

<p><b>Writing</b></p>	<p><b>Fiction:</b> Information Texts</p> <p><b>Secondary Unit:</b> Meeting Stories</p> <p><b>Model Text:</b> The Grey Wolf</p> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>When writing to inform, you would usually:             <ul style="list-style-type: none"> <li>- Guide the reader by: organising information into a logical order; using linking words/phrases to connect ideas or signal new information; use topic sentences/subheadings to identify each section</li> <li>- Appear knowledgeable by: using technical vocabulary; referring to sources/experts/official facts and figures; avoiding personal opinions OR hide opinions behind generalisation.</li> </ul> </li> <li>Maintain interest by: presenting the most relevant/important/interesting details; hooking the reader with 'juicy facts' at key moments e.g. introduction; highlighting how relevant/important/interesting the facts are through e.g. amazingly, interestingly; elaborating with additional detail, including description if appropriate.</li> </ul>
<p><b>Reading</b></p>	<p><b>Class Text: Wolf Brother</b></p> <p><b>Pupils Learn:</b></p> <p><b>Comprehension focus(es):</b></p> <ul style="list-style-type: none"> <li>Role of setting, including use of language: how does setting including chronological era set mood and expectations around onward trajectory of the plot? Fire burned low; darkness; isolation; moon; impenetrable. Review map at start of text; how does this orientate reader's perspective of the plot? E.g. quest pattern.</li> <li>Plot/structure: Explore the prophecy as the central unifying plot thread to the narrative: how does interpretation of this shift and develop as the narrative unfolds? What predictions might be made based on this prophecy? Is the Listener Torak? Will he have to sacrifice himself? Or is Wolf really the Listener? Or someone else. How does Michelle Paver play on this?</li> <li>Perspectives/viewpoints: explore which characters have been introduced and how they have fuelled the plot: Fa, Wolf, Torak, Renn, Fin Kedinn, the Bear, the Forest, Hord. How are the viewpoints the same/different and contribute to our overall understanding? Consider themes/messages around right/wrong relative to the characters.</li> </ul>
<p><b>SPAG</b></p>	<p><b>Spelling</b></p> <p><b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>Spell words with the following endings: -ible, -ibly, -cious,-tious</li> <li>Common exception &amp; tricky words: disastrous, marvellous, mischievous</li> <li>Punctuation of parenthesis using commas, dashes or brackets to add in extra information. Know the order that commas, dashes or brackets would be used based on intended use.</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Arithmetic</b></p> <p><b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>To know how to add and subtract numbers mentally with increasingly large numbers.</li> <li>To know how to add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</li> <li>To know how to multiplying together three numbers.</li> <li>To know how to multiply and divide numbers mentally drawing upon known facts.</li> </ul> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Multiply and divide numbers mentally drawing upon known facts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Multiply and divide whole numbers by 10, 100 and 1000.</li> <li>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>• Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3).</li> <li>• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</li> <li>• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</li> <li>• Establish whether a number up to 100 is prime and recall prime numbers up to 19.</li> </ul> <p><b>Number: Fractions</b></p> <ul style="list-style-type: none"> <li>• Compare and order fractions whose denominators are multiples of the same number.</li> <li>• Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</li> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number.</li> </ul> <p><b>Problem Solving</b> Reasoning logically.</p>
<p><b>Science</b></p>	<p><b>Earth and Space</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• That the Earth orbits the sun whilst spinning on its axis.</li> <li>• That the moon orbits Earth. It is not a light source but reflects light from the sun.</li> <li>• That the position of Earth in the solar system is ideal for supporting life on Earth.</li> <li>• To know the names and order of the planets in the solar system.</li> <li>• To know the sun is at the centre of the solar system.</li> <li>• To know some facts about the planets in the solar system.</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments e.g. heliocentric universe.</li> <li>• That the Earth rotates constantly, and a full rotation takes 24 hours.</li> <li>• To know when the Earth is in day time or night time and why.</li> <li>• To know that the tilt of Earth leads to the changes in seasons.</li> <li>• That shadows change throughout the day as the earth rotates on its axis.</li> <li>• To know that the length of shadows varies based on the position of the sun.</li> <li>• To take accurate measurements and record results in a table of their own design.</li> <li>• To understand how scientists draw conclusion from data they have collected.</li> </ul>
