

Subject	Content	Outcomes	Effort						
Oracy	<p>Linked into our work across the curriculum, we will continue to look at presenting, discussing and giving opinions. This term the focus of these objectives will be in our PHSCE, Guided Reading, RE, Geography, English, Music, DT and PE.</p> <p>In English, we will be working on a unit on discursive writing where we will be able to analyse how inclined a text can be to a certain viewpoint and what intention does the writer have with this. We will also be looking at differences between facts and opinions, and evaluating the strength of an argument.</p>	<ul style="list-style-type: none"> I can listen to information from different people and compare different points of view. I can recognise when someone does not mean exactly what they say I can explain, negotiate and predict possible outcomes. I can choose vocabulary appropriate to formal or informal situations. I can listen to other people’s opinions and share mine. I can use language to discuss and agree something. I can summarise what other people suggest or think and make my own suitable suggestions based on this. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Reading	<p>This term, children will have a different book from the one they explored in Autumn 1. The books we are we are still working with are:</p> <ul style="list-style-type: none"> ‘Pax’ by Sarah Pennypacker ‘The Tiger Rising’ by Kate Dicamillo <p>Using the book, we will carry on improving our reading fluency, practising choral and echo-reading, so children learn to read with a variety of emotions, which helps comprehension. We will also develop pupils’ comprehension focusing on inference and deduction. This work will then be developed to express their own opinions and incorporate the views of others in their work. We will explore further a variety of thinking maps to ensure they can maximise the usage they are getting from their reading, so it helps them respond more effectively to questions.</p>	<ul style="list-style-type: none"> I can identify how authors use a range of narrative structures and can demonstrate understanding by re-telling using a different structure. I can retrieve information, referring to more than one place in the text where there is competing information. I can analyse dialogue at certain points in a story and summarises its purpose. I can recognise how the author of non-fiction texts expresses, sequences and links points. I can explain the intent of the author. I can discuss main ideas from a text within a group and summarises the discussion. I can justify agreement or disagreement with narrator’s point of view when evaluating a text. I can analyse, and explains the impact of, authors’ techniques and use of language. I can justify a personal response to narratives with suitable expansion. I can analyse why and how scene changes are made and how they affect characters and events. I can distinguish between implicit and explicit points of view. I can provide evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres I can identify and summarizes underlying themes in a range of narrative texts noting where there are several themes competing in a text. I can ask questions to explore a range of possibilities and justifies responses. I can notice where the author uses a wider range of cohesive language to create more sophisticated links. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Writing	<p>This term we will be exploring:</p> <p>Historical biography: We will write a biography of a relevant historical figure belonging to WWII, retelling historical events chronologically and giving our opinion on the character’s life journey.</p> <p>Persuasive: We will start our English with a unit on persuasion in the form of an advert. We will look at particular features of this text type, gathering relevant content and focusing on using persuasive strategies to sway the reader into thinking and feeling what we want to them to.</p> <p>Historical recount: Linked to our History in Autumn 1, we will be retelling the journey of a slave that</p>	<ul style="list-style-type: none"> I can maintain a clear focus when planning, selecting and organising content. I can choose the formality of my text. I can use a full range of punctuation accurately to demarcate sentences and to show different purposes. I can choose the formality of my text. I can proof read for spelling and punctuation. I can use cohesive devices within paragraphs. I can use paragraphs purposefully and creatively to clearly structure main ideas across the text, experimenting with order and length. I can use a range of adverbials of time/ frequency and subordinating conjunctions to link, compare or contrast. I can vary the length of my sentences with a specific intent. I can make precise vocabulary choices. I can write well-structured openings and ensures that the ending relates to it convincingly. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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		<ul style="list-style-type: none"> I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I can manipulate sentence subjects and objects and use passive constructions where appropriate, justifying why a passive construction is preferable to an active and vice versa. 							
