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| **Maths****This term we will study:**Roman numeralsRecall and use multiplication anddivision facts for multiplicationtables up to 12 × 12.Count in multiples of 6, 7, 9. 25and 1000Use place value, known andderived facts to multiply anddivide mentally, including:multiplying by 0 and 1; dividingby 1; multiplying together threenumbers.Solve problems involvingmultiplying and adding,including using the distributivelaw to multiply two digitnumbers by one digit, integerscaling problems and hardercorrespondence problems suchas n objects are connected to mobjects.

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| Convert between different units of measure e.g. hour to minute.  |

Read, write & convert time between analogue and digital 12 and 24 hour clocks.  | **English****This term we will study:**Ice Palace by Robert SwindellsThe Great Kapok Tree by Lynne Cherry Information texts and poetry**SPEAKING AND LISTENING**Consider and evaluate different viewpoints, attending to and building on the contributions of others Participate in discussions, presentations, performances and debates **READING**Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.**WRITING** Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. **GRAMMAR**Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials (e.g. Later that**SPELLING**The suffix -ation Homophones or near homophones  | **International Primary Curriculum****This term we will study:****Temples, tombs and treasures** **In History we will;**Be able to give some reasons for particular events and changesBe able to gather information from simple sourcesBe able to use their knowledge and understanding to answer simple questions about ancient civilisations**In Art we will;**Know how Ancient Egyptian artists used forms, materials and processes to decorate their tombs, buildings and belongingsBe able to choose materials and techniques which are appropriate for their task**Saving the world: Rainforests****In Science we will be finding out;**About different rainforest animals and plantsWhere different animals and plants live in the rainforestAbout colour in the rainforest and how it is used by animals and plantsAbout rainforest fruits and seeds**In Geography we will be finding out;**About where rainforests are in the worldAbout the lives of rainforest people and how they compare with our ownHow and why the rainforest is being destroyedDiscovering the ways that people are trying to save the rainforest**In Art we will be finding out;**About rainforest body art and painting our faces in a similar styleHow we can use art to create a rainforest scene |
| Full information is published on our website. | Full information is published on our website. |
| **R.E. Places of worship**Analysis: distinguishing between the different features of different religionsApplication: making the association between religions and individual community, national and international life **PSHE Going for goals** To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable. | **P.E. Football and Skittleball**Work with others to organise and keep the games goingPlay and make up small sided and modified striking/fielding gamesUse skills and tactics and apply basic principles suitable for attacking and fieldingWeekly QPR coaching sessions | **Computing - Computer Science**Can make simple edits to a computer simulation, 'model' or game and predict the consequences of decisions/choices made. Can produce an accurate sequence of instructions, that include use of repeat, to control on-screen objects, and refine (de-bug) and improve / make changes.Can create a program that includes smaller parts (sub procedures).Can talk about different types of input options e.g. motion /touch, microphone, data logging sensor; and output options e.g. switch, speakers, screen, etc.Developing and using a wider computing 'vocabulary' such as de-bug, Apps, data logging, search engine, spam, Wiki, etc. | **MFL: Fre**n**ch**We will:- be aware that French first names can be similar or different to English first names. - be able to listen to and understand everyday classroom instructions.- be able to write words and phrases using a model. **Music**Weekly Music sessions taught by specialist teacher |