Writing	**Non-Fiction: Persuasion** **Model Text: A book for the ages** **Poetry: Breakfast Time** **Composition** - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] - Paragraphing to group each 'clump' of information. - Subordinate clauses as a tool for adding further detail and information at different points in the sentence. - Further useful persuasive tools: direct forms of address; use of informal language; boasting and exaggeration; patterns of three; address the reader
Reading	**Class Text: Podkin One-Ear & The Great Revelation** **Comprehension** **Use of language including figurative:** role of specific language and vocabulary choices, including in use of dialogue, and how this feeds into the 'world building' of Kieran Larwood. How does this combine to create meaning? **Structure/plot:** characters going on a journey – problems along the way plus overarching problem. Draw connection to other narratives within this genre and style. **Main themes/ideas**: good vs evil; family; friendship; courage over fear; loyalty and love over cruelty and a thirst for power
SPAG	- Prefixes: pre-, mis-, dis-, sub-, super-, anti- **Common exception & tricky words**: (dis)appear, (mis)heard, (dis)interest - Inverted commas to punctuate direct speech - Subordinate clauses
Mathematics	**Fractions:** - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. - Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems that involve all of the above. **Measurements - Mass and Capacity:** - Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml) **Arithmetic:** - To know how to add and subtract fractions with the same denominator within one whole [e.g. $5/7 + 1/7 = 6/7$] - To know how to add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction - To know how to write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers **Problem Solving** - Looking for patterns - Trail and improvement

Science	**Forces**
	● To learn about the scientist John McAdams and understand how his experiments had an impact on daily life
	● Forces are pushes and pulls.
	● These forces change the motion of an object. They will make it start to move or speed up, slow it down or even make it stop. For example, when a cyclist pushes down on the pedals of a bike, it begins to move. The harder the cyclist pedals, the faster the bike moves. When the cyclist pulls the brakes, the bike slows down and eventually stops.
	● Forces act in opposite directions to each other.
Religious Education	**Why are festivals important to religious communities? (Easter focus)**
	● What a festival is.
	● To make connections between stories, symbols and beliefs with what happens in at least two festivals.
	● The key meaning behind Diwali, Easter and Eid-ul-Fitr.
	● Asks questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid, Diwali).
	● To identify similarities and differences in the way festivals are celebrated- prayer, family gatherings, fasting and light.
	● To know that different festivals represent different ideas (Does light conquer darkness - Diwali? Is love stronger than death -Easter? Does fasting make you a better person? - Ramadan and Eid-ul Fitr; Lent).
	● To have an opinion about what is worth remembering or celebrating in religious communities and their lives.
Physical Education	**Handball**
	● To use a variety of throwing techniques with increasing success in game situations.
	● To catch a ball passed to them using one and two hands with increasing success.
	● To receive a ball using different parts of the foot under pressure.
	● To strike a ball using varying techniques with increasing accuracy.
	● To create and use space with some success in game situations.
	● To use simple tactics to help their team score or gain possession.
	FOREST SCHOOL
Geography	**Geographical Knowledge**
	● To locate most of the counties of the UK.
	● That England, Scotland, Northern Ireland and Wales are divided into counties, which are responsible for urban planning, roads and traffic, firefighting, refuse disposal, education and libraries.
	● To name and locate East Anglia, the North West and South East of England.
	● To compare areas within the UK in terms of human and physical geography.
	East Anglia
	● That East Anglia is UK's most important area for commercial arable farming
	● How its low-lying land, fertile soils and warm climate are ideal for crops.
	● That tourism, e.g. holiday homes and camping – are important to the region.
	● That it was a rich wool region medieval times.
	● That East Anglia has a low population, although this is changing. (Extend children by considering why this might be the case.)
	The North West
	● That Scafell Pike is a mountain and Windermere is a lake in the Lake District.
	● That the lake district is bounded to the east by the Pennines and to the west by the Irish Sea.