<p>Maths</p>	<p>The units we will be looking at are:</p> <p>Fractions: Pupils will build upon their understanding of fractions, recalling what each part of a fraction represents.</p> <p>Decimals: Pupils will consolidate their knowledge between how decimals and fractions relate to each other, starting pictorially and moving on to abstract.</p> <p>Percentages: Pupils will make links between the previous two units of Maths and percentages to realise how they all fit together, realising that a percentage is also representing a part of a whole.</p> <p>Measurements: Children will learn all the units of measurement for mass, capacity, time and length, how to measure using concrete resources, how to convert between units of measurement and how to pick the right unit for particular measurements.</p> <p>Properties of 2D shapes: Children will recall their knowledge of shapes, going back to basics, recalling lines and identifying them in simple 2D shapes. We will also proceed to classify shapes using a range of diagrams based on their properties and we will draw lines and shapes using rulers following specific criteria.</p>	<ul style="list-style-type: none"> I can compare, order and count in a range of unit and non-unit fractions. I can add and subtract fractions with the same and different denominators. I can understand the relation between improper fractions and mixed numbers. I can multiply and divide fractions. I can calculate the fraction of an amount. I can understand the relation between fractions and their decimal equivalents up to 3 decimals. I can order, compare and round and count in decimal numbers up to three decimals. I can understand the relation between fraction, decimals and percentages. I can calculate the percentage of an amount. I can convert between units of measurement, including mass, time, length and capacity. I can measure using a ruler, scale, jug and stopwatch. I can select an appropriate unit of measurement for a determined situation. I can recall different types of lines and identify them in 2D shapes. I can classify shapes based on their properties. I can recall properties of triangles, quadrilaterals and circles. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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<p>Science</p>	<p>This term we will be exploring <i>Light</i>.</p> <p>In this unit, we will be exploring sources of light, how light travels, reflection of light, how shadows can be formed and altered and how we can see things with our eyes, including some basic eye anatomy.</p>	<ul style="list-style-type: none"> I can recognise that light appears to travel in straight lines. I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can identify scientific evidence that has been used to support or refute ideas or arguments. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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<p>Art & Design</p>	<p>Constable</p> <p>We will explore the work of John Constable and create our own watercolour landscapes. The children will explore the techniques associated with watercolours and build up the layers of our own work.</p>	<ul style="list-style-type: none"> I can use a variety of lines to add depth, shape and form to observed and imagined objects. I can explore the effect colour usage has on reading an image. I can create shape and form through my use of tone. I can use layers to vary the tone of my watercolour work. I can create 2D and 3D images within a landscape. I can add depth to landscapes by varying tone and detail. I can position objects within my work so that they are part of the whole composition. I can understand that backgrounds should not detract from foregrounds. I can knowledge use space to read pictures and to create my own. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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		<ul style="list-style-type: none"> I can explore from a starting point, making my own choices in my work to create my own outcome. I can draw from across my knowledge of Art to improve my pieces. I can observe and use the work of landscape artists to enhance my own work. 							
