. In this unit the children focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.

Gymnastics - Can I create a complex sequence?

Key vocabulary - Technique, perform, extension

Football - Can I play for Newcastle United?

Key vocabulary – Control, pass, space

Art - **Castles**

The children will draw a range of architectural features that can be found on castles. They will use different drawing methods to show light and dark, and shape and form. They will experiment with different architectural features using a range of materials. They will use tools to experiment with mark making in clay and they will experiment with ways of joining clay using scoring and slip. Their final piece will be a clay relief of a castle.