<p><b>Religious Education</b></p>	<p><b>What would Jesus do? Can people live by the values of Jesus today in the twenty-first century?</b></p> <p><b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>○ That Jesus taught believers certain values to live by and how these reflect in our own lives today; (love, forgiveness, justice and fairness and generosity).</li> <li>• To explore what they believe the 'Kingdom of God' might look like to believers.</li> <li>• To investigate that God had an idea of the 'Kingdom of God' to show us how we might live the way God wants us to through the stories of either the mustard seed (Mark 4;30-32) or the great feast (Luke 14; 15-24).</li> <li>• To explore what message God gives through: <ul style="list-style-type: none"> <li>○ the parable of Love (Love your enemies, Matthew 5:43–48);</li> <li>○ the parable of forgiveness (the two debtors, Luke 7:36–50</li> <li>○ the parable of justice (the sheep and the goats, Matthew 25:31– 46</li> <li>○ the parable of generosity (the rich young man, Mark 10:17–27).</li> </ul> </li> <li>• To explore, through the use of the parables, how we might follow God's example in our lives as believers or non-believers in school, at home and in the wider community.</li> </ul>

	<ul style="list-style-type: none"> <li>• Religious believers apply Jesus’ teachings to their own moral dilemmas and that they question what Jesus would do.</li> <li>• To appreciate how believers might find God’s aims difficult and challenging in our lives today.</li> <li>• Through their understanding of the Easter story, that there are links between the death of Jesus and Christians belief in love and forgiveness.</li> <li>• That theologian’s debate the challenges of following Jesus’ teachings about love, forgiveness, justice and generosity.</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Fitness</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• To develop an awareness of what your body is able to do.</li> <li>• To develop <b>speed</b> and <b>stamina</b>.</li> <li>• To develop <b>strength</b> using my <b>own body weight</b>.</li> <li>• To develop <b>co-ordination</b>.</li> <li>• To develop <b>agility</b>.</li> <li>• To develop <b>balancing with control</b>.</li> <li>• To understand that humans have different <b>components of fitness</b>.</li> <li>• To explore exercises to develop different <b>areas of fitness</b>.</li> <li>• To learn about <b>muscles</b> and what they are used for.</li> </ul> <p><b>Tag Rugby:</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• To understand when to <b>run</b> and when to <b>pass</b>.</li> <li>• To use the '<b>forward pass</b>' and '<b>offside</b>' rules.</li> <li>• To introduce the <b>tagging rule</b> and apply this to game situations.</li> <li>• To develop <b>dodging skills to lose a defender</b>.</li> <li>• To develop <b>drawing defence</b> and moving towards goal.</li> <li>• To apply rules, skills and <b>tactics</b> learnt to play in a tag rugby tournament.</li> <li>• To <b>estimate</b> distances.</li> </ul>
<p><b>Geography</b></p>	<p><b>World Zones</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• That Geographers have divided the world into different zones, such as the Northern and Southern Hemispheres, Equator and Tropics, based on their location, climate and physical features. That maps can represent physical and/or human geography.</li> <li>• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• How to use <b>longitude</b> and <b>latitude</b> lines to discuss position of different areas in terms of how far N, S, E or W it is.</li> <li>• About latitude and longitude- imaginary lines to help locate where a place is in the world.</li> <li>• That the <b>Equator</b> is at the centre of the lines of latitude and is at 0° latitude.</li> <li>• That anything lying south of the Equator is in the <b>Southern Hemisphere</b>. Anything lying north of the Equator is in the <b>Northern Hemisphere</b>.</li> <li>• That the region of Earth’s surface that is closest to the Equator is called the tropics.</li> <li>• Two imaginary lines that circle the globe mark the boundaries of the tropics. The line called the <b>Tropic of Cancer</b> marks the northern edge. The line called the <b>Tropic of Capricorn</b> marks the southern edge.</li> <li>• That areas closest to the Equator are the wettest, and rainforests cover the land.</li> <li>• That two of Earth’s big deserts, the Sahara and the Kalahari, lie on the edges of the tropics.</li> <li>• That the line labelled 0° longitude is called the <b>Prime Meridian</b> or the Greenwich Meridian and runs through London. Anything lying east of the Greenwich Meridian is in the Eastern Hemisphere. Anything lying west of the Greenwich Meridian is in the Western Hemisphere.</li> <li>• That <b>time zones</b> are divided by imaginary lines called meridians which run from the North Pole to the South Pole.</li> </ul>

