



<p>English</p> <p>Narrative Poetry: The Highwayman</p> <p>Can I identify the features of poetry?</p> <p>Can I retell the story of the Highwayman?</p> <p>Can I identify the features of a diary and write a diary entry?</p> <p>Grammar focus:</p> <p>Can you create complex sentences?</p> <p>Can you use tense accurately?</p> <p>Revisit: Can you identify and use expanded noun phrases?</p> <p>Can you use simile starters?</p> <p>Can you use parenthesis with commas?</p>	<p>PE</p> <p>Striking and fielding- cricket.</p> <p>Children will move with ease and show control in a range of physical contexts. They will generate and implement ideas and strategies to solve problems. Children will also communicate clearly and cooperatively with others.</p>	<p>Music</p> <p>Soul/Gospel music: Lean on me by Bill Withers</p> <p>An integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm and pitch etc.), singing and playing instruments are all linked.</p>	<p>Maths</p> <p>Compare and order fractions. Identify, name and write equivalent fractions. Recognise mixed numbers and improper fractions and convert. Read and write decimal numbers as fractions. Recognise and use thousandths and relate them to ten. Recognise the per cent symbol (%), write percentages as a fraction and as a decimal. Add and subtract fractions. Start to solve comparison, sum and difference problems using information presented in a line graph. Start to solve problems involving measure and units of time.</p>
<p>RE</p> <p>What would Jesus do? Can people live by the values of Jesus in the twenty-first century?</p> <p>Explain the impact Jesus' example and teachings might have on Christians today. Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p>	<p>ML</p> <p><u>Develop skills in speaking, listening, reading and writing:</u></p> <p>Children will build up vocabulary, efficiency and pronunciation to enable the children to engage in short conversations with one another and an adult based upon a variety of themes.</p>	<p>SMSC/BV</p> <p>Citizenship, personal freedoms/rights linked to Magna Carta and Article 30 of UNCRC</p>	<p>Non-negotiables</p> <p><u>Follow classroom rules:</u></p> <ol style="list-style-type: none"> 1. Listen 2. Ask to get out of your seat 3. Put your hand up if you want to speak 4. Show manners.
<p>PSHE</p> <p>Hygiene in social situations</p>	<p>Term: Spring 2</p> <p>Connected curriculum aspect: Medieval England</p> <p>The Big Question: Would you travel to the Medieval Era?</p> <p>Art and Design/Design and Technology</p> <p>Textiles- Children will learn to use tools in a safe way to explore embroidery</p> <p>Computing</p> <p>We are game developers</p> <p>The pupils will plan their own, simple computer game. They design characters and backgrounds and create a working prototype which they develop further based on feedback they receive.</p> <p>Geography/History</p> <p>Explore/ act out 1066/ Battle of Hastings. Debate who should be King. Who is William the Conqueror & the Normans? Journey of William from France to England. King John and the Magna Carta. Explore the Bayeux Tapestry. Types of castles. Parts of castles and their function/ plans. Medieval life – banquets, jousting. Poor or rich in a medieval village. People/ roles in medieval village. Buildings in medieval village. Clothing in Saxon/ Norman times. Compare medieval life with today's life.</p>		
	<p>Science</p> <p>Materials and their properties_Children will revise the three states of matter & properties of materials. Introduce further properties: solubility & thermal conductivity. Separate materials using a range of methods & understand that some changes are irreversible. Discuss the formation of new materials.</p>		

