

<p align="center"><u>English</u></p> <p><b>Focus- Narrative Poetry</b></p> <p>Class to read and analyse The Ballad of Charlotte Dymond By Charles Causley. Pupils to explore the use of imagery and description and to discuss how language is used to evoke feelings and produce impressions. Pupils draft and write their own Narrative poem.</p> <p>Non-Fiction Text- Newspapers</p> <p>Will revise the features of news report and use the poem Charlotte Dymond as a stimulus for writing a range of non-fiction texts i.e. police reports &amp; Newspapers. Pupils to ensure they have: Intro, body, headlines, quotes, intended audience, length, captions and images.</p> <p><b>Reading Comprehension Focus- Inference</b></p> <p><b>Pupils will develop inference skills by:</b></p> <ul style="list-style-type: none"> <li>discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> </ul> <p><b>Spoken Language- Within Science and Humanities pupils will focus through debate on:</b></p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Giving well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Articulating and justifying answers, arguments and opinions</p>	<p align="center"><u>PE- Gymnastics</u></p> <p>Pupils will demonstrate and consolidate the basic actions of travelling, jumping and landing, transferring of weight, balancing, rolling and turning both on the floor and when using apparatus. Pupils will incorporate control, levels and aesthetics into sequences showing creativity. Pupils will evaluate and assess movements to improve sequences. Pupils will learn how to erect and dismantle apparatus safely.</p>	<p align="center"><u>Music</u></p> <p>Pupils will work together to create a unified performance.</p> <p>They will perform rhythms, clapping patterns to create a steady beat.</p>	<p align="center"><u>Maths</u></p> <p align="center"><b>Pupils will focus on:</b></p> <p><b>Multiplication</b></p> <p>Multiplying multi-digit numbers up to four digits by a 2-digit whole number using the formal written method of long multiplication.</p> <p>Multiply single-digit numbers with up to two decimal places by whole numbers</p> <p>Solving problems involving multiplication.</p> <p><b>2D/3D Shapes</b></p> <p>Comparing and classify geometric shapes based on their properties and sizes and finding unknown angles in any triangle, quadrilateral or regular polygon.</p> <p>Recognising that shapes with the same areas can have different perimeters and vice versa.</p> <p>Calculating the area of parallelograms and triangles.</p> <p>Find missing angles. Angles where they meet at a point, on a straight line, or are vertically opposite.</p> <p><b>Numbers in everyday life</b></p> <p>Use negative numbers in a variety of different contexts, and calculate intervals across zero.</p> <p>Solve problems that involve number and place value.</p> <p>Identify the value of each digit in numbers given to three decimal places, and multiply and divide numbers by 1000 giving answers up to three decimal places.</p> <p>Solve number and practical problems that involve all of the above.</p>
<p><b>Term: Spring One</b></p> <p><b>Connected curriculum aspect: Coastal Erosion</b></p> <p><b>The Big Question: How do Humans impact the natural world?</b></p>			
	<p align="center"><u>Art and Design/Design and Technology</u></p> <p>Pupils to study the works of some of the most famous landscape artists of all time, such as Constable, Turner, Sisley and Gainsborough. Pupils to study and compare images and the different methods and approaches used to portray the chosen environment. Pupils to use techniques to create coastal landscape pictures.</p>	<p align="center"><u>Computing</u></p> <ol style="list-style-type: none"> <li>Carry out research online.</li> <li>Find information to answer questions.</li> <li>Make notes.</li> <li>Present information orally to an audience</li> </ol> <p><b>SATS Revision-</b> Pupils to use online teaching tools and revision aids to support reaching independent learning targets.</p>	

<p style="text-align: center;"><b><u>RE</u></b></p> <p>Is it better to express beliefs in art or charity?</p> <p>Describe and make connections between examples of religious creativity (buildings and art).</p> <p>Show understanding of the value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Apply ideas about values and from scriptures to the title question.</p>	<p style="text-align: center;"><b><u>Geography/History- Coastal Erosion</u></b></p> <p>Pupils will look at coastal environments affected by coastal erosion. Pupils will examine the impact of coastal erosion on humans. Pupils will study Happisburgh and the Holderness coastline. Pupils will conduct scientific experiments to learn about the significance of rock type in relation to amounts of erosion. They will write persuasive letters as a Happisburgh resident and compose Newspaper articles relating to erosion.</p>	<p style="text-align: center;"><b><u>Non-negotiables</u></b></p> <p style="text-align: center;"><b><u>Class displays</u></b></p> <p>Coastal erosion</p> <p>RE collective worship- Our prayers</p>
<p style="text-align: center;"><b><u>PSHE- Growing Up</u></b></p> <p>Pupils will understand the importance of respect in relation to themselves and others.</p> <p>They will develop a more comprehensive understanding about how their physical and emotional development are inter-related</p>	<p style="text-align: center;"><b><u>Science-Evolution</u></b></p> <p>Pupils will be able to explain the number of ways in which fossils are formed and will understand how fossils help scientists to discover/interpret the evolution of man.</p> <p>Pupils will look at the work of Charles Darwin and will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	