

<p><b>English</b></p> <p><b>Spellings</b></p> <p>Words ending –ar / -er</p> <p>Adding the suffix –ous (no change to root word)</p> <p>Adding the suffix –ous (no definitive root word)</p> <p>Adding the suffix –ous (words ending in ‘y’ become ‘i’ and words ending in ‘our’ become ‘or’)</p> <p>Adding the suffix -ous (words ending in ‘e’ drop the ‘e’ but not ‘ge’)</p> <p>Adverbials of frequency, possibility and manner</p> <p><b>Text Type</b></p> <p>Waning Tales – Lost in the Coliseum</p> <p><b>Reading</b></p> <p>Fiction focussing on warning tale features</p> <p>Individual reading in class and at home to promote the enjoyment of reading</p>	<p><b>PE</b></p> <p><b>Athletics</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>RE</b></p> <p><b>Why do some people think that life is a journey?</b></p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1)</p>	<p><b>Maths</b></p> <p><b>Statistics</b></p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><b>Geometry: Properties of shape</b></p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><b>Geometry- Position and Direction</b></p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Plot specified points and draw sides to complete a given polygon.</p> <p>Describe movements between positions as translations of a given unit to the left/ right and up/ down</p>
<p><b>MFL - Spanish</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 2</b></p> <p><b>Connected curriculum aspect: I am warrior!</b></p>		<p><b>Non-negotiables</b></p> <p>Re- establishing class rules and routines.</p> <p>Presentation and handwriting, using St Agnes’ script.</p> <p>Introduce new marking policy. RRSA articles and Class Charters.</p>
<p><b>Art and Design/Design and Technology</b></p> <p><b>Drawing</b></p> <p>Exploration and Control, Lines and Marks, Forms and Shapes, Texture and Tone.</p>			<p><b>Music</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>Topic</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</li> <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> <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>PSHE</b></p> <ul style="list-style-type: none"> <li>- Personal Identity, Self-Esteem And Confidence</li> <li>- Friendship And Relationships Growing Up</li> <li>- Hygiene Personal Safet</li> </ul>