	• That the Lake District is England's largest National Park. • That the Lake District and Pennines are mountainous regions, and have a colder climate than the South of England, with more rain and snow. • That the Lake District has an industrial heritage including cotton mills. • That Liverpool was once one of Britain's busiest ports. **The South East** • That South East is a region in close proximity to London and has transport connections to the rest of the UK and Europe. • That it is well known for its countryside and two national parks – New Forest and South Downs. • That the River Thames runs through the South East and London. • That the South Coast is 400 miles long and contains many Blue Flag beaches.
RSHE	**Health and Wellbeing** • To recognise opportunities to make their own choices about food. • That a balanced diet means eating a wide variety of foods in the right proportions, and consuming the right amount of food and drink to achieve and maintain a healthy body weight. • That a healthy, balanced diet should include: at least 5 portions of fruit and vegetables every day; meals based on higher fibre starchy carbohydrates; dairy or dairy alternative; protein; drinking plenty of fluids and having foods and drinks high in fat, salt and sugar less often than other foods and in small amounts. • The benefits to health and wellbeing of eating nutritionally rich foods. • The risks associated with not eating a healthy diet, including obesity and tooth decay. • That their choices and decisions will have good or not so good consequences and that they must consider these before making a real informed choice. • School rules about health and safety and where and how to get help. • Basic emergency aid procedures, including for bleeding; burns; severe allergic reactions; head injuries; asthma attacks and choking. • What a social media platform is and how to keep safe on a social media platform (using SMART rules). • The differences between male and female bodies (SRE lesson 1) • To differentiate between the terms 'risk', 'danger' and 'hazard', knowing that a risk is a situation involving exposure to danger, a hazard is a potential source of danger, and danger is the possibility of suffering harm or injury. • That when they are faced with a new situation that makes them feel uncomfortable they need to ask themselves: what are the risks involved; what might the outcome be; am I, or is anyone else, in danger? • To recognise when and how to ask for help and use basic techniques for resisting pressure.
Computing	**Programming Scratch** • To know that the difference between an **algorithm** and program is that an algorithm is a precise set of logical instructions used by a programmer whereas a program is an algorithm written in **code**. • To be able to decompose a simple storytelling program and debug it so that it meets the given intention. • To be able to create a simple Scratch program to present animations and create interactive games. • To know that a **loop** is a **command** which repeats a set of instructions in a computer program and use different forms of repeat brackets to create an efficient code in Scratch. **Online Safety:**

	● To know what a social media platform is such as Tik Tok, Instagram and Facebook. ● To know how to keep safe on a social media platform (using SMART rules - Safe, Meeting).
Design Technology	**Photograph Frames** • identify how everyday free-standing objects have been made stable • identify the different components of a photograph frame • compare photograph frames and talk about their features • describe ways of making strong and stable structures • describe different techniques for strengthening and joining paper • experiment with different strengthening and joining techniques • describe ways of making strong and stable structures • select and use appropriate strengthening and joining techniques 　**Design** • apply what they have learnt about making stable structures in their design ideas • design a photograph frame that would be suitable for a particular purpose • describe how they will make their finished product of a high quality 　**Make** • follow a design to create a photograph frame • create a strong and stable structure • suggest ways in which they could improve their finished product 　**Evaluate** • Evaluate their finished product • Suggest ways in which they would change their design if they were to make their photograph frame again • Assess how well their finished product meets the original design criteria
Primary Languages – Spanish	**Presenting myself (me presento)** • To ask somebody and reply about how they are feeling, their age, name and where they live in Spanish. • That the verb 'to have' (tener) is used to tell our age e.g. '*tengo 10 años*' means 'I have 10 years'). • To be able to say what nationality and explain how the pronunciation changes if you are a girl or boy. • To listen to a short conversation and write down the key words. • To have a short conversation (role play) using the learnt vocabulary. • To write a short paragraph introducing yourself including name and age. • That adjectival agreement applies when saying our nationality in Spanish depending on whether you are a boy or girl. • That, in Spanish, a capital letter is not needed on nationalities. • To translate the key vocabulary from English to Spanish and vice versa.