

<p><b><u>English</u></b></p> <p><b><u>Spellings:</u></b>          Adding the prefix inter          Adding the prefix anti          Adding the prefix auto          Adding the prefix ex          Adding the prefix non          Words ending in –ar / –er</p> <p><b><u>Text type:</u></b>          Non-fiction – Non-chronological reports</p> <p><b><u>Reading:</u></b>          Fiction and non-fiction reading books/extracts focusing on non-chronological report features.          Individual Reading: In class and at home to promote the enjoyment of reading.</p>	<p><b><u>PE</u></b></p> <p><b><u>Athletics</u></b></p> <p>Pupils will develop their ability to throw/jump for distance, using a range of objects and over increasing heights. Pupils will accurately replicate athletic challenges and competitions that require thought, speed and stamina. In all athletic activity, pupils will engage in performing skills, measuring and recording their own performance. To be able to follow safety procedures and handle specific equipment.</p>	<p><b><u>RE</u></b></p> <p><b>Why do some people think that life is a journey?</b></p> <ul style="list-style-type: none"> <li>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</li> <li>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</li> <li>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</li> <li>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</li> </ul>	<p><b><u>Maths</u></b></p> <p><b><u>Decimals</u></b></p> <p>Compare numbers with the same number of decimal places up to two decimal places.          Round decimals with one decimal place to the nearest whole number.          Recognise and write decimal equivalents to 14, 12 and 34          Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p><b><u>Measurement- Money</u></b></p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.          Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p><b><u>Time</u></b></p> <p>Convert between different units of measure [for example, kilometre to metre; hour to minute]          Read, write and convert time between analogue and digital 12- and 24-hour clocks.          Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>
<p><b><u>MFL - Spanish</u></b></p> <p>Greetings, How old are you, What’s your name and my family using lots of fun, interactive resources and songs.</p>	<p><b>Term: Summer</b></p> <p><b>Connected curriculum aspect: I am warrior!</b></p>		<p><b><u>Non-negotiables</u></b></p> <p>Re- establishing class rules and routines.          Presentation and handwriting, using St Agnes’ script.          Introduce new marking policy.          RRSA articles and Class Charters.</p>
<p><b><u>Topic</u></b></p> <p><b>How did the arrival of the Romans change Britain?</b></p> <ul style="list-style-type: none"> <li>Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire             <ul style="list-style-type: none"> <li>Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43</li> </ul> </li> <li>Interpret primary sources of historical evidence to describe the physical appearance of Boudica and make a judgment about the causes and effects of her harsh treatment by the Romans             <ul style="list-style-type: none"> <li>Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision</li> <li>Identify and describe the main design features of Hadrian’s Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122</li> </ul> </li> <li>Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built             <ul style="list-style-type: none"> <li>Describe what a gladiator was and what occurred at gladiatorial games</li> </ul> </li> </ul>	<p><b><u>Art and Design/Design and Technology</u></b></p> <p><b><u>Drawing</u></b></p> <p>Exploration and Control, Lines and Marks, Forms and Shapes, Texture and Tone.</p>	<p><b><u>Music</u></b></p> <p>Charanga – Blackbird</p> <p>Listening and appraising pieces of music, to be able to identify music with a gospel style.</p>	<p><b><u>Science</u></b></p> <p>To explore how sounds are made, and to associate that sounds are made through something vibrating.          To recognise that vibrations from sounds travel through a medium to the ear.          To find patterns between the pitch of a sound and features of the object that produced it.          To recognise that sounds get fainter as the distance from the sound source increases.</p>