Reading	Term 3	Mathematics
Reading Skills: **Decoding** **Literal understanding & Retrieval** **Inferencing** **Respond to a text** **Fluency & Phrasing** **Text: London Eye Mystery** • To retrieve key details and begin to find quotations from a whole text • To draw inferences independently, justifying with textual evidence • To scan parts of the text in order to find specific parts of information. • To make predictions from implied details. • To discuss understanding and explore the meaning of words in context • To skim passages of text to have an overview and be able to summarise • To be able to answer 'find and copy' questions accurately. • To participate in discussion about books, building on their own and others' ideas.	**Computing** **Programming/coding** • To detect errors in a program and correct them • To debug their own computer control application • I can design and program a character game • I can design an original character or backdrop for a game • I can create an original animated game with a specific purpose • I can program costume changes for a sprite. • I can add point scoring and levels to game code. **Music** Violin playing delivered by Kent Music. • 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 dimensions of music • To listen with attention to detail and recall sounds with increasing aural	**Division, Fractions, decimals, percentages (and ratio and proportion- Y6)** • To divide 4 digit numbers by a 2 digit number using a formal long division method. **Y5** • To compare and order fractions whose denominators are all multiples of the same number • To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 5 2 + 5 4 = 5 6 = 1 5 1] • To add and subtract fractions with the same denominator and denominators that are multiples of the same number • To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • To read and write decimal numbers as fractions [for example, 0.71 = 100 71] • To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • To round decimals with two decimal places to the nearest whole number and to one decimal place • To read, write, order and compare numbers with up to three decimal places • To solve problems involving number up to three decimal

Writing

Big Piece: Information Text

- To revise, edit and proofread work systematically and accurately.
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Using modal verbs or adverbs to indicate degrees of

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

Art
Painting- John Constable

Create shades and tints using black and white.
• Work on preliminary studies to test media and materials.

• Create imaginative work from a variety of sources, including those researched independently.

• Choose appropriate paint, paper and implements to adapt and extend their work.

• Carry out preliminary studies, test media and materials and mix appropriate colours.

places

- To recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- To solve problems which require knowing percentage and decimal equivalents of 2 1 , 4 1 , 5 1 , 5 2 , 5 4 and those fractions with a denominator of a multiple of 10 or 25.

Y6

- To apply and use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- To compare and order fractions, including fractions >1
- To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- To multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- To divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- To associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- To identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places

possibility *[e.g. might; should; will; must or perhaps; surely].*

- Building cohesion within a paragraph *[e.g. then, after that, this, firstly]*

- Using brackets, dashes or commas to indicate parenthesis [embedded clause]

Grammar & Punctuation

- To use colons and semi colons to separate two independent clauses.
- To understand object and subject verb form agreement
- To understand difference between active and passive voice.
- To review basic punctuation
- Using brackets, dashes or commas to indicate parenthesis [embedded clause]
- To understand and identify

• Show an awareness of how composition is created in a painting.

- Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours

P.E-

- Gymnastics
- Netball

PSHE

Living the Wider World

How can the media influence people?

- To multiply one-digit numbers with up to 2 decimal places by whole numbers
- To use written division methods in cases where the answer has up to 2 decimal places
- To solve problems which require answers to be rounded to specified degrees of accuracy
- To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- To solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- To solve problems involving similar shapes where the scale factor is known or can be found
- To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Science

Living Things and Evolution

I can explain that adaptation may lead to evolution, and can explain some reasons why evolution is important for survival

I can explain how the Earth's changing landscape has occurred, and talk about the consequences for living things at key times

differences between main, subordinate and relative clauses **Spelling** • -fer • ie and ei after c (2 weeks) • Word families based on common words, showing how words are related in form and meaning • Inter- • Statutory spelling challenge words • Review week	• To know how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • To understand that not everything should be shared online or social media and that there are rules about this, including the distribution of images • To understand that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • To recognise how text and images can be manipulated or invented; strategies to recognise this To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts	I can talk about evidence which shows how living things have changed over time, and can identify a range of factors which can result in extinction of a species I can explain why living things adapt to suit their environment, and that adaptation may lead to evolution I can explain why offspring of the same species aren't identical to one of their parents I can explain how all living things can be classified in to groups depending on their features and characteristics. I can make my own classification key and use it to classify living thing I can explain how predators and prey have evolved over time to survive I can explain the role of producers, predators and prey in a food chain, and talk about how energy is transferred in a food chain, starting from the sun.
	History <u>Medieval Monarchs</u> In 1066, who was the rightful heir to the throne? Who was responsible for the death of Thomas Becket?.	**R.E.** **People of God** What are the connections between the story of Moses and the concepts of freedom and salvation? (T) What are the connections between the Bible texts and what Christians believe about being the People of God and how they should behave? (T)

	Who was the worst king: Richard or John? In what ways was Edward I a 'great and terrible king'? Why did Henry VIII initiate the Reformation? Was Elizabeth I 'weak and feeble'?	What are the ways in which some Christians put their beliefs into practice by trying to bring freedom to others? (I) What are my ideas about freedom and justice arising from my study of Bible texts? How far are these helpful or inspiring, justifying their responses? (C)