

ENGLISH	MATHEMATICS	SCIENCE	GEOGRAPHY	RE	PSHE	FOREIGN LANGUAGE FRENCH	CREATIVITY	COMPUTING
<p>*Class reader: The Time-Travelling Cat and the Aztec Sacrifice: Julia Jarman.</p> <p><b>MON-WED</b> Mountain Literature</p> <p>Write a description of a mountain - read variety of poetry, watch film clips, collect vocabulary.</p> <p>Short Story writing- about being lost on a mountain.</p> <p>Read information texts about the Cuillin Mountains leading to writing a first person recount of cycling up of the Cuillin Ridge inspired by Danny Macaskill's short film.</p> <p>'Visit the amazing mountains' - write a travel brochure to encourage readers to visit mountainous destinations. Research variety of websites -eg Visit Scotland- read information leaflets - see National</p>	<p><b>NUMBER FOCUS</b> <b>MONDAY/TUESDAY/ WEDNESDAY</b> <i>Multiplication &amp; Division</i> Y3</p> <ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50 and 100</li> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> <li>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <i>n</i> objects are connected to <i>m</i> objectives.</li> </ul> <p><b>FRACTIONS</b></p> <ul style="list-style-type: none"> <li>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts.</li> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li> <li>Recognise, find and write fractions of a discrete set of objects; unit fractions with small denominators.</li> <li>Solve fraction problems.</li> </ul> <p>Y4</p> <p><b>Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for</li> </ul>	<p>Rocks Habitats /Classification</p> <p><b>Y3/4</b> <b>ROCKS</b> Compare &amp; group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p><b>Y3/4</b> <b>Living things and their habitats</b> Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><b>Y5/6</b> <b>Living Things &amp; their Habitats</b></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Describe how things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. {Y6 OBJECTIVE} Give reasons for classifying plants and animals based on specific characteristics. {Y6 OBJECTIVE}</p>	<p><b>Mountains:</b></p> <ul style="list-style-type: none"> <li>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, <b>mountains</b>, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, <b>mountains</b>, volcanoes and earthquakes, and the water cycle</li> </ul>	<p><b>KS2 Key Question 2.17</b> <b>What do religions teach about the natural world and why should we care about it? (Derbyshire syllabus)</b></p> <ul style="list-style-type: none"> <li>make links between the Biblical creation narrative and the activities of Christians relating to care of the planet • describe and show understanding of sources and teachings of other religions about creation and human responsibility to the environment • identify and describe the impact of these beliefs on how people live • ask some questions and suggest some answers about what different people believe about creation and the natural world including non-religious perspectives • make links between their own values about animals and the idea of God as</li> </ul>	<p><b>Link to value for life : Thankfulness</b></p> <p>Considering what they are thankful for ... focus on natural world (link to RE and Geography)</p> <p><b>Relationships and Sex Education</b></p> <p><b>Y3/4</b> <b>Recognise that change is part of growing up.</b></p> <p><b>Identify different types of relationships.</b></p> <p><b>Learn the correct terms for body parts.</b></p> <p><b>Understand the needs of a new baby and the impact of a new baby on a family. How to cope with change.</b></p> <p><b>Asking for help - develop own skills.</b></p> <p><b>How do our responsibilities change as we get older?</b></p>	<p><b>Time:</b> Using numbers to tell time in French.</p>	<p><b>Art &amp; Design {TH}</b> To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Mountain Landscapes/ 2D and 3D art</p> <p><b>Y5/6 {CM}</b> <b>Forest Schools</b> To explore the outdoors: building confidence and independence; encouraging creativity and team work skills. Learn to treat the environment with care and sensitivity.</p> <p><b>MUSIC {TH}</b> Play and perform in solo and ensemble contexts using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><b>Computing Skills</b> This term our skills focus will be to develop and improve the children's word processing abilities.</p> <p><b>Computing Project</b> The children will create a Mayan non-fiction book which they will format to pdf and upload to the school website.</p>

