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| **Maths****This term we will study:**Number work including;Multiplication and Division Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Count in multiples of 6, 7, 9. 25 and 1000 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. 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.Recognise and use factor pairs and commutativity in mental calculations. Multiply two digit and three digit numbers by a one digit number using formal written layout. Measurement- Area Find the area of rectilinear shapes by counting squares.Fractions – Finding equivalent fractions.Finding fractions greater than 1. Adding and subtracting fractions. | **English****This term we will study:**The Pebble in my Pocket by Meredith Hooper and Chris CoadyI was a Rat by Phillip Pullman **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 GENRES**; Creating Information Booklets. Recount writing. Retelling and sequencing. Newspaper Articles. Formal letter writing. Persuasive Writing.**GRAMMAR**  Word families based on common words, showing how words are related in form and meaning Standard English forms for verb inflections and maintain verb tenseUse complex sentences with comma after clause. Use a range of punctuation including questions marks, exclamation marks, commas to separate itemsStandard English forms for verb inflections and maintain verb tense Use of commas after fronted adverbialsAppropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition**SPELLING**Prefixes and challenge words | **International Primary Curriculum****This term we will study:****Active Planet****In Geography we will;**Discover how particular localities have been affected by natural features and processes and by human activitiesBe able to use geographical terms Be able to make simple maps and plans of familiar locations and to use maps at a variety of scales to locate the position and geographical features of particular localitiesBe able to use secondary sources to obtain geographical informationBe able to communicate our geographical knowledge and understanding to ask and answer questions about geographical and environmental featuresLearn how places fit into a wider geographical context and know that the quality of the environment can be sustained and improved**In Technology we will;**Design and make products to meet specific needsMake usable plans and use labelled sketches as designsUse simple tools and equipment with some accuracyIdentify and implement improvements to our designs and productsIdentify the ways in which products in everyday use meet specific needsSuggest improvements to products in everyday use**In Science we will;**Learn to carry out simple investigationsBe able to prepare a simple investigation which is fair, with one changing factorBe able to predict the outcome of investigationsUse simple scientific equipmentTest ideas using evidence from observation and measurementLink evidence to broader scientific knowledge and understandingUse evidence to draw conclusions  |
| 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 To understand that a ‘church’, ‘mosque’ etc is more than just a religious building.**PSHE Healthy Relationships** Healthy RelationshipsValuing differenceFeelings and emotions. | **P.E. Being active and Football**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 sessionsWeekly games lessons | **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 teacherRecorders |