

English	Term 4	Mathematics
<p>Reading Skills:</p> <p>Decoding Literal understanding & Retrieval Inferencing Respond to a text Fluency & Phrasing</p> <p>Text: Good Night Mr Tom</p> <ul style="list-style-type: none"> To be able to answer 'find and copy' questions accurately. To skim passages of text to have an overview and be able to summarise To retrieve key details and begin to find quotations from a whole text To discuss understanding and explore the meaning of words in context 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 participate in discussion about books, building on their own and 	<p>Computing</p> <p>Computer Science Game Creator:</p> <ul style="list-style-type: none"> To Introduce the 2DIY 3D tool. To begin planning a game. To design a game environment To design the game quest to make a playable game To self and peer evaluate a game and critique accordingly 	<p>Fractions, decimals, percentages ratio and proportion & algebra- Y6)</p> <p><u>Y5</u></p> <ul style="list-style-type: none"> 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 = $\frac{71}{100}$] 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 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{4}$ and those fractions with a denominator of a multiple of 10 or 25. To understand the relationship between fractions, decimals and percentages To consolidate learning around the four operations To solve problems involving any of the four operations To apply learning to solve area and perimeter problems.
	<p>MFL</p> <p>All around Town</p> <p>To use speaking and listening skills within French:</p> <ul style="list-style-type: none"> To be able to list food items To orally say basic restaurant phrases To recognise some words for clothes 	
	<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 	

others' ideas.

Writing

Big Piece: Fictional

- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Recognising vocabulary and structures that are appropriate for formal speech and writing

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 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

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Electrical Systems- Make a Steady Hand Game

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- Plan the order of their work, choosing appropriate materials, tools and techniques.

Y6

- 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
- 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.

Algebra

- To be able to use simple formulae and apply
- To generate and describe linear number sequences
- To express missing number problems algebraically
- To find pairs of numbers that satisfy an equation with two unknown numbers.

<ul style="list-style-type: none"> To revise, edit and proofread work systematically and accurately. 	<ul style="list-style-type: none"> Select appropriate tools and techniques e.g. cutting, shaping, joining and finishing, accurately. Measure, mark out, cut, score and assemble components accurately. Evaluate and refine their work throughout the process of designing, making and the finished product. 	
<p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To review co-ordinating and subordinating conjunctions To understand the different sentence structures To distinguish and apply apostrophes for contraction and for possession. Using brackets, dashes or commas to indicate parenthesis [embedded clause] using a dash to mark boundaries between independent clauses [as a separator] Use of the semi-colon, colon and dash to mark the boundary between independent clauses 		

<p>Spelling</p> <p>'or'</p> <p>'au'</p> <p>Suffix '-ate'</p> <p>Suffix '-ise'</p> <p>Suffix 'ify'</p> <p>Suffix 'en'</p>	<p>teammate</p> <ul style="list-style-type: none"> • To change direction and speed to lose a defender • To use defending skills to gain possession • To develop the shooting action • To use an apply skills in a game situation <p style="text-align: center;"><u>PSHE</u></p> <p style="text-align: center;">Citizenship</p> <ul style="list-style-type: none"> • To begin to understand what happens when the law is broken • To recognise prejudice and discrimination and learn how these can be challenged • To understand how reducing our use of materials and energy will help the environment • To understand how we recognise and value the contribution people make to the community • To explore the links between rights and responsibilities (Y5). • To understand human rights, including the right to education (Y6). 	<p>mixtures might be separated, including through filtering, sieving and evaporating by separating different mixtures.</p> <p>To investigate reversible and irreversible changes</p>
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	<p style="text-align: center;">Geography</p> <p><u>Population</u></p> <ul style="list-style-type: none"> • Where are all the people? • Why does population change? • What is a population pyramid? • What challenges does a growing population present? <ul style="list-style-type: none"> • How do we feed the planet? 	<p style="text-align: center;">R.E.</p> <p style="text-align: center;">Salvation – What difference does Salvation have for Christians?</p> <p>Can I explain connections between biblical texts used at funerals and the core concepts of Gospel (good news), Salvation and Hope (using theological terms)? (T)</p> <p>Can I suggest some meanings for the selected texts, and compare my ideas with ways in which Christians interpret these texts, showing awareness of how they are used in funerals, taking account of the context(s)? (T)</p> <p>What are the connections between the Christian concept of the resurrection and what Christians believe about hope and life after death, and how they show this in their church communities? (I)</p> <p>How do Christian beliefs in resurrection and life after death make a difference in their lives? (I)</p> <p>Can I weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of my own? (C)</p>