

English – Writing to Inform

We will be looking at...

- Use subordinating conjunctions to join clauses. including as openers
- Use expanded noun phrases to inform
- Use commas to separate adjectives/nouns in a list
- Adverbials

Maths

Units to be covered;

Fractions – find fractions of numbers and amounts / make a whole / understanding tenths / counting in tenths / recognise equivalent fractions.

Time – seconds in a minute / days in month, year and leap year / roman numerals / 12 hour / 24 hour / nearest 5 minute / nearest minute / calculate time taken.

Science - Magnets and Forces

We will be looking at... how objects move on different surfaces / most forces need direct contact between two object / magnets can act at a distance / group objects / magnetic poles / different magnets behave (including bar, ring, button, horseshoe) / magnets are used in everyday life.



History – Ancient Egyptians

We will be looking at... I know when Ancient Egypt is on a timeline and where Egypt is in relation to other countries / the river Nile / farming was important to the ancient Egyptians / life was like for farmers in ancient Egypt / different jobs in Egypt / pyramids / life after death / different Gods in Ancient Egyptians / Howard Carter / mummification/ hieroglyphic messages.

Music

We will be looking at...

Exploring descriptive sounds.
Listen with attention to detail.

Computing - Communication and Collaboration

We will be looking at...

... different ways to communicate with others online e.g. email, instant messaging, Skype.
...begin to acknowledge that other people have created the information they use on the internet.
...discuss benefits and disadvantages of technology.

PE - Rounders

We will be looking at...

I can send and receive a tennis ball.

I can play in a small sided game.

I can work as part of a team.

I can bowl and bat/ I can field and catch.

I can throw a tennis ball consistently.

I can develop my tactical thinking.

Jigsaw

- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
- I can describe how taking some responsibility in my family makes me feel
- I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener
- I know how to negotiate in conflict situations to try to find a win-win solution
- I know and can use some strategies for keeping myself safe
- I know who to ask for help if I am worried or concerned
- I can explain how some of the actions and work of people around the world help and influence my life
- I can show an awareness of how this could affect my choices
- I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
- I can empathise with children whose lives are different to mine and appreciate what I may learn from them
- I know how to express my appreciation to my friends and family
- I enjoy being part of a family and friendship groups

French

We will be looking at...

Names of some colours / 11 colours / Respond to the question 'C'est bon pour la santé?' / Listen and respond to an extended text / Days of the week and the months of the year with accurate pronunciation.

RE

We will be looking at...

(F1) Which stories are special and why?

(1.4) What can we learn from sacred books?

(3.2) Does loving biblically mean obeying the whole Bible?

Art/Design

We will be looking at...

Children to research early form of art and replicate experimenting with different materials i.e. chalk, charcoal.
Children to design and make their own mosaics.