



<p style="text-align: center;">English</p> <p>Narrative: Focus texts: a variety of traditional fairy tales and some newer versions with twists in the tale (Roald Dahl's Revolting rhymes, Jon Scieszka's true story of the 3 little pigs etc) -Recognising fairy tale conventions -Re-telling a well-known tale -Innovating that story with new details -Selecting interesting vocabulary and using literary devices to describe settings/ character -Telling stories from differing points of view</p> <p>Play scripts:</p> <ul style="list-style-type: none"> • Identifying conventions of play scripts (including punctuation) • Draft our own scripts based on a well-known story, which we have innovated <p>Reading/ speaking and listening: -Learning scripts and performing with tone and expression</p> <p>Poetry: -Learning and performing poems from Revolting rhymes</p> <ul style="list-style-type: none"> ▪ Reading, discussing, analysing and performing poetry. ▪ Making links between well-known stories and poems. ▪ Rehearsing from a script and performing to an audience ▪ Connecting with the community through public performance 	<p style="text-align: center;">Maths</p> <p>Multiplication and division (written methods) -Multiply and divide by 11 and 12- linking to knowledge of 1, 2 and 10 x table -Using a variety of written methods to solve multiplication and division questions -Using formal written methods to solve multiplication and division questions (up to 3 by 1)</p> <p>Area -What is area -Using squares to find area -making shapes of given areas -comparing areas</p> <p>Fractions -What is a fraction? -Equivalent fractions -Fractions greater than 1 -Counting in fractions</p>
<p style="text-align: center;">Science: Sound</p> <p>-identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it. -recognise that sounds get fainter as the distance from the sound source increases Also, children will lead an investigation that will be recorded and submitted to a Science Competition.</p>	<p style="text-align: center;">Religious Education</p> <p>How does celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with him? I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so. I can relate this to who I respect and why and can explain why I choose to show them my respect in certain ways.</p>
<p style="text-align: center;">ICT</p> <p>-Using ICT to film and record (to help evaluate performances)- looking at our dances in PE and improving our choreography</p> <p>Espresso Coding: -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>-use sequence, selection, and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p style="text-align: center;">Physical Education</p> <p>Outdoor P.E. – Hockey We will be looking at all the safety aspects of Hockey. Particularly how to keep safe from injuring other and ourselves. We will be learning the correct technique for holding the stick and dribbling. Paying particular focus to improving our control of the ball. We will also look at different types of passing and their techniques, and put them into a game situation.</p> <p>Dance- we will create short sequences to pieces of music from the show, learning to move in unison, in time to a piece of music.</p>



Art and DT (with History skills)

Explain who Quentin Blake is and recognise and replicate his work

-Creating a timeline *of an individual's life*

-Making links between events in the life of that person and other national and world events occurring at those times

-use a variety of sources to research Quentin Blake

-Arrange events from his life, in chronological order (Evacuation, the swinging 60's)

-Build the collected details into a biography of Blake's life (Writing links- drafting, editing and improving, working towards appropriate writing EYEs. Reading links- locating information, discussing what has been read and checking understanding of what has been read through context and use of dictionary)

- Use examples of the artist's work and tips from the artist to help emulate his style
- Use sketch books to practise and improve techniques
- Learn about Blake's 'planning stage' and the progression to a final piece using a 'lightbox'
- Use self-evaluation and peer assessment to help improve technique
- Create larger pieces to be used as background, scenery and advertisement for our production

Music

- listen with attention to detail and recall sounds with increasing aural memory
- play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- Use the soundtrack to help learn the pitch and melody of the show songs
- Sing alongside the vocal tracks, reading from the song sheets
- Begin to memorise the words through work in class and by taking the words home to learn
- Begin to sing songs with backing music only (no words or accompanying vocals)
- Sing songs from memory with accurate pitch
- work in small groups, performing to each other and offering points for improvement (peer assessment)
- Use recording equipment and use recordings to help evaluate and improve performances
- Perform for peers, in a dress rehearsal
- -Perform to an audience of adults