

<b>Religious Education</b>	<b>English</b>	<b>Maths</b>
<p style="text-align: center;"><b>Christmas</b></p> <p>Knowing the main features of the Christmas Story and understanding some of the difficulties faced by the different characters in the story.</p> <p style="text-align: center;"><b>Baptism</b></p> <p>Referencing Gospel accounts of the Baptism of Jesus, describing and sequencing the signs, symbols and actions in the Sacrament of Baptism.</p> <p style="text-align: center;"><b>Lent</b></p> <p>Knowing that Lent is a Season of Change to become more like Christ, understanding some things that damage human relationships and the consequences of giving in to temptations that are wrong, recognising that the Sacrament of Reconciliation is the Church's celebration of God's forgiveness of sin.</p> <p style="text-align: center;"><b>Holy Week</b></p> <p>Knowing many of the events of the last week of Jesus' life, understanding the reasons why some people wanted to kill Jesus, knowing the story of the Passover and recognising key links between this story, the Last Supper, and the celebration of Mass.</p>	<p style="text-align: center;"><b>Harry potter and the Prisoner of Azkaban by J.K Rowling</b></p> <p><b>Text type coverage: explanation, story writing skills, fantasy.</b></p> <p><b>Reading:</b> summarising ideas from a text, considering writer's choices, interference skills, retrieving information, discussing texts and comparing texts/themes across texts.</p> <p><b>SPG:</b> colons to introduce a list, colons to separate main clauses, sentence structurework with particular focus on multi-clause sentences (including relative clauses), pronouns, brackets, dashes and commas for parenthesis, modal verbs.</p> <p style="text-align: center;"><b>Writing:</b> choosing precise language to create an effect (Sirius Black character description, Hogwarts setting description), researching and developing initial ideas through writing explanation text about Quidditch , use of formal language to suit GAP, building cohesion across paragraphs, using organisational/presentational devices to suit text type, focus on proof-reading and editing own and others' work, précising longer passages (Tasseomancy).</p> <p style="text-align: center;"><b>Formal Correspondence Unit</b></p> <p><b>Text type coverage: letter writing</b></p> <p><b>SPG:</b> subjunctive form and formal language, semi-colons &amp; colons to separate clauses.</p> <p><b>Writing:</b> formal letter to companies to request donations for Saint Patrick's Day and a letter of thanks to Alton Castle</p>	<p>5.15 multiply and divide numbers mentally drawing upon known facts</p> <p>5.14 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method including long multiplication for two-digit numbers</p> <p>5.16 divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>5.20 solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>5.27 read and write decimal numbers as fractions</p> <p>5.24 recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number</p> <p>5.22 compare and order fractions whose denominators are all multiples of the same number</p> <p>5.23 identify, name and write equivalent fractions , represented visually including 10ths and 100ths</p> <p>5.25 + and -fractions with the same denominator and those that are multiples of the same number</p> <p>5.21 solve problems involving x and division, including scaling by simple fractions and problems involving simple rates</p> <p>5.26 multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>5.30 read, write, order and compare numbers with up to three decimal places</p> <p>5.29 round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>5.28 recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>5.32 recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100, and as a decimal</p> <p>5.31 solve problems involving number up to three decimal places</p> <p>5.33 solve problems which require knowing percentage and decimal equivalents of <math>1/2</math>, <math>1/4</math>, <math>1/5</math>, <math>2/5</math>, <math>4/5</math> and those with a denominator of a multiple of 10 or 25</p>

Science	Geography	History	Computing
<p><b>Forces</b></p> <p>Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling objects. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><b>Leaving on a Jet Plane</b></p> <p>Planning a journey to a place in another part of the world, taking account of distance and time, using grid references on a map, using an atlas by using the index to find places, naming the 7 continents of the world and locating them on a map.</p>	<p><b>Ancient Greece</b></p> <p>Understanding elements of Ancient Greek life and their influence on the western world, noting connections, contrasts and trends over time and developing the appropriate use of historical terms, constructing responses that involve thoughtful selection and organisation of relevant historical information, understanding how our knowledge of the past is constructed from a range of sources.</p>	<p><b>Coding</b></p> <p>To understand the effect of inputs (adding data into a program or computer system) and outputs/variables. Be able to develop logical reasons (applying rules in a systematic way to complete a task) to detect and correct errors (bugs).</p> <p><b>Internet Safety</b></p> <p>Pupils learn how to create secure passwords. Create a digital citizenship pledge. Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it. Pupils reflect on the importance of citing all sources when they do research. Pupils will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</p>

PE	Music	Art & Design	Design Technology	Languages
<p><b>Badminton</b></p> <p>To develop their hand eye co-ordination skills. To understand attacking and defending for an individual sport</p> <p><b>Gymnastics</b></p> <p>Create routines that has a range of balances, rolls, jumps and spins. Develop and use counter weight balances.</p> <p><b>Hockey</b></p> <p>To be able to dribble using simple techniques. To be able to show various passing techniques</p> <p><b>Dance - Street Dance</b></p> <p>Learn a series of steps and movements. Perform choreography solo / within groups. Choreograph warm-ups including aerobic, isolation and stretches. Reflect upon quality of performance and ideas for improvement</p>	<p><b>Singing</b></p> <p>Morning of music Songs learning correct pitch and two part singing. Develop performance skills and how to perform together as a group. Add percussion parts and appreciate the need to balance the levels of different instruments.</p> <p>Learn and practise a 'party piece' to perform to other schools.</p>	<p><b>Textiles</b></p> <p><b>Koru art (New Zealand Maori art)</b></p> <p>Researching art from a different culture and understanding the symbolism behind pattern and colour, using different media to mark make on fabric.</p>	<p><b>Shelter Building</b></p> <p>Strengthening , stiffening and reinforcing complex structures. Researching, planning, creating and evaluating a shelter.</p> <p><b>Fly to the Line competition</b></p>	<p>Learning vocabulary associated with foods, pets, hobbies. Develop conversational skills and ability to adapt their responses to enable a flowing conversation. Continue to develop ability to recognise qualifiers and adjectives in a sentence. Use songs and other media to develop fluency and vocabulary retention.</p>