

English Language Text: Kensuke's Kingdom by Michael Morpurgo	Term 5	Mathematics
<p style="text-align: center;">Reading</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p>	<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select and use software (including internet services) to collect, analyse, evaluate and present data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report 	<p>Year 3:</p> <p>Number: Fractions</p> <ul style="list-style-type: none"> • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise and show, using diagrams, equivalent fractions with small denominators. • Add and subtract fractions with the same denominator within one whole. • Compare and order unit fractions, and fractions with the same denominators. • Solve problems that involve all of the above. <p>Year 4:</p> <p>Number: Fractions</p>

<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • 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 • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<p>concerns about content and context.</p>	<ul style="list-style-type: none"> • Recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • Add and subtract fractions with the same denominator • Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • Round decimals with one decimal place to the nearest whole number • Compare numbers with the same number of decimal places up to two decimal places • Solve simple measure and money problems involving fractions and decimals to two decimal places
	<p>Art and Design</p> <p>Collage</p> <p>Focus Artist: Matisse</p> <ul style="list-style-type: none"> • Discuss how and why other artists, craftspeople and designers have used colour, shape, pattern and form. • Use sketch books to gather visual imagery, experiment with techniques and develop ideas and designs. • Refine and alter ideas and explain choices using art vocabulary? • Annotate work in sketchbook. • Collect and experiment with a range of media and visual information. • Overlap and overlay materials. 	

<p style="text-align: center;">Writing</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> Use a variety of media to create a collaged image. Create a mood board to gather materials for design. 	<p style="text-align: center;">Science</p> <p>Empiribox</p> <p>Sound</p> <ul style="list-style-type: none"> To identify how sounds are made, associating some of them with something vibrating. To recognise that vibrations from sounds travel through a medium to the ear. To recognise that sounds get fainter as the distance from the sound source increases. To recognise what might affect the speed of sound. To collect and analyse data.
	<p style="text-align: center;">PE</p> <p>Striking and fielding games</p> <p>Gymnastics</p>	

		<ul style="list-style-type: none"> • What lessons do Hindu children learn about God from scriptures? • What do Hindu people believe about God?
<p style="text-align: center;">Grammar & Punctuation</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech 	<p style="text-align: center;">History</p> <p style="text-align: center;">The Anglo-Saxons and the Scots</p> <ul style="list-style-type: none"> • Who were the Scots? • Who were the Anglo Saxons? • Why was Hadrian's Wall built? • Why is Sutton Hoo important? 	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">What makes a community?</p> <ul style="list-style-type: none"> • How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • What is meant by a diverse community; how different groups make up the wider/local community around the school • How the community helps everyone to feel included and values the different contributions that people make • How to be respectful towards people who may live differently to them

<ul style="list-style-type: none"> • use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading 		
<p style="text-align: center;">Spelling</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Words with a short /u/ sound spelt with 'ou • Word families based on common words, showing how words are related in form and meaning. • Words ending in the suffix –al • Words with a /k/ sound spelt with 'ch' <p>Year 4:</p> <ul style="list-style-type: none"> • Adding the prefix inter- (meaning 'between' or 'among') • Adding the prefix anti- (meaning 'against') • Adding the prefix auto- (meaning 'self' or 'own') • Adding the prefix ex- (meaning 'out') • Adding the prefix non- (meaning 'not') • Words ending in -ar/ -er 	<p style="text-align: center;">Music</p> <p>Timbre</p> <ul style="list-style-type: none"> • Body percussion basics • Exploring different sounds • Developing body percussion • Composing a body percussion piece • Compose and perform a body percussion piece 	