

Reading	Borton : Term 2		Mathematics
<p>Reading Skills:</p> <p>Text: Treason</p> <p>Decoding Literal understanding & Retrieval Inferencing Respond to a text Fluency & Phrasing</p> <ul style="list-style-type: none"> To locate information and provide reasoned justification for their views upon a text To retrieve and summarise details to support opinions and predictions To summarise ideas from more than one paragraph To use skimming and scanning skills to support answers to questions which require analysis To be able to develop answers using evidence from the text. To draw hidden inferences, justifying with textual evidence 	<p>Computing</p> <p>Online Safety/ Information Technology Databases:</p> <ul style="list-style-type: none"> To gain a greater understanding of the impact of sharing digital content can have To know how to maintain secure passwords To know how to reference sources in work Ensure reliability through different means of communication To learn how to search for information on a database To create a database around a chosen topic 	<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 dimensions of music 	<p>Number & Place Value/ addition and subtraction</p> <p><i>(Y5 up to 1 million/ Y6 up to 10 million)</i></p> <ul style="list-style-type: none"> To use numbers in context including measurement To add and subtract any numbers more than 4 digits To develop mental strategies to add and subtract any number To compare calculations To understand inverse operations To complete multi-step addition and subtraction problems. identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers 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 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers To multiply multi-digit numbers up to 4 digit numbers by a 2 digit whole number using a formal method of long multiplication

<ul style="list-style-type: none"> • To quote accurately from the text which illustrate meaning • To make reasoned predictions from implied details • To make comparisons within and across texts • To participate in discussion about texts, including comparisons of text. 	<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 divide numbers up to 4 digits by a 2 digit who number using the formal method long division • To divide numbers up to 4 digit by a 2 digit number using a short division method • multiply and divide numbers mentally, drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
<p style="text-align: center;">Writing</p> <p style="text-align: center;"><u>Writing</u></p> <p>Big Piece: Fictional writing set in a historical context</p> <ul style="list-style-type: none"> • To revise, edit and proofread work systematically and accurately. 	<p style="text-align: center;">DT</p> <p style="text-align: center;">Textiles - Stuffed Toys</p> <ul style="list-style-type: none"> • To generate, develop, model and communicate their ideas through discussions, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces. • To understand the and explore the blanket stitch • To create and add decorations to a fabric • To apply the blanket stitch to assemble parts of a toy • To evaluate a design 	

<p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <ul style="list-style-type: none"> Describing settings, characters and atmosphere and integrating dialogue to convey character and advance action <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing</p> <p>Using relative clauses beginning with <i>who, which, where, when, whose, that</i></p> <p>Using commas to clarify meaning or avoid ambiguity</p> <p>Using brackets, dashes or commas to indicate parenthesis [embedded clause]</p> <p>Grammar & Punctuation</p>	<p style="text-align: center;"><u>P.E-</u></p> <ul style="list-style-type: none"> Hockey Gymnastics <p style="text-align: center;"><u>PSHE/RSE</u></p> <p>Project Salus Community project continued (2 weeks)</p> <p><u>Health & Well-being</u></p> <ul style="list-style-type: none"> Relaxation: Mindfulness What can I be? Taking responsibility for my health The impact of technology on my health Resilience Toolkit 	<p style="text-align: center;">Science</p> <p style="text-align: center;">Science</p> <p style="text-align: center;">Forces, gravity and mechanisms</p> <ul style="list-style-type: none"> To recognise the size and direction of a force To recognise the force of gravity To understand the difference between a contact and non-contact force To analyse how forces are measured To deduct the variables of an investigation To plan an investigation To investigate air resistance To investigate how levers pulleys and mechanisms affect force needed to move a load
	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Globalisation</p> <ul style="list-style-type: none"> What is globalisation? How has technology changed the way we communicate? How does globalisation affect trade? What are the costs of fast fashion? 	<p style="text-align: center;">R.E.</p> <p style="text-align: center;">Incarnation</p> <p style="text-align: center;">Was Jesus the Messiah? (Digging deeper)</p> <p>What are the connections between biblical texts and the idea of Jesus as Messiah? (T)</p>

- To review basic punctuation
- Using brackets, dashes or commas to indicate parenthesis [embedded clause]
- To understand and identify differences between main, subordinate and relative clauses
- To recognise the use of the comma to split main and subordinate clauses.
- To review tenses.
- To use paragraphs correctly, including through the use of dialogue.
- To understand the difference between co-ordinating and subordinating conjunctions.

Spelling

Silent Letters

Silent Letters

Modal Verbs

-ment

- Why do a few companies control most of the world's food?

What are the connections between texts and what Christians believe about Jesus as Messiah? (T)

How do Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world? (I)

What are my ideas about how far the world needs a Messiah? (C)



Adverbs Challenge words Review week		
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