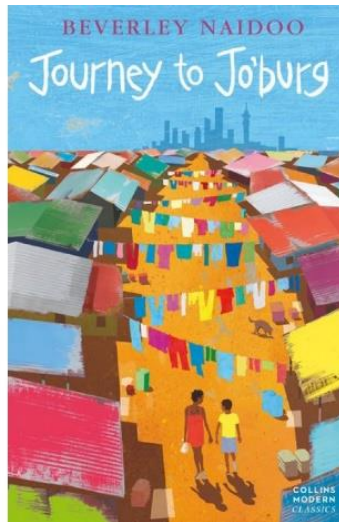


Class text

Journey to Jo'burg - Beverly Naidoo



RE



**Creation and the story of Abraham to Joseph**

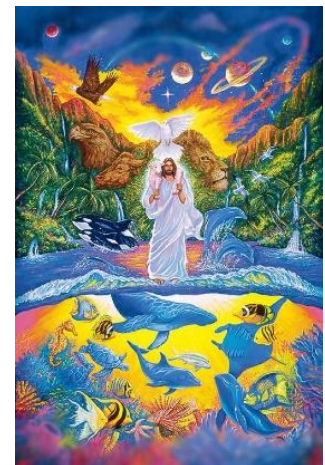
**Jesus teaches us how to pray**

**Creation and the story of Abraham to Joseph**

- Know the stories of creation, Abraham and Isaac, Jacob and Joseph from the Old Testament.
- Understand from the story of creation that human beings are made in God's image and likeness and that this needs to be valued and respected in other people.
- Identify how God called and protected both Abraham and Isaac.

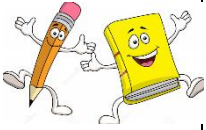
**Jesus teaches us how to pray**

- Know that Jesus prayed to the Father and they will be able to identify some of the prayers that he learnt growing up in the Jewish faith.
- Explain why it is important to call and to pray to God the Father.
- Know some of the traditional prayers of the Church including the prayer of the Rosary.



“Lord, teach us to pray...”

## English



### Reading

- Listen and discuss a wide range of fiction, poetry, non-fiction and reference books or textbooks.
- Read books that are structured in different ways and reading for a range of purposes.
- Identify themes in books
- Recognise different forms of poetry.
- Discuss words and phrases which capture the readers imagination.
- Explain the meaning of words in context.
- Ask questions to improve their understanding
- Draw inferences from a text with evidence.
- Predict what might happen next.
- Identify the main ideas from more than one paragraph.
- Identify how language and structure contributes to meaning.

### Writing

- Develop Expanded Noun phrases by using modifying adjectives, nouns and preposition phrases
- Use fronted adverbials
- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discuss and record ideas for writing
- Begin to use paragraphs to group related material
- Use headings and subheadings to aid presentation
- In narratives, create settings, characters and plot
- In non-narrative material, using simple organisational devices such as headings and sub-headings
- Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements
- Proof read for spelling and punctuation errors
- Read own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Use inverted commas and other punctuation for direct speech
- Apostrophes to show plural possession
- Use commas after fronted adverbials

### Spelling

- Spell further homophones
- Spell words that are often misspelt see N/C
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys')
- Use the first 2 or 3 letters of a word to check its spelling in a dictionary

- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

**Handwriting**

- Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting
- Ensure downstrokes of letters are parallel and equidistant and lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

**Maths**



**Place Value**

- Recognise the place value of each digit in a 4-digit number (1,000s, 100s, 10s, and 1s).
- Count in multiples of 6, 7, 9, 25 and 1,000.
- Identify, represent and estimate numbers using different representations.
- Find 1,000 more or less than a given number.
- Order and compare numbers beyond 1,000.
- Round any number to the nearest 10, 100 or 1,000.

