

In English the children will be:

Writing:

Key text: The man who walked between the towers by Mordicai Gerstein

Outcomes: Information writing (Wikipedia page), letters of advice (formal), persuasive speeches, first person recounts, interviews.

Main outcome: Biography/ autobiography

Children explore how a real-life story has been portrayed as fiction. They consider a diary entry found written by Philippe Petit just before he leaves to walk between the towers and write letters of advice to him, considering the pros and cons. After reading up to the point of the act, children write a recount in the first person as the main character, using figurative language to describe feelings and scenery. As witnesses and reporters, they create newspaper reports for The New York times. Finally the children gather everything they have learnt about Philippe Petit and write a biographical account of his life, researching where needed to fill in gaps about childhood and events prior to this. They then write their own autobiography, with a focus on a particular event in their life that has been significant.

Reading:

Key text: For the Good Thieves by Katherine Rundell
Fresh off the boat from England, Vita Marlowe has a job to do. Her beloved grandfather Jack has been cheated out of his home and possessions by a notorious conman with Mafia connections. Seeing Jack's spirit is broken, Vita is desperate to make him happy again, so she devises a plan to outwit his enemies and recover his home. She finds a young pickpocket, working the streets of the city. And, nearby, two boys with highly unusual skills and secrets of their own are about to be pulled into her lawless, death-defying plan. Katherine Rundell's fifth novel is a heist as never seen before - the story of a group of children who will do anything to right a wrong.

Reading skills:

- Making comparisons within and across books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Identifying and discussing themes and conventions in and across a wide range of writing
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Provide reasoned justifications for their views

Spelling:

Across school we have moved to the programme of Read, Write Inc. In early years and key stage 1, this is taught through phonics. In key stage 2, we will be following their spelling programme. This will start in Autumn 1.

In Maths the children will be learning to:

Place value

- Read, write and compare numbers to at least 1,000,000 and determine the value of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.
- Round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.
- Solve problems and practical problems that involve all of the above.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Addition and subtraction

- Add and subtract numbers mentally with increasingly large numbers.
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (column).
- Use rounding to check answers to calculations and determine, in the context of the problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why.

Statistics

- Solve comparison sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables including times tables.

Multiplication and division

- Multiply and divide numbers mentally drawing upon known and derived facts.
- Multiply and divide numbers by 10, 100 and 1000.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Recognise and use square numbers and cube numbers and the notation for each.
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

Establish whether a number up to 100 is prime and recall prime numbers up to 19.

In Science the children will be exploring:

Physics - Earth and Space

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

In Geography the children will be studying:

Changes in our local environment

In this unit, the children will find out about the regions of the UK, discovering how some of these areas have changed over

In Science the children will be exploring:

Material world

In this topic, the children learn about materials and how they

time.

The children will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their own area, writing a magazine article and working towards the Big Finish.

In History the children will be studying:

The Ancient Greeks

In this unit, the children will learn about aspects of political, social and cultural Ancient Greek life. They will focus on some areas in depth, such as the systems of government, religion and the importance of the Olympic Games. They will examine the legacy of the Ancient Greeks, and will have opportunities for further study of areas of interest. While they will gain an overview of the time period, the main focus will be on the Classical period. Elements of the unit can also be used in a study of post-1066 British history and the legacy of Greek culture. The children will utilise a variety of sources of evidence to develop their knowledge and understanding of the time period.

In ICT the children will be :

- Learning all about e-safety.
- Become familiar with and agree to 'Be internet awesome' pledge.
- Create a strong password - recognise the importance of not sharing/sharing with trusted people.
- 2-factor verification security.
- Customise privacy settings
- Make decisions about the information they share on sites and services they use - understand the impacts of doing this.
- Safely play games online.

change. First they test properties of materials before looking at how materials dissolve, what a solution is and evaporation. Finally, children compare reversible and irreversible changes.

In Art and Design the children will be learning:

Children develop observational and colour mixing and matching skills to paint a portrait of a pair or small group of people.

Important notices

I hope this finds you well and welcome back and to the new name of Class Coelho. Class names have been chosen to represent famous poets. As a school, we have created fixed time tables to ensure time and resources are fully utilised. If anything should change, I will let you know. Here are just a few notices to help you with organising your weekly routines:

My planning, preparation and assessment time (PPA) is on a Tuesday morning and Miss Wood will cover this.

Swimming is on a Tuesday afternoon.

PE is currently on a Thursday afternoon.

Homework will be handed out on a Friday and submitted on a Thursday.

Please practise times tables regularly as they are vital to supporting the learning of maths.

I am around at the start and the end of the day so if you have any queries or worries, please come and ask. You may also email the office and they will always pass on any queries.

I look forward to a positive year with lots of smiles.

Thanks, Miss Dempster

**LOVE CHALLENGES, BE INTRIGUED
BY MISTAKES, ENJOY EFFORT
AND KEEP ON LEARNING.**