

Religious Education	English	Maths
<p>The Old Testament: In this unit the children will study some important stories about Moses and God's relationship with the people of Israel. They will also learn about the life of King David. Through this unit children will be introduced to some images of God associated with these stories and also some important religious themes such as prayer and vocation which arise from this study.</p> <p>Pentecost: In this unit the children will study the story of Pentecost and identify the effects that it had upon the disciples. They will learn about the missionary activity of the Apostles and some prayers of the Holy Spirit.</p> <p>Sharing in the Life of Christ: In this unit the children learn about the Universal Church established on the original teaching of the Apostles. They will reflect upon the Eucharist as the Sacrament which celebrates the Church's Unity. They will also be given opportunities to find out about religious customs from around the world.</p> <p>Special Roles and Responsibilities: In this unit the children will learn about the different tasks and responsibilities given to people in the Church. This will help them to develop their understanding of the Church as the Body of Christ made up of many different people.</p>	<p>Kensuke's Kingdom by Michael Morpurgo</p> <p>Reading: Reading books that are structured in different ways (time/logs; predicting what might happen from details stated and implied; using dictionaries to check the meaning of words that they have read; checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Writing: Plan a discursive text by discussing structure, vocabulary and content of similar writing to; draft writing by organising paragraphs around a theme whilst building and using a rich and varied vocabulary bank; assess the effectiveness of their own and others and suggest improvements; proofreading for spelling and punctuation errors through the use of focused editing stations; formal and informal writing; instructional writing; recount; writing from another perspective.</p> <p>SPaG: Building a variety of sentence structures with secure punctuation; develop paragraphs and build cohesion through the use of varied connectives; using conjunctions, adverbs and prepositions to express time and cause; using fronted adverbials; using commas after fronted adverbials; using and punctuating direct speech; apostrophes for omission; apostrophes for possession.</p>	<p>4.7 round any number to the nearest 10, 100 or 1000</p> <p>4.24 find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>4.25 round decimals with one decimal place to the nearest whole number</p> <p>4.26 compare numbers with the same number of decimal places up to two decimal places</p> <p>4.28 convert between different units of measure</p> <p>4.33 solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p>4.32 read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>4.34 compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>4.35 identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>4.36 identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>4.37 complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>4.41 interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>4.42 solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>

Science	Geography	History	Computing
<p>Living things and their Habitats: recognise that living things can be grouped in a variety of ways; explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment; recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Electricity: identify common appliances that run on electricity; construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer; identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Working Scientifically: making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; identifying differences, similarities or changes related to simple scientific ideas and processes</p>	<p>Bright Lights, Big Cities: To name and locate some of the islands that surround the UK; To find at least 6 cities in the UK on a map; To carry out research to discover features of a village, city or town; To explain why people may be attracted to live in cities; To explain and compare the benefits of living in one place rather than another; To plan a journey to a place in England</p>	<p>Local Heritage Study: A project based on the changes of transport through history in Coventry.</p> <p>Should note connections, contrasts and trends over time and develop the appropriate use of historical terms; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources</p>	<p>Digital Pointillism: To become proficient in the use of a range of digital art/design software. To use and control brushes, including shape, hardness and opacity to create digital art.</p> <p>To understand and use a layered approach to design.</p>

PE	Music	Art & Design	Design Technology	Languages
<p>Dance Learn a range of different dance styles from around the world and consider how these related to the associated cultures.</p> <p>Tag Rugby: Learning the values required for teamwork on the</p>	<p>Recorder Develop proficiency in using a recorder. Learn the fingering for basic note and how this related to written music notation. Continue to develop understanding of rhythm and timing—related to written notation and terminology.</p>	<p>Digital Pointillism (see Computing) Look at the work of Georges Seurat as the basis of work on pointillism. Create own works based upon simple landscapes and explore how technology can be used to simplify the procedure and replicate brush techniques</p>	<p>Pizza: Researching, designing and creating a traditional pizza.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><i>Visit Pizza Express for pizza making experience</i></p>	<p>Spanish: Conversation: Ask for and give name; greetings; asking and saying how you are;</p> <p>Key Vocabulary: Learn the names of fruit ; sentences about what fruit you like/dislike</p> <p>Revision from the Spring Term</p>