

English Language	Term 1	Mathematics
<p><b>Reading Skills:</b></p> <p><b>Decoding</b> <b>Literal understanding &amp; Retrieval</b> <b>Inferencing</b> <b>Respond to a text</b> <b>Fluency &amp; Phrasing</b></p> <p><u>Bear Grylls Autobiography</u></p> <ul style="list-style-type: none"> <li>To discuss understanding and explore the meaning of words in context</li> <li>To retrieve key details and begin to find quotations from a whole text</li> <li>To skim passages of text to have an overview and be able to summarise</li> <li>To scan parts of the text in order to find specific parts of information.</li> <li>To be able to answer ‘find and copy’ questions accurately.</li> <li>To draw inferences independently, justifying with textual evidence</li> <li>To make predictions from implied details.</li> <li>To participate in discussion about books, building on their own and others’ ideas.</li> </ul>	<p><b>Computing</b></p> <p><b>Online Safety &amp; Blogging</b></p> <ul style="list-style-type: none"> <li>I can demonstrate safe and respectful use of a range of different technologies and online services.</li> <li>I can identify more discrete inappropriate behaviours online.</li> <li>I can use critical thinking to help me stay safe online.</li> <li>I know the value of protecting my privacy and others online.</li> <li>I can design and create my own online blogs.</li> <li>I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements.</li> </ul> <p><b>Music</b></p> <p>Music lessons delivered by Kent Music.</p> <ul style="list-style-type: none"> <li>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<p><b>Number,</b> <b>Place Value, addition and subtraction</b> <i>Year 5 and Year 6</i></p> <ul style="list-style-type: none"> <li>To read and write numbers up to 1 million and determine the value of each digit.</li> <li>To read and write (numbers up to 10 million and determine the value of each digit).</li> <li>To order and compare numbers up to 1 million and determine the value of each digit.</li> <li>To order and compare numbers up to 1 million and determine the value of each digit.</li> <li>To understand factors and powers of 10</li> <li>To count forwards in steps of powers of 10</li> <li>To count backwards in steps of powers of 10</li> <li>To use &gt; &lt; to compare numbers up to 10 million</li> <li>To order numbers in ascending and descending order up to 10 million</li> <li>To read Roman Numerals up to 1000, (M) and recognise years</li> <li>To use negative numbers to calculate intervals across zero.</li> <li>To solve problems in context involving negative numbers</li> <li>To round any number to 1 million to the nearest 10, 100, 1000, 10,000 and 100,000</li> <li>Round any whole numbers to any degree of accuracy</li> <li>To reason mathematically with place value</li> </ul>

**Writing**

**Big Piece: Autobiography**

- 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 writing.
- 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.

- 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 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  
Drawing- Esher**

- I can select appropriate media and techniques to achieve a specific outcome.
- I can develop my own style.
- I can draw for a sustained period of time over a number of sessions.
- I can use tone in drawings to achieve depth. I can develop drawing with perspective and focal points

- 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

**PSHE**

**Families and Relationships**

- I can identify ways to resolve conflict through negotiation and compromise.
- I can discuss how and why respect is an important part of relationships.
- I can identify ways to challenge stereotypes.
- I can explore the process of grief and understand that it is different for different people.

**MFL: French**

**Phonics and Fruits**

- I know the first four essential French sound patterns; 'ch, ou, on, oi'

### Grammar & Punctuation

- 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.

### Spelling

To understand when the verb ends in 'e' to drop it and add-ing.

Homophones and near homophones noun ending in ce/cy and verb ending in se/sy

Ant/ance endings

Ent/ency endings

- I can adapt drawings according to evaluations and discuss further developments.
- I can draw accurately from life, e.g. the figure, real objects real spaces.
- I can create a sense of distance and proportion in a drawing.

### P.E.-

#### Cricket & Handball

- I can explore defensive and driving hitting techniques and directional batting.
- I can develop over and underarm bowling technique.
- I can develop long and short barrier and two-handed pick up.
- I can demonstrate good technique when using a variety of throws under pressure.
- I can explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.
- I can explore moving to create space for themselves and others in their team.
- I can use a variety of techniques to lose an opponent e.g. change of direction or speed.

- I know the second set of phonics phonemes in French; 'I, in, ique, ille'
- I know up to 10 fruits in French.
- I know how to spell some fruits in French.
- I know how to ask somebody in French if they like a particular fruit.
- I know how to say what fruits I like and dislike

### Science

#### Forces (planning)

- I know how to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- I know how to identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- I know how to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
- I can make predictions based on scientific knowledge.
- I can plan different types of scientific enquiry with support.
- I can identify the dependent, independent and controlled variables when appropriate

## History

### Benin Kingdom

- How did the Benin Kingdom begin?
- What was life like for the Edo people in the Benin Kingdom?
- How were trade links established and what goods were traded?
- What was the transatlantic slave trade?
- What can the Benin Bronzes teach us about the Benin Kingdom?

## R.E.

### **What does it mean if God is loving and holy?**

- 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)

Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.

Hyphens: To join compound adjectives to avoid ambiguity

Review week