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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 Coady  I 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 tense  Use complex sentences with comma after clause. Use a range of punctuation including questions marks, exclamation marks, commas to separate items  Standard English forms for verb inflections and maintain verb tense  Use of commas after fronted adverbials  Appropriate 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 activities  Be 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 localities  Be able to use secondary sources to obtain geographical information  Be able to communicate our geographical knowledge and understanding to ask and answer questions about geographical and environmental features  Learn 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 needs  Make usable plans and use labelled sketches as designs  Use simple tools and equipment with some accuracy  Identify and implement improvements to our designs and products  Identify the ways in which products in everyday use meet specific needs  Suggest improvements to products in everyday use  **In Science we will;**  Learn to carry out simple investigations  Be able to prepare a simple investigation which is fair, with one changing factor  Be able to predict the outcome of investigations  Use simple scientific equipment  Test ideas using evidence from observation and measurement  Link evidence to broader scientific knowledge and understanding  Use 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 religions  Application: 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 Relationships  Valuing difference  Feelings and emotions. | | **P.E. Being active and Football**  Work with others to organise and keep the games going  Play and make up small sided and modified striking/fielding games  Use skills and tactics and apply basic principles suitable for attacking and fielding  Weekly QPR sessions  Weekly 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 teacher  Recorders |