



<p><b>English</b></p> <p><u>Narrative - Fantasy Stories</u> Children will become time detectives and travel to the future to write a fantasy story.</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>Strategies for learning words from the statutory spelling list</li> <li>Use the prefixes 'anti-' and 'inter'.</li> <li>Spell words ending '-cian', '-sion', '-tion' and '-ssion'.</li> </ul>	<p><b>Maths</b></p> <p><u>Area</u></p> <ul style="list-style-type: none"> <li>Find the area of rectilinear shapes by counting squares.</li> </ul> <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>Recall multiplication facts for the 7 and 11 times table.</li> <li>Use place value, known and derived facts to multiply and divide mentally.</li> <li>Choose an appropriate strategy to solve a calculation.</li> <li>Continue to understand division as sharing and grouping and use each appropriately.</li> <li>Divide up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</li> </ul> <p><u>Place Value</u></p> <ul style="list-style-type: none"> <li>Recognise the place value of each digit in a four digit number.</li> <li>Order and compare numbers beyond 1000.</li> <li>Identify the value of each digit to two decimal places.</li> <li>Find 0.1, 1, 10, 100 or 1000 more or less than a given number.</li> <li>Round any number to the nearest 10, 100 or 1000.</li> <li>Solve number and practical problems.</li> </ul> <p><u>Written Multiplication</u></p> <ul style="list-style-type: none"> <li>Count in multiples of 7.</li> <li>Multiply two-digit and three-digit numbers by a one-digit number using the formal written layout.</li> <li>Use estimation to check answers to calculations.</li> <li>Solve problems involving multiplication.</li> </ul> <p><u>Shape and Position</u></p> <ul style="list-style-type: none"> <li>Use a variety of sorting diagrams to compare and classify numbers and geometric shapes.</li> <li>Continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> <li>Identify acute and obtuse angles and compare and order angles up to 2 right angles by size.</li> <li>Identify lines of symmetry in 2D shapes.</li> <li>Describe positions on a 2D-grid as coordinates.</li> <li>Plot specified points and draw sides to complete a given polygon.</li> </ul> <p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>Add and subtract numbers with up to 4 digits and decimals with 1 decimal place.</li> <li>Interpret discrete and continuous data using appropriate graphical methods.</li> </ul>	<p><b>Science</b></p> <p><u>Where does all that food go?</u></p> <ul style="list-style-type: none"> <li>To describe the simple functions of the basic parts of the digestive system in humans.</li> <li>To identify the different types of teeth in humans and their simple functions.</li> <li>To construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><u>Living Things and their Habitats</u></p> <ul style="list-style-type: none"> <li>To recognise that living things can be grouped in a variety of ways.</li> <li>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul>	<p><b>Computing</b></p> <p><u>Programming</u></p> <p>The children will:-</p> <ul style="list-style-type: none"> <li>Know to keep testing a program while putting it together</li> <li>Recognise an error in a program and debug it</li> <li>Use a procedure to simplify a program</li> </ul> <p>Recognise that an algorithm will help me sequence more complex programs</p> <ul style="list-style-type: none"> <li>Use a variety of tools to create a program</li> </ul> <p><u>Technology in our lives</u></p> <p>Children will:-</p> <ul style="list-style-type: none"> <li>Tell whether a resource being used on the Internet, the school network is appropriate.</li> <li>Identify key words to use when searching safely on the World Wide Web</li> <li>Create a hyperlink to a resource on the World Wide Web</li> </ul> <p><u>Data Handling</u></p> <p>Children will:-</p> <ul style="list-style-type: none"> <li>Organise data in different ways</li> <li>Collect data and identify where it could be inaccurate.</li> <li>Create a chart e.g. bar/block/pie</li> </ul> <p><u>Online Safety:-</u></p> <p>Children will:-</p> <ul style="list-style-type: none"> <li>Think about their digital footprint</li> <li>Talk about the ways they can protect themselves and their friends from harm online</li> <li>Use the safety features of websites as well as reporting concerns to an adult</li> <li>Comment positively and respectfully online</li> </ul>	<p><b>RE</b></p> <p><u>Christianity</u></p> <p><b>Key Question - What are we prepared to sacrifice/never sacrifice?</b></p> <ul style="list-style-type: none"> <li>Think about giving/receiving and what we mean by sacrifice</li> <li>Become familiar with Christian example of sacrifice as exemplified in the life story.</li> <li>Understand the Christian belief in sacrificial love as exemplified in the life and teachings of Jesus.</li> <li>Explore the idea that Jesus was a sacrifice</li> <li>Understand the significance of The Bread and Wine to Christians and to recall what happened during The Last Supper.</li> <li>Consider their ideas about what sacrifice means to them.</li> </ul>
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**Time Detectives**



History	Geography	Art and Design	Design Technology	Languages - Spanish	Music
<p>Children will describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</p> <ul style="list-style-type: none"> <li>Children will learn about life in the Stone Age and the challenges people faced.</li> </ul> <p>Use sources to address historically valid questions and hypotheses. Recognise how sources of evidence are used to make historical claims.</p> <ul style="list-style-type: none"> <li>Children learn about how Skara Brae was discovered and its importance in how it shows that Stone Age people were beginning to change how they lived.</li> <li>Children look at pictures of Stonehenge and think about what it may have been used for.</li> <li>Children learn about the discovery of the 'Altamira Caves'</li> </ul> <p>Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> <li>Children learn about the different types of houses that people lived in. Children will go on a class trip to the local Quarry to build their own Stone Age den.</li> </ul>	<p>Describe how features and places change and the links between people and environments.</p> <ul style="list-style-type: none"> <li>Children will use Atlases to show the expansion of the Bronze Age settlements.</li> </ul>	<p>Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.</p> <ul style="list-style-type: none"> <li>Children draw their own cave paintings for their partner to guess the message that they were trying to convey.</li> <li>Children create a class set of story stones showing animals, objects, actions and places to use in their story writing.</li> <li>Children sketch artefacts from the Bronze Age using tone and texture.</li> </ul>	<p>Consider aesthetic qualities of materials chosen. Select from techniques for different parts of the process.</p> <ul style="list-style-type: none"> <li>Children use their knowledge of weaving to create their own willow basket.</li> <li>Children will go on a class trip to the local Quarry to build their own Stone Age den.</li> </ul> <p>Prepare and cook using different cooking techniques.</p> <ul style="list-style-type: none"> <li>After learning about the different types of food that people ate during the Stone Age, children make stewed fruit.</li> </ul>	<p>During this half term through speaking and listening, reading and writing activities we will be learning about the weather and also places in town. Children will <b>begin to read and describe orally</b> the different types of weather and <b>answer questions</b> about the weather on a given day allowing them to <b>engage in short conversations</b> with both the teacher and peers. As children become more familiar with this, they will <b>begin to write simple sentences in the present tense to describe</b> the weather which they will then record on I pads. Pupils will learn the vocabulary for different places in town and will begin <b>listen and respond</b> to questions about the places they can find in their town. They will <b>use their knowledge of the language to express simple sentences</b> about where they live and will use <b>written vocabulary</b> to create a map.</p>	<p>During our music lessons we will:</p> <ul style="list-style-type: none"> <li>Use voices to sing songs, chants and rhymes.</li> <li>Create musical patterns.</li> <li>Explore ideas and feelings about music using movement, dance and musical language.</li> <li>Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used.</li> </ul>

