

Writing

Children will be writing material in relation to The Lighthouse. The story features a curmudgeonly lighthouse keeper, who is disapproving of his neighbours, dealing with disaster with the aid of others.

Our Non-fiction writing will revolve around developing features of language in order to describe scenes and settings. We will move from compound to complex sentences, and focus on subordinate clauses. These will be used to create a range of text styles, including first-person report, and narrative. The focus will be on using ambitious language that is appropriate for the chosen written form.

Reading

Throughout our reading we will be looking for examples of how differences can impact upon characters. Learners will demonstrate an ability to compare and contrast; we will reflect on what we have read and discuss.

We will be reading Roald Dahl's 'Matilda'. Children will explore divisions arising from the characters, and the resulting outcomes based on what they experience. 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.

U.S.A.

Does Divide Always Result in Difference?

RE

In this topic we will explore the topic of peace, and the ways in which it can be found through everyday life. This will focus upon the differing ways various religions can achieve peace.

We will look at stories contained within various religious texts, and draw comparisons between the morals of peace contained in them with how people can interpret them in everyday life. We will explore the meaning behind the symbolic ways people express their faith, and how it can convey ideas, thoughts and values.

PSHE

This topic (Myself and My School) will enable the class to understand the value of both themselves and others within the school environment.

Through splitting the children into different groups, they will be able to explore the process of democracy. They will reflect on the decision-making process, and examine how differing opinions can create division, and the ways that children can find common ground in a shared environment.

Autumn 1

Maths

Place Values

Numbers to 10,000
Roman Numerals to 1,000
Numbers to 100,000
Numbers to 1,000,000
Read and write numbers to 1,000,000
Powers of 10
10, 100, 1000, 10000, 100000: More or less
Partition numbers to 1,000,000
Number line to 1,000,000
Compare and order numbers to 100,000
Compare and order numbers to 1,000,000
Round to the nearest 10, 100 or 1000
Round within 100,000
Round within 1,000,000

Addition and Subtraction

Mental Strategies
Whole numbers with more than 4 digits
Subtract whole numbers with more than 4 digits
Round to check answers
Inverse operations
Multi-step addition and subtraction
Compare calculations
Find missing numbers

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

Writing

Writing

I can use prior knowledge of figurative language (simile, metaphor, personification) to describe a setting.
I can expand on my prior knowledge of figurative language using a thesaurus.
I can identify different genres of writing, and write appropriately for each form.
I can describe characters using compound sentences.
I can write using formal and informal language.
I can create complex sentences using subordinate clauses and subordinate conjunctions.
I can consolidate my ideas to write examples of imaginative narrative.
I can evaluate the effectiveness of both my own and others' writing.
I can use relative clauses to add clarity to my sentences.
I can use commas to clarify meaning and/or avoid ambiguity in my writing.

Spelling

I can spell words that end with the 'shuhs' sound.
I can spell words with the short vowel sound 'i' spelt with a 'y'.
I can identify the correct spellings of homophones and near homophones.

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

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.

Art

Drawing (Quentin Blake and Charlie Mackesy)

- ☐ Work from a variety of sources including observation, photographs and digital images
 - ☐ Work in a sustained and independent way to create a detailed drawing
 - ☐ Develop close observations by using view finders
 - ☐ Use a journal to collect and develop new ideas
 - ☐ Identify artists that have worked in as similar way to their own work.
- Lines, marks, tone, form and texture**
- Use dry media to make different marks, lines, patterns and shapes within a drawing
 - Experiment with different wet media to make different marks, lines, patterns, textures and shapes.
 - Explore colour mixing and blending techniques and start to develop their own style.
- Perspective and Composition**
- Begin to use simple perspective in their work using a single focal point and horizon
 - Begin to develop an awareness of composition, scale and proportion

RE

Issues

I can identify ways in which symbolism is used in everyday life and describe situations where people might seek peace.

Religion

I can identify, compare and contrast a range of symbolism used in faith communities.

Meaning

I can identify beliefs expressed through the use of symbolism and explain why it might be important to believers

Life stance

I can identify ways in which they might express their own values symbolically and consider the consequences of showing commitment in this way

Computing

Systems and Searching

- ☐ To explain that computers can be connected together to form systems
- ☐ To recognise the role of computer systems in our lives
- ☐ To identify how to use a search engine
- ☐ To describe how search engines select results
- ☐ To explain how search results are ranked
- ☐ To recognise why the order of results is important, and to whom

PSHE

Me & My School

Children will be able to:

- list things they are good at
- identify things they want to improve
- describe how the School Council works
- describe the contribution they have made to the school e.g. through the School Council
- describe the skills and qualities a School Council representative needs
- take part in a democratic process
- recognise the contribution they make to the life of the school

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

Football

Introduction:

1. Choose skills that meet the needs of the situation. 2. Participate in competitive games, modified where appropriate. 3. Show good awareness of others in game situations.

Passing

1. Develop technique. 2. Pass with accuracy, confidence, and control. 3. Adapt games and activities making sure everyone has a role to play.

Attacking Play

1. Apply basic principles suitable for attacking. 2. Use a variety of tactics to keep possession of a ball. 3. Learn how to evaluate and recognise their own success.

Defending Play

1. Apply basic principles suitable for defending. 2. Defend by marking, covering, and tracking opponents as appropriate. 3. Understand how physical activity can contribute to a healthy lifestyle.

Tournament

1. Combine and perform skills with control. 2. Choose different formations to suit the needs of the game. 3. Watch and evaluate the success of games

Matchday

1. Show good awareness of others in game situations. 2. Choose skills that meet the needs of the situation. 3. Identify parts of the game where they are performing well.

Topic

- I can locate North and South America on a map of the world
- I can identify the position and significance of longitude, latitude, equator, northern hemisphere, southern hemisphere, Arctic and Antarctic circle.
- I can describe and understand key aspects of climate zones.
- I can use maps, atlases, globes and digital/computer mapping to locate countries.
- I can identify the human and physical features of North and South America.
- I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps).
- I can compare a region of Northern America with a region of South America, commenting on their physical characteristics.
- I can create maps of locations, identifying patterns such as: population densities.

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