

Writing

Children will be writing material in relation to Roald Dahl's Matilda. The story revolves around a gifted & talented young girl, who lives with a difficult family & experiences challenging life at school.

Our Non-fiction writing will revolve around the features of direct speech, and how to appropriately use it. Once the children are able to do this, they will use it as part of a narrative. From here, they will explore alternatives to the word 'said', to add variety in their writing. Then, we will recap modal verbs and relative clauses, before exploring parenthesis. This will culminate in a formal writing piece.

Reading

We will be looking at how diversity presents itself through literature, and experiencing the many different ways in which it can shape the lives of many.

We will continue to read Roald Dahl's 'Matilda'. Children will explore a diverse range of characters, and how the decisions they make alter their world. This will be implemented through the VIPERS approach.

We will also explore other non-fiction texts relating to our chosen topic to enable the children to develop a familiarity with a wide range of text styles.

Hot and Cold Deserts

How does diversity shape our world?

RE

This topic (Water in Religious Festivals) will enable the class to understand the diverse ways that different cultures of the world use water, and the symbolism that it holds.

We will be discussing the reasons why water is important to different cultures, and identifying ways in which we can treat water with respect.

PSHE

This topic (Me and my Safety) will enable the class to understand the difference between right and wrong, as well as understanding the differences that make up a person's character.

By working in different groups, the children will be able to explore the diverse personalities of the world, and examine the best ways to ensure the safety of themselves and those around them.

Autumn 2

Maths

Multiplication and Division

Multiples
Common Multiples
Factors
Common Factors
Prime numbers
Square numbers
Cube numbers
Multiply by 10, 100 and 1000
Divide by 10, 100 and 1000
Multiples of 10, 100 and 1000

Fractions

Fractions equivalent to a unit fraction
Fractions equivalent to a non-unit fraction
Equivalent fractions
Improper fractions to mixed numbers
Mixed numbers to improper fractions
Compare Fractions less than 1
Order fractions less than 1
Compare and order fractions greater than 1.
Add and subtract fractions with the same denominator
Add fractions within 1.
Add fractions with a total greater than 1
Add to a mixed number
Add two mixed numbers
Subtract fractions
Subtract from a mixed number
Subtract from a mixed number- breaking the whole
Subtract two mixed numbers

Writing

Writing

I can identify the features of direct speech
I can use direct speech
I can use direct speech in a narrative
I can use alternatives to said.
I can use modal verbs
I can use relative clauses
I can use parenthesis
I can retell a story using direct speech.
I can write using formal language

Spelling

I can spell words that contain silent letters.
I can spell words that are modal verbs .
I can spell words ending in 'ment'.
I can identify the correct spelling of adverbs of possibility and frequency.

Handwriting

I can write legibly with fluency and increasing speed.
I can choose which shape of a letter to use when given a choice, and decide whether or not to join specific letters.

Reading

Book:

☞ Matilda (Roald Dahl)

Word reading:

☞ I can check that the book makes sense and discuss my understanding of the text.
☞ I can ask questions to improve my understanding
☞ I can read books that are structured in different ways and reading for a range of purposes.
☞ Apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.

Comprehension:

☞ I can draw inferences related to the characters, such as their feelings, thought and motives, and justify them with evidence
☞ I can retrieve, record and present information from the text.
☞ I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
☞ I can identify how language, structure and presentation contribute to meaning

VIPERS reading scheme:

☞ Vocabulary
☞ Infer
☞ Predict
☞ Explain
☞ Retrieve
☞ Sequence

Science

Continuation of Properties and Changes of Materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.
- Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, & that this kind of change isn't usually reversible, including changes associated with burning & the action of acid on bicarbonate of soda.

DT

Food from China & Morocco

- Explain how to be safe / hygienic and follow own guidelines
- Present product well - interesting, attractive, fit for purpose
- Begin to understand seasonality of foods
- Understand food can be grown, reared or caught in the UK and the wider world
- Describe how recipes can be adapted to change appearance, taste, texture, aroma
- Explain how there are different substances in food / drink needed for health
- Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source
- Use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

RE

Water in Religious Festivals

- Learners should be able to identify features of festivals and suggest what might make these successful for different people
- Learners should be able to describe how water is used to mark special occasions in faith communities
- Learners should be able to identify and describe the significance of water and the way it is used in these ceremonies to a believer
- Be able to share ideas about the importance of water to them, and their own experience of the use of water in special ceremonies

Computing

Vector Drawing

In this unit, children start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Children layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

- 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.

PSHE

Me and My Safety

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Recognise different risks in different situations
- Decide how to behave responsibly
- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.
- To recognise people who are responsible for helping them stay healthy and safe and ways they can help these people

Music

Children will be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

PE

Gymnastics:

Introduction:

1. Link skills to make actions and sequences of movement.
2. Combine and perform gymnastic actions, shapes and balances more fluently and effectively.

Partner Work

1. Collaborate with others.
2. Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.
3. Recognise part of a performance that could be improved and explain how.

Creating Sequences

1. Learn how to use skills in different ways and link them to make actions and sequences of movement.
2. Choose and apply basic compositional ideas to the sequences they create.
3. Identify which aspects were performed consistently, accurately, fluently and clearly.

Developing a Routine

1. Make up longer sequences and perform them with fluency and clarity of movement.
2. Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.
3. Provide constructive feedback about a performance.

Performance

1. Perform movements accurately with a sense of rhythm.
2. Learn how to evaluate and recognise their own success.

Finale

1. Link skills to make actions and sequences of movement.
2. Combine and perform gymnastic actions, shapes and balances more fluently and effectively.

Geography

- The location of the Sahara Desert and Gobi in relation to the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.
- A study of the climate of the Sahara Desert and Gobi.
- A comparison of the climate of the Sahara Desert and The Gobi Desert.
- To understand what the term 'eco system' means and to recognise deserts as eco-systems.
- To research and write about species that live in the Sahara Desert and the Gobi Desert
- Species of the Sahara and the Gobi Desert and how they adapt to the conditions of the desert (Science)
- Threats to the Gobi Desert and the Sahara Desert through global warming.

MFL

Within French lessons the children will cover the key areas of:

- 🔗 Oracy (speaking and listening)
- 🔗 Literacy, including grammatical understanding
- 🔗 Cultural understanding
- 🔗 Knowledge and language