



English - Writing

Pupils can:

- Plan, draft, edit and publish a persuasive text encouraging people to visit a chosen location.
- Plan, draft, edit and publish a balanced argument about a topic that the pupils are passionate about.
- Plan writing identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)

PE - Dodgeball/Benchball

Pupils can:

- demonstrate how to catch a ball in different situations such as standing still and whilst on the move.
- Understand how to effectively find and create space for themselves and others
- understand how to move their feet quickly and effectively to dodge any dodgeballs and learn accuracy of shots.
- To understand the basic rules of Dodgeball and benchball.

Key Vocabulary

Throw, catch, dodge, space, co-ordination, movement.



English - Shared Reading

This half term our focus will be on reading comprehension skills and poetry.

Pupils can:

- Answer a range of question styles based on VIPERS (vocabulary, inference, prediction, explanation, retrieval, summarising)
- Work out the meaning of words from the context.
- Draw inferences and justify these with evidence.
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Science—Living Things and their Habitats

Pupils can:

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics
- Use classification systems and keys to identify some animals and plants in the immediate environment.
- Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.

Key Vocabulary

Adapt, mammal, amphibian, micro-organism, animal, plant, bacteria, reptile, bird, reproduce, characteristics, species, classify, classification, survive, survival, environment, vaccination, feature, vascular, non-vascular, fish, vertebrate, invertebrate, habitat, virus

Maths

Pupils can:

- Consolidate prior learning based on their emerging needs derived from the curriculum coverage this academic year
- Draw 2-D shapes using given dimensions and angles
- Recognise, describe and build simple 3-D shapes, including making nets
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average

Key Vocabulary

Identify, 2D/3D shapes, cube, cuboid, angle, degrees, estimate, compare, acute, obtuse, right angle, reflex, whole turn, angles at a point, angles at a point on a straight line, half-turn, multiple, regular/irregular polygons, parallel lines, net, unknown angle, quadrilaterals, circle, radius, diameter, average, axis, chart, data: discrete/continuous, frequency, horizontal/vertical axis, range, scale, mean, origin

RE— Kingdom of GodPupils can:

- Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.
- Explain connections between biblical texts and the concept of the Kingdom of God.

Key Vocabulary

Kingdom of God, love, forgiveness, inclusion, disciples, parables, gospels, solitary life

Drama

Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play. Gain, maintain and monitor the interest of the listener(s)

History—The Maya CivilisationPupils can:

- discover facts about the Maya civilisation and explain who the ancient Maya people were and when and where in the world they lived
- explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people
- understand how the Maya number system works
- identify and use a range of evidence sources to help me understand more about the Maya civilisation
- explain what the Maya writing system consists of, how words are constructed and what codices are
- describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant

Key Vocabulary

Civilisation, Mesoamerica, Maya, temple, cacao, maize, codex, Copan, Palenque, jaguar, Gods

HREPupils can:

- Recognise that families are important for children growing up because they can give love, security and stability
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Key Vocabulary

Respect, compromise, relationships, friendships, generosity, conflict, resolution, healthy/unhealthy relationships, security, love, beliefs.

Art—Maya printingPupils can:

- look at the history of Mayan art and their common themes
- Find out about the artist Dan Fenelon and how Maya art influenced his work.
- create designs using the Mayas and the artist Dan Fenelon for inspiration.
- evaluate and justify their ideas

Key Vocabulary

Maya, Dan, Fenelon, colour, bold, outline, contrast, hue, tone, shade, printing, roller,

Games - Sports Day Practise (athletics), Tennis, Rounders, Stoolball, CricketPupils can:

- Practise the events that will be undertaken in Sports Day
- play competitive games, modified where appropriate
- apply basic principles suitable for attacking and defending
- Keep possession of balls during games situations.

Key Vocabulary

Sprinting, running, relays, bowling, batting, fielding, special awareness, defence, attack, positioning, stance, tactics stumping, catching, LBW, wickets, rackets, bats

ComputingPupils can:

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Acknowledge data protection (names cannot be taken in a survey).
- create a set of survey questions using Google Forms.
- analyse the data from a survey

Key Vocabulary

Survey, analysis, data, evaluating, market research, data protection, uploading/downloading