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| **ENGLISH** | **MATHS** | **SCIENCE** | **RE** |
| **Reading –** Collaborative reading groups to develop confidence and fluency of reading skills both during lesson time and outside of lesson time. **Big Writing** – Develop beginnings to stories, plot developments and endings. Improve use of adjectives. To develop writing different styles e.g. diary entries, recounts, poetry, letters and descriptions.**Grammar & Punctuation** – on going revision and consolidation of capital letters, full stops, speech marks, commas, semi-colons, colons, question marks, exclamation marks etc.**Weekly spellings** – to develop children’s store of vocabulary. Each week follow a different spelling pattern.**Handwriting** – exercises to practise and improve letter formation and presentation. We will focus on writing words that we have been studying for our spelling focus.  | **Fractions (including decimals and percentages) –** Compare and order fractions. Identify equivalent fractions. Recognise mixed numbers and improper fractions and convert to the other. Add and subtract fractions with different denominators. Multiply proper and mixed number fractions by fractions and whole numbers. Read and write decimals as fractions. Round decimals to the nearest whole and to decimal places. Order and compare decimals. Recognise per cent symbol (%) and solve problems knowing percentages and decimals.**Measurement –** Convert between different units of metric measure. Understand and use approximate equivalences between metric units and common imperial units. Measure and calculate area and perimeter. Estimate volume and capacity. Solve problems involving converting between units of time. Use all four operations to solve problems involving measure. **Statistics –**Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables.**Tables Test –** Weekly tests for x0, x1, x 2, x 3, x 4, x5, x 6, x7, x8, x9 x10, x11and x12. Children to know inverse of these too. | **Living Things and their Habitats –** Children will be able to describe the differences in life cycles of a mammal, an amphibian, an insect and a bird. They should describe the life process of reproduction in some plants and animals.**Animals including Humans –**Children should be able to describe the changes as humans develop to old age. **Scientific Enquiry –**The children will:* Plan out an investigation.
* Record findings in tables.
* Take repeat readings.
* Develop graphing skills.
 | **Sacramental People –** Children will be able to recognise, describe and explain that people act in particular ways because of their faith. They will be able to explain how religious belief shapes lives. They should be able to recognise, describe and explain some of the signs, symbols, words and actions in the Sacrament of Reconciliation. Most will be able to identify and describe how the words, actions and symbols in the Sacrament of Reconciliation express its belief. Some should be able to describe and explain the meaning and purpose of both Sacraments of Healing.**Spiritual Outcomes –** It is hoped that pupils will develop:* A sense of wonder for creation
* A willingness to learn from scripture
* An appreciation of the truths contained in Scripture
* A sense of the value of prayer.
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| **HUMANITIES** | **ICT** | **D&T /ART** | **PE** |
| **North and South America –**In this unit, the children learn about the geographical location of both North and South America. They will explore the diversity of the continents. They will describe the population, and learn new geographical words and meanings. Children will develop their map and atlas skills, identifying significant rivers and major mountains ranges of both continents. Children will be able to draw on new knowledge ad make comparisons between the two.

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 | **Spreadsheets –** The children will know that computers can calculate costs and are useful when prices change. They will enter labels and numbers into a spreadsheet. They will learn how to enter formulae into a spreadsheet. The children will learn how to change data in a spreadsheet to answer ‘What if…?’ questions and then to check predictions. | **Art –** We will be focusing on architecture. Children will begin to understand what it takes to become an architect and we will be looking closely At Zaha Hadid’s designs. **D&T- Island biscuits**In this unit the children will research and make island biscuits. They will make notes on their texture, taste, appearance and size.   |  **Non-Stop Action-**In Spring 1, children will focus on Hockey.In Spring 2, children will focus on Tennis.This terms focus is on developing children’s skills in hockey and tennis. There will be occasions where children can use these skills in match like situations.**INDOOR SESSION TAUGHT BY TEACHER –** Children will be completing partner and group balances, thinking about making a variety of different shapes. Children will practice various modes of travel, balances, rolls and jumps before creating partnered or small group routines. |
| **PSHE/ CITIZENSHIP & S&R EDUCATION:****UKS2 Module Two: Created to Love Others** explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:**Unit 1 – Religious Understanding**explores the nature of God’s call to love others. Children will study and reflect imaginatively on the story of Zacchaeus’ conversion and explore ways in which they can hear God’s call in their lives.Through a series of short sketches from presenters Zoe and Joey, **Unit 2 – Personal Relationships**aims to equip children with strategies for more complex experiences of relationships and conflict. This includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this and further teaching on how our thoughts and feelings have an impact on how we act.**Unit 3 – Keeping Safe**builds on the NSPCC Share Aware resources used in Lower Key Stage Two, equipping children to make safe and sensible decisions about what online content they should/shouldn’t share, cyberbullying and how to report and get help if they encounter inappropriate messages or material. The third session in the Unit moves into the real world and considers the four types of abuse: sexual, physical, emotional and neglect. Children will know how to spot each type of abuse and who they can go to for help. The final three sessions in this Module explore how drugs, alcohol and tobacco can negatively affect people’s lifestyles and the body’s natural functioning, discuss how to make good choices even in pressured situations, and teach essential First Aid such as DR ABC and the recovery position. |
| **MUSIC:** During the first half term the children will take part in a workshop, `Enfield Sings` run by EASS. After ten weeks the children the programme will end with a concert. |