<p><b>Geographic website.</b></p> <p><i>Guided Reading</i></p> <p><b>Reading strategies focus on :</b></p> <ol style="list-style-type: none"> <li>1. Clarify</li> <li>2. Summarise</li> <li>3. Ask Questions</li> <li>4. Predict</li> </ol> <p><b>Weekly comprehensions during guided reading sessions and paired reading. (<u>JG to do written comprehensions CGP every Friday pm</u>).</b></p> <p><b>Composition</b></p> <p>Continue collecting Premier League vocabulary to improve own writing. [PL footballs, Working Wall, word lists]. Use of 'How to be a Brilliant Writer' booklets.</p> <p><u>Thurs / Fri :</u></p> <p>*Unit of work based on 'The Great Kapok Tree': Lynne Cherry based in Amazonian Rainforest.</p> <p>Objectives covered in this</p>	<p>multiplication tables up to 12 x 12.</p> <ul style="list-style-type: none"> <li>• Count in multiples of 6, 7, 9, 25 and 1000</li> <li>• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</li> <li>• Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul> <p><b>FRACTIONS</b></p> <ul style="list-style-type: none"> <li>• Recognise and show, using diagrams, families of common equivalent fractions</li> <li>• Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>• Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> <li>• Add and subtract fractions with the same denominator.</li> <li>• Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>• Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>.</li> <li>• Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</li> <li>• Round decimals with one decimal place to the nearest whole number.</li> <li>• Compare numbers with the same number of decimal places up to two decimal places.</li> </ul> <p>Y5</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><u>Working Scientifically</u></p> <p><u>Y3/4 will be given opportunities to:</u></p> <ul style="list-style-type: none"> <li>• ask relevant questions and use different types of scientific enquiries to answer them</li> <li>• set up simple practical enquiries, comparative and fair tests</li> <li>• make systematic and careful observations and, where appropriate, taking accurate measurements using standard units</li> <li>• gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and</li> </ul>		<p>creator of the world • reflect upon and express their own ideas and beliefs about care for creation in light of their learning, through story, art, drama, music and</p>	<p><u>Y5/6</u></p> <p>Understand how girls' and boys' bodies change in puberty. Learn about physical changes.</p> <p>Learn about emotional changes and how to deal with them.</p> <p>Understand how a baby is conceived.</p> <p>Consider how different qualities impact on relationships. Reflect on the importance of love and trust in a range of relationships.</p> <p>Understand how babies are born.</p> <p>Stereotypes</p> <p>Healthy and unhealthy relationships and friendships. Understand own right to physical boundaries.</p>			
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<p>unit are: -                  To retrieve information from non-fiction –                  To design a 'great tree' setting –                  To explore the structure of dilemma stories –                  To punctuate direct speech correctly –                  To use a range of speech verbs –                  To use adverbs in dialogue–                  To identify persuasive devices –                  To use a dictionary to find definitions –                  To write a persuasive letter -                  - To prepare a group performance –                  To plan a dilemma story -                  To write my own dilemma story –                  To edit and evaluate my writing –                  To use a thesaurus –                  To make choices about the presentation of my story</p> <p style="text-align: center;"><u>Spelling</u>  <b>Weekly spelling tests</b>                  - Read, Write Inc &amp; high frequency words.</p> <p style="text-align: center;"><u>VGP</u>  <u>Y3/4</u></p> <ul style="list-style-type: none"> <li>• Vowels and consonants - a/ an</li> <li>• Nouns</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Noun phrases, expanded by the use of modifying adjectives, nouns and prepositions</li> <li>• Fronted adverbials</li> <li>• Sentences with two or more clauses, using a range of</li> </ul>	<p style="text-align: center;"><b>Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>• Multiply and divide numbers mentally drawing upon known facts.</li> <li>• Multiply and divide whole numbers by 10, 100 and 1000.</li> <li>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>• Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)</li> <li>• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</li> <li>• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</li> <li>• Establish whether a number up to 100 is prime and recall prime numbers up to 19.</li> </ul> <p style="text-align: center;"><u>FRACTIONS</u></p> <ul style="list-style-type: none"> <li>• Compare and order fractions whose denominators are multiples of the same number.</li> <li>• Identify, name and write equivalent fractions of a given fraction represented visually, including tenths and hundredths.</li> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other.</li> <li>• Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> <li>• Multiply proper fractions and mixed numbers by whole numbers.</li> <li>• Read and write decimal numbers as fractions.</li> <li>• Solve multiplication, division and fraction problems.</li> </ul> <p style="text-align: center;">Y6  <b>Number: Four Rules</b></p>	<p style="text-align: center;"><u>tables</u></p> <ul style="list-style-type: none"> <li>• report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• use straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p style="text-align: center;"><u>Y5/6 will be given opportunities to:</u></p> <ul style="list-style-type: none"> <li>• plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• record data and</li> </ul>						
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<p>conjunctions including 'when', 'if', 'because' and 'although'</p> <ul style="list-style-type: none"> <li>• Apostrophes</li> </ul> <p><u>Y5/6</u></p> <ul style="list-style-type: none"> <li>• their/there/they're</li> <li>• Expanded noun phrases for precision</li> <li>• Adverbials of time and number to build cohesion</li> <li>• Brackets, commas or dashes to indicate parenthesis</li> <li>• Clauses, compound and complex sentences</li> <li>• Colons, Semi-colons</li> </ul> <p>•</p> <p>Y6 Begin SATs preparation - weekly SATs club.</p>	<p><b>ENSURE SECURE WITH ALL WRITTEN METHODS IN PREPARATION FOR ARITHMETIC TEST</b></p> <ul style="list-style-type: none"> <li>• Add and subtract whole numbers</li> <li>• Multiply up to a 4-digit by 1-digit number</li> <li>• Short division</li> <li>• Division using factors</li> <li>• Long division</li> <li>• Common factors</li> <li>• Common multiples</li> <li>• Primes</li> <li>• Squares and cubes</li> <li>• Order of operations</li> <li>• Mental calculations and estimation</li> <li>• Reasoning from known facts</li> <li>• Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</li> <li>• Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.</li> <li>• Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.</li> <li>• Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.</li> <li>• Perform mental calculations, including with mixed operations and large numbers.</li> <li>• Identify common factors, common multiples and prime numbers.</li> <li>• Use their knowledge of the order of operations to carry out calculations involving the four operations.</li> <li>• Solve problems involving addition, subtraction, multiplication and division.</li> </ul>	<p>results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <ul style="list-style-type: none"> <li>• use test results to make predictions to set up further comparative and fair tests</li> <li>• report and present findings from enquiries</li> <li>• identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>						
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- Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.
- FRACTIONS**
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
  - Compare and order fractions, including fractions  $\geq 1$ .
  - Generate and describe linear number sequences with fractions.
  - Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.
  - Multiply simple pairs of proper fractions, writing the answer in its simplest form.
  - Divide proper fractions by whole numbers.
  - Associate a fraction with division and calculate decimal fraction equivalents.
  - Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

**Thurs/Friday:**

**Time :** more word problems and counting hours , to work out basic differences in time, am and pm and durations.

**Measures:** To use correct units for length, mass and volume.  
 To calculate using these measures.  
 To estimate amounts for length, mass and volume.  
 To solve problems involving measures.