

English Language	Term 1	Mathematics
<p>Reading Skills:</p> <p>Decoding Literal understanding & Retrieval Inferencing Respond to a text Fluency & Phrasing</p> <ul style="list-style-type: none"> To discuss understanding and explore the meaning of words in context To retrieve key details and begin to find quotations from a whole text To skim passages of text to have an overview and be able to summarise To scan parts of the text in order to find specific parts of information. To be able to answer 'find and copy' questions accurately. To draw inferences independently, justifying with textual evidence To make predictions from implied details. To participate in discussion about books, building on their own and others' ideas. 	<p>Computing</p> <p>E-Safety</p> <ul style="list-style-type: none"> To understand the importance of e-safety To understand some material on the internet is copy right and cannot be downloaded To understand the risks and dangers of using online communications To minimise risks of scams online To understand that some malicious adults may use various techniques to gain access to personal information <p>Music</p> <p>Violin playing delivered by Kent Music.</p> <ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related 	<p>Number, Place Value, addition and subtraction <i>Year 5 and Year 6</i></p> <ul style="list-style-type: none"> To read and write numbers up to 1 million and determine the value of each digit. To read and write (numbers up to 10 million and determine the value of each digit. To order and compare numbers up to 1 million and determine the value of each digit. To order and compare numbers up to 1 million and determine the value of each digit. To understand factors and powers of 10 To count forwards in steps of powers of 10 To count backwards in steps of powers of 10 To use > < to compare numbers up to 10 million To order numbers in ascending and descending order up to 10 million To read Roman Numerals up to 1000, (M) and recognise years To use negative numbers to calculate intervals across zero. To solve problems in context involving negative numbers To round any number to 1 million to the nearest 10, 100, 1000, 10,000 and 100, 000 Round any whole numbers to any degree of accuracy

<p style="text-align: center;"><u>Writing</u></p> <p>Big Piece: Autobiography</p> <ul style="list-style-type: none"> • To make precise vocabulary choices. • To identify the purpose and audience for a piece of writing. • To build cohesion within paragraphs (e.g then, after, that, this, firstly) • Carefully select vocabulary and grammar to suit the purpose of the text • To link ideas across paragraphs using adverbials of time e.g. later OR place e.g nearby. • To be able to order writing into structured paragraphs • Use other organisational devices to add structure to writing (e.g. bullet points) • To ensure correct and consistent use of tense throughout a piece of 	<p>dimensions of music</p> <ul style="list-style-type: none"> • To listen with attention to detail and recall sounds with increasing aural memory • To use and understand staff and other musical notations • To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • To develop an understanding of the history of music 	<ul style="list-style-type: none"> • To reason mathematically with place value • To solve problems in unforeseen contexts, regarding place value. • To use numbers in context including measurement • Apply place value understanding to decimal and fractional numbers. • To add and subtract more than 4-digit numbers using formal written methods <p style="text-align: center;"><u>PSHE</u></p> <p style="text-align: center;">Health and well-being</p> <ul style="list-style-type: none"> • To understand Mental health, just like physical health, is part of daily life; • the importance of taking care of mental health. • To develop Strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. • To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. • To recognise that anyone can experience mental ill health; that most difficulties can be resolved with
	<p>Art Drawing- Esher</p> <ul style="list-style-type: none"> • Use a variety of source material for work e.g. from life and research • Work in a sustained and independent way from observation, experience and imagination • Draw accurately from life • Create a sense of distance and proportion • Use a variety of technique to create depth and tone • To experiment with drawing techniques to support observational drawing • To adapt work according to personal 	

<p>writing.</p> <ul style="list-style-type: none"> To revise, edit and proofread work systematically and accurately. To be able to write in the first person accurately To understand how to write in chronological order. 	<p>views and describe how they might improve it further</p> <ul style="list-style-type: none"> To annotate work in sketch books 	<p>help and support; and that it is important to discuss feelings with a trusted adult.</p> <ul style="list-style-type: none"> To develop Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).
<p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To review basic punctuation To recap how to use capital letters accurately. To distinguish a noun To identify Proper Nouns To review tenses. To use paragraphs correctly. To distinguish between first, second and third person To understand possessive pronouns and distinguish between first, second and third person. 		

<p style="text-align: center;">Spelling</p> <p>To understand when the verb ends in 'e' to drop it and add-ing.</p> <p>Homophones and near homophones noun ending in ce/cy and verb ending in se/sy</p> <p style="padding-left: 40px;">Ant/ance endings</p> <p style="padding-left: 40px;">Ent/ency endings</p> <p>Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.</p> <p>Hyphens: To join compound adjectives to avoid ambiguity</p> <p style="padding-left: 40px;">Review week</p>	Hockey	<ul style="list-style-type: none"> Explore common uses of friction, forces and magnetism in everyday life.
	<p style="text-align: center;">History</p> <p><u>Anglo Saxons and the Viking Struggle</u></p> <ul style="list-style-type: none"> When was the great struggle between the Anglo Saxons and Vikings? What was the significance of the invasion of Lindisfarne? What was the monarchy like in Anglo Saxon England? What was life like as an Anglo-Saxon? How have Anglo Saxons and Vikings influenced Britain today? 	<p style="text-align: center;">R.E.</p> <p>What does it mean if God is loving and holy?</p> <ul style="list-style-type: none"> What are the different sorts of texts that can be found in the Bible? (T) What are the connections between biblical texts and Christian ideas of God? (T) What are the connections between particular Bible texts and what Christians believe about God? (I) How do Christians put their beliefs into practice in worship? (I) What are our ideas about how biblical ideas and teachings about God as holy and loving might make a difference in the world today? (C)