



Let your light shine!

| English | Maths | Science | |
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| <p>Writing</p> <p>Writing to Entertain</p> <ul style="list-style-type: none"> - Setting Description (based on our class novel) - Character Description (Little Freak) <p>Writing to Inform</p> <ul style="list-style-type: none"> - Non-Chronological report (dragons) - Instruction text (magic potions) <p>Spellings</p> <ul style="list-style-type: none"> - Words ending in '-ably' - Words ending in '-ible' - Adding the suffix '-ibly' to create an adverb. - Changing '-ent' to '-ence.' - -er, -or, -ar at the end of words. - Adverbs synonymous with determination. <p>Handwriting</p> <ul style="list-style-type: none"> - Base joins - Joining the letter 'o' - Joining the letter 'r' <p>Grammar</p> <ul style="list-style-type: none"> - revision of all concepts in preparation for our SATs papers | <p>Reading</p> <p><u>Class Novel</u>- The Middler by Kirsty Applebaum</p> <p><u>Wider Curriculum</u>- Hansel and Gretel by Neil Gaiman and Lorenzo Mattotti</p> <p><u>Poetry</u>- The Listeners by Walter de la Mare</p> <p>VIPERS</p> <ul style="list-style-type: none"> - check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context. - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - predict what might happen from details stated and implied. - summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas <p>Book Talk</p> <ul style="list-style-type: none"> - identify and discuss themes and conventions in and across a wide range of writing. - make comparisons within and across books (include character and settings). - ask questions to improve their understanding | <p>Prior learning: Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Geometry</p> <ul style="list-style-type: none"> - Reflection and Rotation - Measuring angles recap <p>Shape</p> <ul style="list-style-type: none"> - Scale factor - Finding the volume <p>Number and Place Value recap</p> <ul style="list-style-type: none"> - Prime numbers - Square and cubed numbers - Rounding to the nearest decimal place - Multiply and divide by 10, 100 and 1000 <p>Calculations recap</p> <ul style="list-style-type: none"> - Using the four operations within word problems <p>Times Tables up to and including 12x12</p> | <p>Prior learning: Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Animals Including Humans (finish from Spring 2)</p> <ul style="list-style-type: none"> - Describe the ways in which nutrients and water are transported within animals, including humans - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <p>Light</p> <ul style="list-style-type: none"> - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. |

| PSHE | Geography | Art | Computing |
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| <p>Prior learning: Know that personality is made up of many different characteristics.</p> <p>Relationships</p> <ul style="list-style-type: none"> -Understanding and taking care of my mental health -Love and Loss (including the stages of grief) -Recognise when people are trying to gain power or control -Use technology positively and safely to communicate to communicate with my friends and family. (Computing Link) | <p>Prior learning: Use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><u>Fieldwork: Sustainability</u></p> <p>Key Question: How can our school reduce its plastic waste?</p> <ul style="list-style-type: none"> -Learn about plastic and its origins. -Explore the uses of plastic and the problems it can create. -Explore ways of reducing plastic waste at home, at school and in general. - Conduct fieldwork on school grounds to observe, measure and record how effective their school is at reducing plastic waste and to implement new ideas to improve. -Present and evaluate the data gathered using a range of methods, including sketch maps, graphs, and digital technologies. <p>Key Question: How can our school reduce its plastic waste?</p> | <p>Prior learning: I can compare and discuss artists historically with others</p> <p>Artist Study- Banksy (stencilling)</p> <ul style="list-style-type: none"> -I can analyse, interpret and evaluate the work, ideas and ways of working of some important artists. -I include the influence of the different historical, cultural and social contexts. -Work systematically and think critically to record while they investigate, research and test ideas and plan using sketchbooks and other suitable approaches. | <p>Prior learning: 3d shapes in mathematics</p> <p>3d Modelling- Tinkercad</p> <ul style="list-style-type: none"> -I can develop my knowledge and understanding of using a computer to produce 3D models. -I can familiarise myself with working in a 3D space, moving, resizing, and duplicating objects. -I can create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. -I can examine the benefits of grouping and ungrouping 3D objects -I can plan, develop, and evaluate my own 3D model of a building. <p>E-Safety</p> <ul style="list-style-type: none"> -I can apply my online safety knowledge to my online activities |

| MFL- French PPA | PE | RE PPA | OTHER |
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| <p><i>Prior learning: Saying hello, discussing age and how you are.</i></p> <p><u>En Classe</u></p> <p>-I can remember, repeat and spell all the vocabulary covered in lessons for classroom objects. - I can tell you what I have and do not have in my pencil case. - I can understand and follow simple classroom commands in French.</p> | <p><i>Prior learning: To develop passing, dribbling and shooting skills.</i></p> <p><u>Outdoor and Adventurous (PPA)</u></p> <p>-Use and interprets maps.</p> <p>-Think activities through and problem solve using knowledge and skills including skills from other curriculum areas e.g.: STEM / geography.</p> <p>-Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p><u>Hockey</u></p> <p>-Choose and implement a range of strategies and tactics</p> <p>Combine and perform more complex skills at great speed</p> <p>Recognise and describe good individual and team performances.</p> | <p><u>Dispositions:</u></p> <p>-Responding to suffering</p> <p>-Being Merciful and Forgiving</p> <p><u>Lesson Objectives:</u></p> <p>Can we recognise when others are hurt or in pain?</p> <p>How do people handle the suffering that happens to themselves? What are the different responses?</p> <p>What do Christians teach about mercy? How did Jesus put others first?</p> <p>How do Christians show forgiveness?</p> | <p>-We will be visiting a local mosque.</p> <p>-SATs assessments during the week beginning 13th May</p> |