	<ul style="list-style-type: none"> <li>• That time in countries to the east of the Prime Meridian is always in front of that in the UK. Time in countries to the west of the Prime Meridian is always behind that of the UK.</li> <li>• That the world is divided into 24 different time zones. One for each hour in a day.</li> <li>• That the Arctic (in the North) and Antarctic (in the South) are the coldest regions in the world.</li> </ul>
<p><b>PSHE</b></p>	<p><b>Relationships (Terms 1 and 2)</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or share a secret.</li> <li>• The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help.</li> <li>• That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable.</li> <li>• To recognise and manage 'dares' and to be able to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>• That peer pressure or a desire for peer approval is not a reason to do something that they feel is unsafe or which makes them feel uncomfortable.</li> <li>• To recognise and challenge stereotypes.</li> <li>• To recognise ways in which relationships –including family relationships and friendships– can be unhealthy, how to manage these situations and whom to talk to if they need support.</li> <li>• That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability and that these things, along with our hobbies and likes/dislikes, contribute to who we are (our personal identity).</li> <li>• That people may be attracted to someone of the same sex or different sex to them.</li> <li>• That gender identity and sexual orientation are different.</li> <li>• That for some people gender identity does not correspond with their biological sex.</li> <li>• To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online) and the impact and consequence of bullying, and know that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying.</li> <li>• That they must tell a trusted adult if themselves or someone else is being bullied or discriminated against.</li> <li>• To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about others people's feelings and try to see, respect and if necessary constructively challenge their points of view.</li> </ul>
<p><b>DT</b></p>	<p><b>Mechanisms : Moving toys with cam mechanisms</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• To recognise the movement of a mechanism within a toy or model.</li> <li>• That designers consider the audience and purpose of their build and sometimes work to specific criteria.</li> <li>• To understand that a cam mechanism will change rotary motion into linear motion</li> <li>• To investigate examples of cam toys and comment on how they work.</li> <li>• To explore how different shaped cams affect the movement of the follower</li> <li>• To make suggestions for how different cams could be used for different kinds of toys</li> <li>• That designers consider how their design will look, including colour and choice of material.</li> <li>• To make suggestions for how they could make a sturdy structure for a moving toy</li> <li>• To experiment with a variety of materials, tools and techniques</li> <li>• To state the purpose and audience of their design</li> <li>• To draw and label a design of a moving toy with a cam mechanism, considering the materials and tools they will need.</li> <li>• To follow their design carefully to create a moving toy</li> </ul>

	<ul style="list-style-type: none"> <li>To safely use a range of different materials, tools and techniques: <i>Materials: cardboard boxes, wood, lolly sticks, straws, wheels, Decoration: paint, crayons, scraps of shiny paper, etc...</i></li> </ul> <p><b>Under close supervision:</b> <span style="float: right;"><i>Tools: scissors, glue gun, blades</i></span></p> <ul style="list-style-type: none"> <li>To identify areas of their toy that could be improved upon</li> <li>To identify what they did well.             <ul style="list-style-type: none"> <li>To <b>evaluate</b> their moving toy to identify what could be improved.</li> </ul> </li> </ul>
