

The Stone value that we are focusing on this term is: Honesty

Skills for Life that we are practising this half term:
Risk taking, Open-mindedness, Empathy

English

Classic Narratives

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Escape from Pompeii - Christina Balit
The Lion, the witch and the wardrobe - C S Lewis (class teachers to read to children)

- Stories with moral dilemmas
- Persuasive brochure
- Newspaper report

Reading:

- Reading books that are structured in different ways and reading for a range of purposes.
- Discussing words and phrases that capture the reader's interest and imagination.
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Using dictionaries to check the meaning of words that they have read.

Spelling, Punctuation and Grammar

- Using fronted adverbials and using commas after fronted adverbials.
- Indicate possession by using the possessive apostrophe with singular and plural nouns.
- Revision of inverted commas to punctuate direct speech.
- Using and recognising subordinate clauses in sentences.
- Introduction to paragraphs as a way to group related material.
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Maths

Mental Maths

- I can count from 0 in multiples of 4, 8, 50 and 100
- I can recall and use multiplication and division facts for the 3, 4 and 8 times tables

Mental Addition

- Count on in hundreds, tens or ones;
- Add mentally a 'near multiple of 10'
- Add 3 or 4 small numbers
- Partition into hundreds, tens and ones and in different ways, then recombine ($724 = 700 + 20 + 4$) ($724 = 600 + 110 + 14$)
- Reorder numbers in a calculation
- Add numbers mentally including: 3 digit number and ones, tens and hundreds.

Mental Subtraction

- Count back in hundreds, tens or ones;
- Subtract mentally a 'near multiple of 10';
- Find a small difference by counting up from the smaller to the larger number (on a number line);
- Bridge through a multiple of 10, then adjust;
- Subtract a 2-digit number by partitioning it subtracting its tens then ones;
- Subtract numbers mentally including: 3 digit number and ones, tens and hundreds.

Mass and Volume

- Measure mass (kg/g) and volume/capacity (l/ml).
- Compare mass and volume.
- Add and subtract mass (kg/g) and volume/capacity (l/ml).

Multiplication and Division

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers multiplied by one-digit numbers, using mental and progressing to formal written methods.
- 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.

Money

- Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Science

Forces and Magnets

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing

<p><u>RE</u></p> <p>Our big question this half term is: 'Is a Jewish or Hindu Child Free to Choose their Beliefs?'</p> <ul style="list-style-type: none"> • Retell religious stories and make links between beliefs and sources • Identify the importance of religious stories for people and begin to identify the impact of religion on believers lives • Identify some features of religion and suggest meanings for symbols and describe key features of religious expression recognising similarities and differences • Ask questions about their own and others' experiences and identify what influences them • Recognise that some questions are hard to answer and ask important questions • Recognise their own values and make links between values and commitments 	<p><u>Topic - History</u></p> <p>The Roman Empire</p> <ul style="list-style-type: none"> • Establish clear narratives within and across the Roman period. • Make careful observations of Roman artefacts and make comparisons with modern items. • Devise historically valid questions about change, cause, similarity and difference, and significance. 	<p><u>Design and Technology</u></p> <p>Mosaics</p> <ul style="list-style-type: none"> • Select a range of materials and components including construction materials to create a mosaic. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at a Roman Noble.
<p><u>Computing</u></p> <p>'We are Network Engineers'</p> <ul style="list-style-type: none"> • Understand the physical hardware connections necessary for computer networks to work • Understand some features of internet protocols • Understand some diagnostic tools for investigating network connections • Develop a basic understanding of how domain names are converted into IP addresses 	<p><u>Music</u></p> <p>We will be learning</p> <p><u>Three Little Birds'</u> Understand the geographical origin of the song and the era it was produced Learn and apply key musical elements - pulse, rhythm, pitch Work together in a band Improvisation and composition Pentatonic scales</p>	<p><u>Citizenship</u></p> <p>Going for Goals.</p> <ul style="list-style-type: none"> • I can tell you about myself as a learner • I can set success criteria so I will know if I have reached a goal • I can break a goal down into a number of steps and wait for the result • I can identify advantages and disadvantages of the solutions or goals I set myself. • I can foresee obstacles and plan to overcome them when I am setting goals. • I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups. • I can manage frustration by using a number of strategies. • I know that I am responsible for my own learning and behaviour.
<p><u>P.E.</u></p> <p>Striking and fielding Catching and throwing skills Spatial awareness Team work skills Developing accuracy with hitting a ball with a bat or racket.</p> <p>Unit 3 REAL PE Cognitive skills</p>	<p><u>British values/SMSC</u></p> <p>These values will be taught throughout the children's learning; democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><u>French</u></p> <ul style="list-style-type: none"> • Colours Through songs, actions and conversation we will be learning how to say the colours of the rainbow in French. • Where do you live? <p>We will be learning how to ask where someone lives, in French and we will be learning to describe where we live.</p>