

Reading	Porteous : Term 2	Mathematics
<p>Reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: <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 	<p>Computing</p> <p>Coding & Spreadsheets</p> <p>Coding:</p> <ul style="list-style-type: none"> • To review previous coding knowledge and use this knowledge to create a range of programs • To understand what a flowchart is and how they are used in computer programming • To understand that there are different types of timers • To be able to select the right type of timer for a purpose • To understand how to use the repeat command • To understand the importance of nesting • To design and create an interactive scene <p>Spreadsheets</p> <ul style="list-style-type: none"> • To add and edit data in a table layout • To find out how spreadsheet programs can automatically create graphs from data 	<p>Year 3</p> <p><i>Multiplication and Division</i></p> <ul style="list-style-type: none"> • To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects <p>Shape</p> <ul style="list-style-type: none"> • To be able to sort and classify 2D and 3D shapes <p>Year 4</p> <p><i>Multiplication and Division</i></p>

<ul style="list-style-type: none"> 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] understand what they read, in books they can read independently, by: <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 	<ul style="list-style-type: none"> To introduce the 'more than,' 'less than' and 'equals' tools To introduce the 'spin' tool and show how it can be used to count through times tables To introduce the Advanced mode of 2Calculate To learn about describing cells using their addresses 	<ul style="list-style-type: none"> recall multiplication and division facts for multiplication tables up to 12×12 To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers To recognise and use factor pairs and commutativity in mental calculations To multiply two-digit and three-digit numbers by a one-digit number using formal written layout To solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. <p>Area</p> <ul style="list-style-type: none"> To measure the perimeter of 2D shapes To calculate the area of 2D shapes
	<p style="text-align: center;"><u>MFL: French</u></p> <p>Getting to know you:</p> <ul style="list-style-type: none"> To be able to say help and goodbye To be able to use different greetings for different situations To ask and answer simple questions for each topic area To be able to introduce themselves-including age To be able to say how you are feeling 	
	<p style="text-align: center;">DT Textiles - Cushion</p>	

- 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

Word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Writing

Big Piece: Report Writing

Skills, Knowledge and Understanding coverage:

- To learn how to sew cross-stitch and applique
- To design a product and its template
- To decorate fabric using applique and cross-stitch
- To assemble cushions
- To evaluate a product

P.E-

- Swimming
 - To be able to swim 25m
 - To be able to swim a variety of strokes
 - Water Safety

- Gymnastics

PSHE/RSE

Citizenship

- To understand the environmental benefits of recycling or reuse (Y4)
- To understand the groups which make the community
- To begin to understand how democracy works in the local area
- To understand the value of diversity in a community
- To begin to understand the UN convention on the rights of the child
- To understand that charities care for others and how people can support them.

Science

Electricity

- Identify common appliances that run on electricity.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Making systematic and careful observations, using a range of equipment.
- To identify circuit components and build working circuits.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Setting up simple practical enquiries, comparative and fair tests.
- Using results to draw simple conclusions.
- To investigate whether circuits are complete or incomplete.
- Recognise some common conductors and insulators, and associate metals with being good conductors.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Introduce the paragraph as a way to group related material; begin to organise information around a theme.

In non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings].

Suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns.

Proof-read for spelling and punctuation errors.

Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear.

Choosing nouns or pronouns for clarity.

Using and punctuating direct speech.

Use the present perfect form of verbs instead of the simple past [e.g. *He has gone out to play* rather than *He went out to play*].

Extend Year 4:

Use paragraphs as a way to organise ideas around a theme.

Using the present perfect form of verbs in contrast to the simple past tense [e.g. *He has gone out* rather than *He went out*].

Using conjunctions, adverbs and prepositions to express time and cause.

Using and punctuating direct speech.

Spelling

- Adverbs -lly

Geography

Migration

What is migration?
What causes people to migrate?
How does migration affect people and places?
Can I create a profile of a migrant?
What is the Windrush generation?

R.E.

Incarnation

What is the Trinity?

How is the Gospel of John different from the other Gospels? (T)

What might different Bible texts about God mean? (T)

What might the texts we have studied mean to some Christians? (T)

How do Christians show their beliefs about God the Trinity in the way they live? (I)

What are the links between some of the texts and teachings about God in the Bible and what people believe about God in the world today? (C)

- Adverbs -ily
- Adverbs -ly
- -ally
- -ly
- Silent 'y'