<p><b>Primary Languages – Spanish</b></p>	<p><b>My House</b></p> <p><b>Pupils Learn:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Say whether they live in a house or an apartment and say where it is.             <ul style="list-style-type: none"> <li>Where do you live? (<i>¿Dónde vives?</i>),</li> <li>I live in...( <i>vivo en...</i>),</li> <li>A house (<i>una casa</i>),</li> <li>An apartment (<i>un piso</i>),</li> <li>In town (<i>en la ciudad</i>),</li> <li>In the countryside (<i>en el campo</i>),</li> <li>In the mountains (<i>en la montaña</i>),</li> <li>By the sea (<i>en la costa</i>),</li> <li>In a village (<i>en un pueblo</i>).</li> <li>In my home there is... /there are... (<i>en mi casa hay...</i>),</li> <li>A kitchen (<i>una cocina</i>),</li> <li>A dining room (<i>un comedor</i>),</li> <li>A bathroom (<i>un cuarto de baño</i>),</li> <li>A bedroom (<i>un dormitorio</i>),</li> <li>A utility room (<i>un lavadero</i>)</li> <li>And (<i>y</i>)</li> <li>A basement (<i>un sótano</i>)</li> <li>An office (<i>un despacho</i>)</li> <li>A living room (<i>un salón</i>)</li> <li>A garage (<i>un garaje</i>)</li> <li>A garden (<i>un jardín</i>)</li> <li>How is your house? (<i>¿Cómo es tu casa?</i>)</li> </ul> </li> <li>To be able to listen to and understand the new vocabulary.</li> <li>To say what rooms they have or haven't got in their house using the negative form 'no'.</li> <li>To pick out and understand key information from a short text.</li> <li>To ask somebody to describe their home to me using the phrase "<i>¿Cómo es tu casa?</i>"</li> <li>To create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).</li> <li>That listening and speaking are two important skills when learning a new language and enable us to communicate.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>That in spoken Spanish, the 'yo' (I) is dropped before the verb.</li> <li>To join two ideas using the conjunction 'y' (and) in both spoken and written Spanish</li> <li>That some words are feminine and are often easily recognisable as they end with an 'a' (e.g. <i>una cocina</i>) and know which rooms are feminine and which are masculine.</li> <li>How to use the negative in Spanish using 'no' (e.g. '<i>No hay un despacho</i>' – There is not a study).</li> <li>That different languages follow different rules than English and it is important to understand these.</li> </ul>

	<p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• How to say the GA sound in 'garaje'</li> <li>• That words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable.</li> <li>• That words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciudad, la-va-dero and ga-ra-je that is stressed.</li> <li>• That accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón.</li> <li>• That different languages sound different because they follow different spoken rules.</li> </ul> <p><b>Cultural links:</b></p> <ul style="list-style-type: none"> <li>• Look at houses across the Spanish speaking world and compare to our own. Consider why they are different.</li> <li>• That different countries have different cultures and lead different ways of living.</li> </ul>
<p><b>Music</b></p>	<p><b>Ukulele</b> <b>Pupils Learn:</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To sing three part rounds and partner songs with a sense of ensemble and performance</li> <li>• To develop an awareness of phrasing, accurate pitching and style)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• To use musical vocabulary to respond.</li> <li>• That the ukulele is a stringed instrument of Portuguese origin, popularised in Hawaii.</li> <li>• That a groove is a pattern of repeating rhythms which defines the feel of a song or piece of music.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• To know that a drone is a sustained tone over which a melody is played, often found in Folk music.</li> <li>• To improvise over a drone,</li> <li>• To improvise over a groove</li> <li>• To experiment with wide range of dynamics.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• That a ukulele requires regular tuning.</li> <li>• That the names of the strings are numbered 1 2 3 and 4 and named A E C and G</li> <li>• How to form the chords C, G and F?</li> <li>• To play instruments as a whole class, gaining independence weekly through smaller group performances to each other.</li> </ul> <p><b>Reading notation</b></p> <ul style="list-style-type: none"> <li>• To understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semi quavers</li> <li>• That fortissimo means very loud.</li> <li>• That pianissimo means very soft.</li> <li>• That mezzo piano means moderately soft.</li> <li>• That musicians need to spend time practising chord changes and fingering over and over until they are fluent in order to achieve a successful performance.</li> </ul>