

**Science****Spoken Language**

Developing their scientific vocabulary  
Articulating scientific concepts clearly and precisely  
Making their thinking clear, both to themselves and others  
Build secure foundations by using discussion to probe and remedy their misconceptions

**Electricity and Magnetism**

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  
Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  
Use recognised symbols when representing a simple circuit in a diagram

**Working Scientifically**

Building on their learning about grouping living things in year 4 by looking at the classification system in more detail.  
Children are introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided.  
Through direct observations where possible, children should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).  
Children should discuss reasons why living things are placed in one group and not another.  
Finding out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.  
Using classification systems and keys to identify some animals and plants in the immediate environment.  
Researching unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.

**Music**

Improvise and compose music for a range of purposes using the inter-related dimensions of music  
Singing is confident and controlled, instrumental techniques are accurate and secure  
Pupils demonstrate readiness to engage positively with different and diverse musical traditions and styles

**Computing****SAFER INTERNET DAY – Tuesday 11 February 2020**

Explain the importance of a positive 'digital footprint'  
Use data in an appropriate application to test a theory/hypothesis.  
Refine, search, filter, sort and graph data for purpose in a database or spreadsheet.  
Appropriately configured and secure all devices used to access personal data  
Make informed judgments as to the validity of information on a website and be aware of bias.  
Understand how search engines work and rank results.

**Languages – Arabic/Language**

**Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help**

**Reading Skills** - Feminine and masculine changes in prefixes

**Introductions** – Ourselves, Naming parts of the body

**Writing Skills** - Verb table, Prepositions, Activities

**Art and Design / Design and Technology****Art and Design**

To collate and upcycle used materials to create 'Junk' Art work and sculptures in the style of Artist **Jane Perkins**. Children will link Artwork to RE and our topic **Trash in History/Geography**.

**Skills:**

Pupils are curious about the work of other artists, craft makers and designers and make independent and informed choices about referring to the work of others which they use to liberate rather than constrain their own ideas or style.

**Religious Education**

How can religious meaning be expressed through art?  
COMMUNITY  
SACRED  
REMEMBERING  
BELIEF

Practices-Initial impression

Why are certain people, places and times sacred?

Make connections between different religions and worldviews

Explore and show understanding of similarities and differences between different religions and worldviews

Apply own ideas thoughtfully in different forms including art

**English****Reading/ Comprehension****Maintain positive attitudes to reading and understanding of what they read by:**

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

**Understand what they read by:**

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion

**Retrieve, record and present information from non-fiction**

**Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously**

**Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary -provide reasoned justifications for their views.**

**Writing****Plan their writing by:**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

**Draft and write by:**

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- precising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

**Evaluate and edit by:**

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

**Proof-read for spelling and punctuation errors**

**Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.**

**Spelling**

**NC- spell some words with 'silent' letters** [for example, knight, psalm, solemn]

Common Exception words: Year 3 & 4 and 5 & 6

**Handwriting**

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

**Non Statutory**

To continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

**Grammar and punctuation**

**Subjunctive Mood** - (If I were or Were)

**Adverbials** - (other hand, in contrast, or as a consequence)

**Speaking and Listening**

**Speak audibly and fluently with an increasing command of Standard English**

**Articulate and justify answers, arguments and opinions**

**Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings**

Discuss an increasing wide range of fiction

Predicting how language structure, and presentation contribute to meaning

Provide justification for their views

Exploring meanings of words in context

Explain and discuss their understanding of what they have read

**History and Geography****Geographical Skills and Field Work**

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)

**History**

To think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences

To consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources

To think, reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry.

**Physical Education****Handball**

Use, throwing and catching in isolation and in combination.

- practise skills without the need for much guidance or support
- apply skills in a wide range of activities and situations, and achieve a high level of performance.

**Intra school - Team Games****Mathematics****Inspire Maths programme****Circles**

- Identify the radius, diameter and circumference of a circle
- Stating relationship between the radius, diameter and the circumference
- Calculating the area of a circle given its radius or diameter
- Calculate the areas of shapes made up of circles semi circles and quadrants

**Pie charts**

- Recognise Pie charts as another type of graph
- Read and interpret pie charts

**National Curriculum****Roman Numerals**

- read Roman numerals to 1000 (M) and recognise years written in Roman numerals

**Time**

- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places
- solve problems involving converting between units of time

**Averages- Mean, Medium and Mode**

- calculate and interpret the mean as an average.

**Reading scales****Measures**

- convert between miles and kilometres
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate

**Area and Perimeter**

- recognise that shapes with the same areas can have different perimeters and vice versa
- calculate the area of parallelograms and triangles

**PSHCE****SEAL****Going for Goals**

**S-** respecting different faiths

How could we encourage people from all backgrounds to respect different faiths?

**M** – slavery/ apartheid

Was the slave trade that began in the 16th century Africa's first experience with slavery?

Explain

**S-** effective learners / dreams/aspirations

Are dreams meaningless? Do you think that dreams are trying to tell you something?

**C-** Traditional cultural foods

How have foods from around the world change the way we live in the UK?

**British Values****Democracy**

Was there a need for democracy during the time of Martin Luther King and how do you think this would've changed things?

**Rule Of Law**

What laws do you think should have been applied during the peace movement in America?

**Individual Liberty**

Should young children be allowed to make their own choices?

**Mutual Respect**

How do famous/influential people of different backgrounds/faiths/beliefs influence our history? (Martin Luther King)

**Tolerance of Different Faiths and Beliefs**

How have beliefs about Science and technology changed over time?

**Investors in Pupils**

Pupils will continue to work on developing a better understanding of how our school works.  
To give children a voice about how the school is run and how it can improve,  
Helping children to learn about the roles and responsibilities of the whole school community.