|  |  |  |  |
| --- | --- | --- | --- |
| **LITERACY** | **R.E.** | **SCIENCE** | **COMPUTING** |
| Following the New 2014 Curriculum  **Creative Writing**   * Planning and writing stories * Character description * Diary * Letter writing * Settings   **Fiction**   * Recount * Stories with an element of fantasy * Adventure stories * Play scripts * Stories with humour   **Non-fiction**  **(Linked with history – The Tudors)**   * Newspaper report * Report writing * Non-chronological reports * Explanations * Persuasive writing   **Reading**  Guided Reading (each pupil heard once a week)  Individual Reading Records  Book Reviews  **Handwriting practice**  **Spelling and Punctuation:** Weekly spelling homework and tests, ongoing consolidation and revision of punctuation  **P.E.**  **1st half**   * **Athletics** * **Swimming**: venue: Albany Pool.   **2nd half**   * **Tennis** * **Swimming**: venue: Albany Pool.   **ART**  **(linked with history – The Tudors)**   * Portraits of Henry VIII * Artists this term: Kandinsky and William Morris   Pupils will:   * Use sketch books to record their observations and use them to review and revisit their ideas * Develop skills and techniques in drawing, painting and sculpture with a range of materials e.g. pencil, paint, clay, charcoal, etc * Learn about the chosen artists this term   **PSHE**  (following the Social and Emotional Aspects of Learning programme of study)  **1st half: Relationships**  **2nd half: Changes** | **From Easter to Pentecost:**  Pupils will explore the Season of Easter, the period from Easter Sunday to Pentecost. Belief in the resurrection is presented as one of the founding beliefs of Christians and, together with the coming of the Holy Spirit as Pentecost as the rationale for ‘caritas’; love of God that leads to acts of charity. This unit teaches from the Gospel of Luke and Acts of the Apostles, also written by Matthew.  **The Kingdom of God:**  The children will be learning about people who live their life as though they are in the Kingdom of God. People like Nelson Mandela will be studied as someone who lived his life in this way.  **MUSIC**  **1st half:** **Composition** (linked with Science)  The seasons and the environment provide the stimuli for compositions. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history.  **2nd half: Pitch** (linked with Geography)  The children explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.  **D & T**  (linked with history – The Tudors)  **Making a Tudor cup and ball toy**  **Pupils will:**   * Research and investigate different types of Tudor toys * Create their own design brief to make a Tudor toy * Generate ideas for their own Tudor toy * Design and plan a Tudor toy and annotate the design and plan * Make up the Tudor toy using a range of tools and materials * Understand how to strengthen and reinforce their structure * Evaluate their ideas against their design brief | **Scientific enquiry**  Investigations to find which material provides the best insulation against sound.  **Living things and their Habitats**  **Statutory requirements**   * 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 his can sometimes pose dangers to living things   **Pupils will work scientifically by:**   * Using and making simple guides or keys to explore and identify local plants and animals * Making a guide to local livings things * Raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched   **HISTORY**  **LINKED WITH ICT & LITERACY**  **THE TUDORS**  Pupils will learn about:   * The Tudor Monarchs * What Henry VIII was like as a person * The wives of Henry VIII * The reasons why Henry VIII married six times * The difference between rich and poor people in Tudor times * How rich people lived in Tudor times * What life was like for poor people in Tudor times * The types of buildings the different people lived in during the Tudor times * The types of food eaten in Tudor times * How inventories identify characteristic features of different types of people in Tudor times | **Pupils will continue to:**   * Understand and apply the fundamental principles and concepts of computer science * Analyse problems in computational terms and gain experience of writing simple computer programmes in order to solve problems * Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems * Be responsible, competent, confident and creative users of information and communication technology   **In addition pupils will continue to:**  Use the computer to research information linked with their history, geography, RE or science topics. They will use Microsoft Word and PowerPoint to present their final work.  **NUMERACY**  Following the New 2014 Curriculum  **Topics covered this term:**   * Number * Place value * Addition and subtraction * Multiplication and division * Measurement * Money * Area and Perimeter * Geometry: 2 D shapes, angles, position and direction, * Time * Statistics   **In addition:** weekly multiplication tables practice and test and mental maths practice  **FRENCH**  Pupils will continue to learn to:   * Listen to the French spoken language and show understanding by joining in and responding. * Engage in conversations; ask and answer questions and express opinions * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Develop accurate pronunciation and intonation * Present ideas and information orally to others * Read carefully and show understanding of words, phrases and simple writing * Broaden their vocabulary * Write phrases from memory * Describe people, places, things and actions orally and in writing * Understand basic grammar * Learn songs, stories, rhymes and poems in French |