Computing	<p>Animation</p> <p>Children will recap the skills needed for stop motion animation using the 'Ardman' online resources. Children will then plan, film, edit and evaluate an animation for a specific audience, demonstrating their understanding of copyright and ownership.</p>	<ul style="list-style-type: none"> Children can explore popular animation software. Children can plan, film and edit an animation for a specific audience. Children demonstrate their understanding of copyright and ownership Children can evaluate an animation 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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French	<p>Le supermarché</p> <p>This half term we will be learning about food and food categories. We will practice having a short dialogue buying goods and making a complaint. We will be revising the order of words in sentences.</p>	<ul style="list-style-type: none"> I can take part in a conversation. I am aware of grammar and can check my work for errors. I can give opinions in my writing. I can use the context and purpose of my reading to help decode meaning. I can respond to questions about a text I have read. I can skim and scan texts for detail. I can write short texts adapting and innovating from a model text. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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Geography	<p>Distribution of Natural Resources</p> <p>We will look into discussing environmental conditions and how they affect people, as well as how people have a positive or negative impact in the environment. We will also investigate the distribution of natural resources in the world (energy, food, minerals and water).</p>	<ul style="list-style-type: none"> I can use aerial and satellite images to complete enquiries. I can analyse and draw conclusions from geographical enquiries I can present contrasting views on human and physical geographical issues. I can appreciate another point of view, using details about that person's perception of events. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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Design and Technology (DT)	<p>Puppets - Assembly</p> <p>Carrying on from our previous DT unit, children will complete their puppet design and start building the characters for our puppet show.</p>	<ul style="list-style-type: none"> I can identify positive and negative qualities of materials. I can design and make clothes for a puppet. I use my hand sewing to finish and hem clothes. I can use patterns to ensure that clothes fit. I can choose fabrics to meet my intended outcome. I can construct a moving puppet. I can use clay to sculpt a head. I can use a variety of finishing techniques. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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Music	<p>Rhythm composition project</p> <p>In music, we will be looking at pulse, rhythm and phrase, as well as duration of non-melodious sounds to create our own rhythm piece.</p>	<ul style="list-style-type: none"> I can recognise the pulse in a song. I can recognise the rhythms as 'ta' and 'te-te' in a song. I can mark the pulse and rhythm with various actions in a song. I can create a four beat rhythm. I can perform effectively a rhythm piece of 12 beats. I can evaluate a rhythm piece and assess what makes a piece easier/harder to perform. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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Physical Education (PE)	<p>Volleyball</p> <p>In PE, we will be working on the game of Volleyball. Pupils will develop essential skills for the sport including serving, passing, attacking, before taking part in short games.</p>	<ul style="list-style-type: none"> I can perform a well-placed serve. I can pass the ball over the net. I can accurately pass the ball for someone in my team. I can accurately set the ball for someone in my team. I can follow the pass-set-spike routine accurately. I can 'spike' with enough power over the net. I can play a game of volleyball with a basic knowledge of the rules. I can recognise what makes effective teamwork. I can reflect on my own performance, as well as my peers and give feedback in a respectful manner. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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Personal, Social, Health, Citizenship Education (PSHCE)	<p>Dreams and Goals</p> <p>This term, children will know about their personal strengths and how they can set challenging but realistic goals for themselves. They will identify which traits of themselves are admirable and will learn how to give and accept praise. They will also start understanding why it is important to stretch the boundaries and reach out of our comfort zone. On the other hand, they will learn to recognise their own emotions about other people's suffering and empathise with them.</p>	<ul style="list-style-type: none"> I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. I can identify why I am motivated to do something. I can set success criteria so that I will know whether I have reached my goal. I can identify problems in the world that concern me and talk to other people about them. I can work with other people to help make the world a better place. I can give praise and compliments to other people when I recognise their contributions and achievements. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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Religious Education	<p>Buddhism – Beliefs: Guiding principles - Christmas</p> <p>Children will investigate and compare further core beliefs between different religions through sacred texts and symbols from each religion. They will reflect upon spiritual and internal diversity, comparing ways of celebrating the same and question how and why festivals and events are valued by some and not others. They will also develop an understanding of key Christian concepts, particularly around annunciation.</p>	<ul style="list-style-type: none"> I can discuss guiding principles within and between different faith groups. I can compare and contrast the 3 jewels (Buddhism) with various guiding principles evident in the Bible. I can discuss the link between core beliefs, stories, religious festivals and practices. I can explain what the Virgin Birth reveals about the identity of Jesus and character of God 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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Spanish	<p>Ir de compras</p> <p>This half term we will be learning about clothing and shops. Pupils will focus on learning new vocabulary and linking it to their prior learning by describing a shopping trip.</p>	<ul style="list-style-type: none"> I can understand short spoken passages. I can have a short dialogue. I can use preference language and give some simple reasons for these preferences. I can start to write more complex sentences. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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Dates to remember		Things to remember	
		Monday	
		Tuesday	
		Wednesday	
		Thursday	
		Friday	