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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.  | **Number and Place Value –** * Read, write, order and compare numbers up to 1,000,000.
* Count forwards and backwards in powers of 10.
* Interpret negative numbers and count through 0. Round numbers.
* Read Roman numerals and recognise years.

**Addition and Subtraction –** * Add and subtract whole numbers with more than 4 digits.
* Complete mentally and use formal written methods.
* Solve multi-step word problems.
* Use rounding to check answers.

**Multiplication and Division –*** Identify multiples, factors and prime numbers.
* Multiply by 4 digit numbers.
* Multiply and divide mentally and use formal written methods.
* Multiply and divide by powers of 10.

**Properties of Shape –** * Identify 3D shapes.
* Know angles, estimate and compare.
* Draw and measure angles.
* Distinguish between regular and irregular polygons.

**Position and Direction** – Identify, describe and represent the position of a shape following a reflection or translation..**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. | **Properties and Changes of Materials –** In this unit children will compare and group together everyday materials on the basis of their properties. They should apply prior knowledge of solids, liquids and gases to decide how to separate mixtures. They should know that some materials would dissolve in liquid. They will demonstrate that dissolving, mixing and changes of state are reversible changes and explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. Children will prepare comparative tests throughout to aid knowledge and understanding. **Scientific Enquiry –**The children will:* Plan out an investigation.
* Record findings in tables.
* Take repeat readings.
* Develop graphing skills.
 | **Creation and covenant**By the end of the unit pupils will be able to:• Retell the Moses story, focusing on the two key events of the call and the covenant (the Burning Bush; the Sinai covenant and the Ten Commandments • Make links between the Ten Commandments and Jesus’ summary of the law in Matthew’s Gospel • Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.• Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.• Know that a virtue is a positive habit that helps people live a good life.• Express a point of view about what are positive habits (virtues) and negative habits and how virtues might help them grow in goodness.• Reflect on their habits and where they could ‘grow in virtue’ to be better neighbours.• Discuss what loving our neighbour means for Christians today.**Spiritual Outcomes:**It is hoped that pupils will develop:• A sense of the importance of the sacramental life of the Church • A commitment to celebrating their faith • An openness to the presence of God in the Sacraments• Reflectiveness in prayer |
| **HUMANITIES** | **ICT** | **ART/ D&T** | **PE** |
| **The Alps-** Throughout this unit we will be building up our knowledge of the Alps and be able to:* Locate the Alps on a world map and identify and label the eight countries they spread through.
* Locate three physical and three human characteristics in the Alps.
* Research and describe the physical and human features of Innsbruck.
* Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.
* Compare the human and physical geography of their local area and Innsbruck.
* Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, ‘What is life like in the Alps?’
 | **Online Safety –** In this unit, children will learn about to: * Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
* Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
* Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

**Search engines – Unit 1:**In this unit, children will learn to:* Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
* Select, use and combine a variety of software (including internet services) to create content that accomplishes given goals, including collecting data and information.
* Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

 | **Art -** **Our focus this term is Craft and design architecture.** Throughout this unit the children will be able to Sketch a house from first-hand or second-hand observation. Use basic shapes to place key features and form the composition, measuring to work out proportions. Notice small details to incorporate into the drawing by observing. Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. Follow steps to create a print with clear lines, with some smudging. Purposefully evaluate their work, demonstrating what went well and what could be improved. Create a building design based on a theme or set purpose. Draw a plan view or front elevation of their building, annotating the key features. Discuss Hundertwasser’s work and recognise his style. Create a factual presentation about Hundertwasser in a visually pleasing way. Show understanding of what a monument is for by designing a monument that symbolises a person or event. Describe their monument and explain their choices. Give constructive feedback to others about their monument designs.**D & T - Mechanical systems: Pop-up books****Design**In this unit, children will: * Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and explored diagrams, prototypes, pattern pieces and computer-aided design.

**Technical knowledge**In this unit, children will:* Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
* Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
 | **Outdoor and Indoor PE sessions will be taught by Non-Stop Action**PE will take place on Tuesday and Friday with our Non-Stop Action Coach. This term we will be focusing on Netball, Football, Dance and Gymnastics Outdoor - On Tuesday the children will have their outdoor lesson where they will focus on Football and Netball. Indoor –On Thursday the children will have their indoor PE lesson which will focus on Dance and Gymnastics.   |
| **UKS2 Module One: Created and Loved by God.** This explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:Unit 1 – Religious Understanding explores the Gospel story of the ‘Calming of the Storm’ (from Matthew, Mark and Luke). Over five story sessions, children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation.Unit 2 – Me, My Body, My Health, children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God.Unit 3 – Emotional Well-Being helps children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage.Unit 4 – Life Cycles, children will learn about God’s design for creating new life through a more nuanced understanding of menstruation, fertility, conception, fetal development in the womb and childbirth.  |
| **MUSIC:**  |