

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 & routinely witnesses conflict in daily life- particularly 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 conflict presents itself through literature, and experiencing the many different ways in which the sacrifices of the few 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.

World War I ***Does Conflict Always Result in Sacrifice?***

RE

This topic (Happiness) will enable the class to explore key themes related to what it is that makes us happy. We will see how other people find happiness within religion, and the different ideas as to how this is achieved. Also, we will explore whether it is necessary to sacrifice things in order to achieve happiness, and avoid disputes in the name of keeping the peace.

PSHE

This topic (Me and my Safety) will enable the class to understand the difference between right and wrong, as well as understanding that concessions sometimes are made in order to do the right thing

By working in different groups, the children will be able to explore the differing sacrifices of the world made in the name of safety, and examine the best ways to ensure the wellbeing 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)

Poem:

☞ In Flanders' Field (John McCrae)
Dulce Et Decorum Est (Wilfred Owen)

Word reading:

☞ I can check that the book/poem 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 Mexico

- 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

Happiness

- Learners consider a fundamental question of life learning from other people's thoughts as well as their own experience.
- They learn about the difference between material and spiritual values and recognize that people with different religious or non-religious perspectives may come to similar conclusions.
- They explore the link between what we think or believe, how we act or behave and how happy we make ourselves and other people.

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
Tag Rugby

Introduction:

1. Keep control of the ball when running and passing. 2) To pass and catch the ball whilst running at different speeds. 3) To achieve tasks accurately as a team and individually.

Passing and Team Cooperation

1. Passing accurately. 2) Passing on the move. 3) Attacking opposed

Attacking and Tagging

1. Run at spaces, not faces. 2) Learn to keep in a line and spread out. 3) Pass backwards and start to incorporate the rules of the game.

Defending Play

1. Marking the opposition. 2) Move forward to defend as a line. 3) Successfully remove tags in accordance with the rules.

Circuit skills

1.Recap the skills and tactics learned. 2) Develop the physical characteristics needed (speed, agility, fitness).

Competition

1. Play a full game of tag rugby. 2) Understand the rules of Tag Rugby. 3) Carefully consider the best way to score a try and win the game.

Topic
World War I

- Why did the war start?
- Who was Lord Kitchener?
- I can evaluate the reliability, validity and effectiveness of different sources: who enlisted and why?
- I can distinguish between reliable sources and misinformation and explain why some evidence is propaganda: how did attitudes to enlisting change over time, and why?
- I can explore primary and secondary sources to learn about life in the trenches.
- I can understand the role of women in the First World War.
- I can understand the role of children in the First World War.
- How were animals and weaponry used throughout the First World War?
- Why did the war end, and what do we do now?
- How do we remember those who fought in war?

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