

English

Writing to entertain:

- Using the 'Class Reading' book 'Stig of The Dump' by Clive King create narratives on first meetings and adventures of a Stone Age boy in the modern world.

Writing to persuade:

- Creating a brochure to promote visits to Stonehenge.

Writing to inform:

- What was daily life like for Stone Age/Bronze Age Britons? What is Stonehenge and how was it built?

Punctuation and grammar:

- Brackets, colons, conjunctions, paragraphs, inverted commas, pronouns and commas in a list. adverbial phrases; commas in a list

History

- I can understand more complex terms e.g. BCE/AD
- I can place events studied on a timeline
- I can use terms related to the period and begin to date events
- I can develop a broad understanding of ancient civilisations (Stone Age/ Bronze Age)

Art

- I can create a sketch book to record my observations and use them to review and revisit ideas
- I can develop my skills in art including drawing, water colour painting, collage using a range of materials (e.g. pencil, charcoal, paint)

Physical Education

Real PE Unit 4 Creative skills

- I can pass and receive the ball with increasing control
- I can understand the rules of handball
- I can help my team keep possession and score goals when I play attack
- I can delay and help prevent the other team from scoring when I play in defence

Modern Foreign Languages

- I can understand and join in with a story in French
- I can recognise and repeat key vocabulary in a French story
- I can recognise and label some food in French

Home Learning

- Ongoing spellings and multiplication tables
- Daily reading
- Doodle Maths and Doodle English
- Doodle English

Science

- I can identify common appliances that run on electricity
- I can recognise dangers when working around electrical common appliances
- I can draw basic electrical symbols on a circuit diagram
- I can recognise why a circuit might not work
- I can recognise some common conductors and insulators, and associate metals with being good conductors?
- I can ask relevant questions and use different types of scientific enquiries to answer them?

Computing

- I know how to stay safe online when communicating and searching
- I know the risk of malware and viruses to my computer
- I can use a variety of techniques to produce a brochure using Publisher

Religious Education

Buddhism

- I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice
- I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives
- I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to

PSHE

- I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most
- I can understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
- I can understand the facts about alcohol and its effects on health
- I can identify feelings of anxiety and fear associated with peer pressure

Music

- I can use and understand call and response
- I can appreciate and understand a wide range of recorded music drawn from different traditions and from great composers and musicians
- I can develop my understanding of rhythm and pulse

Mathematics

Number decimal

- I can recognise tenths and hundredths pictorially and numerically
- I can divide 1 and 2 digits by 10
- I can divide 1 or 2-digits by 100
- I can write, compare, round and order decimals

Money

- I can order and estimate pounds and pence
- I can use the four operations involving money

Time

- I can recognise and calculate increments of time: Hours, minutes, seconds, years, months, weeks and days
- I can change analogue to digital – 12 hours and 24 hours

Geography

- I can name and locate the counties and cities of the UK in close proximity to my school
- I can study the land use patterns of an area of the UK linked to the area I am studying and say how these have changed over time
- I can recognise how the changes to an area impact both the human and physical of a local area

Design Technology

- I can select from and use a wider range of equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) Linked to science – electricity

British Values

- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Curriculum Support

- Rapid Maths
- Word Blaze
- 1:1 readers

Our Newbridge Journey

Our enquiry is:

What can we achieve together?

This means we will be learning about:

- When and how Stonehenge was built.
- What daily life was like for Stone Age and Bronze Age Britons.
- The human and physical impact of changes to the land use around Stonehenge.

The Key Skills we will be developing are:

- I can build positive relationships.
- I can take risks and keep myself healthy and safe including online.