

English Language	Term 1: Hope	Mathematics
<p>Reading Skills:</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 To quote accurately from the text which illustrate meaning To make reasoned predictions from implied details To make comparisons within and across 	<p>Computing</p> <p>E-Safety</p> <ul style="list-style-type: none"> To understand the importance of e-safety To understand some material on the internet is copy right and cannot be downloaded To understand the risks and dangers of using online communications To minimise risks of scams online To understand that some malicious adults may use various techniques to gain access to personal information <p>Citizenship</p> <p>Preparing to play an active role as citizens</p> <ul style="list-style-type: none"> To introduce and gain understanding of Zones of Regulation To identify strategies to manage feelings and emotions To research, discuss and debate topical issues, problems and events To understand why and how some rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules To realise the consequences of anti-social and aggressive 	<p>Number & Place Value</p> <p><i>(Y5 up to 1 million/ Y6 up to 10 million)</i></p> <ul style="list-style-type: none"> To read and write numbers up to 10 million. To determine the value of each digit of numbers up to 10 million To understand factors and powers of 10 To count forwards in steps of powers of 10 To count backwards in steps of powers of 10 To use > < to compare numbers up to 10 million To order numbers in ascending and descending order up to 10 million To read Roman Numerals up to 1000, including the year 2020. To use negative numbers to calculate intervals across zero. To solve problems involving negative numbers Round any whole numbers to any degree of accuracy

<p>texts</p> <ul style="list-style-type: none"> To participate in discussion about texts, including comparisons of text. 	<p>behaviours, such as bullying and racism, on individuals and communities</p> <ul style="list-style-type: none"> To understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences To resolve differences by looking at alternatives, making decisions and explaining choices 	<ul style="list-style-type: none"> To reason mathematically with place value 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. <p style="text-align: center;">PSHE</p> <p style="text-align: center;">Health and well-being</p> <ul style="list-style-type: none"> How to recognise and respect similarities and differences between people and what they have in common with others That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)
<p style="text-align: center;">Writing</p> <p style="text-align: center;">Big Piece: Biography</p> <ul style="list-style-type: none"> To write imaginatively to engage the reader. To make precise vocabulary choices. To identify the purpose and audience for a piece of writing. Carefully select vocabulary and grammar to suit the purpose of the text To use imagery to set the scene when describing a setting 	<p style="text-align: center;">Art</p> <p style="text-align: center;">Drawing- Frida Kahlo</p> <ul style="list-style-type: none"> Use a variety of source material for work e.g. from life and research Work in a sustained and independent way from observation, experience and imagination Draw accurately from life Create a sense of distance and proportion Use a variety of technique to create depth and tone To experiment with drawing techniques to support observational drawing To adapt work according to personal views and describe how they might improve it further To annotate work in sketch books 	

<ul style="list-style-type: none"> • To be able to order writing into structured paragraphs • Use a wide range of devices to build cohesions within and across 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. 	<p style="text-align: center;">P.E-</p> <p>OAA (orienteering, map work and leadership)</p> <p>Leadership and Team games.</p>	<ul style="list-style-type: none"> • To know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • How to challenge stereotypes and assumptions about others
<p style="text-align: center;">Grammar & Punctuation</p> <ul style="list-style-type: none"> • To review basic punctuation • To know to use capital letters accurately. • To distinguish a noun • To identify Proper Nouns • To review tenses. • To use paragraphs correctly. 		<p style="text-align: center;">History</p> <p><u>USA- Independence Day</u></p> <ul style="list-style-type: none"> • Why do Americans celebrate July 4th? • Who was pivotal in the declaration of independence? • Where did Independence Day all start? • Why does Independence Day mean to Americans? • How do American’s commemorate Independence day now?

Spelling

Double P consonant

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

To identify common homophones

To identify common homographs

Suffix -ly

Suffix -ed

R.E.

Creation and science: conflicting or complementary?

What is the importance of creation on the timeline of the 'big story' of the Bible?

What do Christians say about Genesis 1 and its purpose?

What are our ideas about Genesis 1 might mean, and how do they compare with ways in which different Christians interpret it?

What are the connections between Genesis 1 and Christian belief about God as creator?

How do some Christians find that science and faith go together?

How have we developed our key ideas arising from our study of Genesis 1? How and Why are these ideas helpful or inspiring, or not?

How far is Genesis 1 creation narrative, or complementary with a scientific account?