**Addition and Subtraction**

- Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate.
- Solve number and practical problems that involve addition and subtraction with increasingly large positive numbers.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

**Science**



**What happens to the food we eat?**

**Animals Including Humans**




- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

**Working Scientifically**

**Classifying**

\*Compare and contrast different types of teeth (linking to simple functions)



	<p>*Classify jaw bones/ teeth to aid with making food chains eg. recognise what eats plants and what eats animals by looking at their teeth</p> <p><b><u>Researching</u></b></p> <p>*Research the different parts of the digestive system</p> <p>*Research what different animals eat within a specific environment in order to construct food chains</p>	
<p>History</p>	<p><b><u>How did the Romans change Britain?</u></b></p> <ul style="list-style-type: none"> <li>• Know at least three key things that the Romans did for this country.</li> <li>• Know why the Romans needed to build forts in this country.</li> <li>• Know that Rome was a very important place and many decisions were made there.</li> <li>• Know about the lives of at least two different Romans.</li> <li>• Summarise how Britain might have learnt from other countries and civilisations.</li> </ul>	
<p>Art</p> 	<p><b><u>How can my artwork tell a story?</u></b></p> <ul style="list-style-type: none"> <li>• Know that we can tell stories through drawing and we can add text for meaning.</li> <li>• Know that we can use line, shape, colour and composition to develop evocative and characterful imagery.</li> <li>• Know that we can sequence drawings to help viewers respond to our story.</li> </ul>	

PSHE



### Being Me in My World

- Know my attitudes and actions make a difference to the class team.
- Understand who is in my school community, the roles they play and how I fit in.
- Understand how democracy works through the School Council.
- Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
- Understand how groups come together to make decisions.
- Understand how democracy and having a voice benefits the school community.

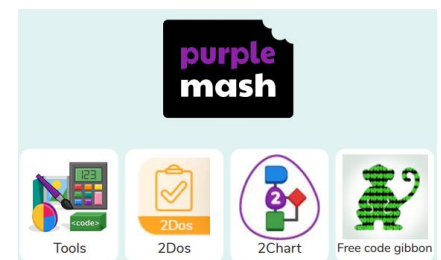


Computing



### Coding

- To create a simple computer program
- To begin to understand selection in computer programming
- To understand how an IF statement works
- To understand how to use co-ordinates in computer programming
- To understand the Repeat until command
- To understand how an IF/ELSE statement works
- To understand what a variable is in programming
- To use a number variable
- To create a playable game



PE







PE will take place on a Tuesday.

### Invasion Games (Football)

- Use teaching points to keep the ball close & under control
- Use teaching points to pass effectively
- Use teaching points to shoot effectively
- Use knowledge of technique to suggest ways for peers to improve



<p>Music</p> 	<p>Orchestral Families - We will be learning about the instruments in an orchestra. We will explore how they work together and find out how the orchestra has grown over time. We will review our rhythm and staff notation knowledge to be ready for learning our new instruments. We will also be singing together in a round and learning a harvest-themed song.</p>	
<p>French</p> 	<p style="text-align: center;"><b><u>Portraits</u></b></p> <ul style="list-style-type: none"> <li>• Getting adjectives to agree</li> <li>• Simple descriptions in French</li> <li>• Describing people</li> <li>• Describing personality traits</li> <li>• Writing portraits of friends</li> </ul>	
<p>Homework</p>	<p><b>Daily Homework</b></p> <ul style="list-style-type: none"> <li>• Daily Maths homework will be four questions practicing the four basic operations. They should be completed and returned daily.</li> <li>• Daily English homework will support the development and enrichment of vocabulary. Words will be taken from class texts or stories read in school. They should be completed and returned daily.</li> </ul> <p><b>Weekly Homework</b></p> <ul style="list-style-type: none"> <li>• Children will receive <b>two</b> pieces weekly.</li> <li>• One piece of work will be English or Maths and rotated on a weekly basis.</li> <li>• One piece of homework will be based on learning in the wider curriculum. It will focus on either Science, History, Geography, Art, DT, French, Computing or PSHE (these subjects will be rotated on a weekly basis).</li> <li>• This homework will be handed out on Thursday and to be handed in on the following Tuesday.</li> </ul> <p><b>Reading Diaries</b></p> <ul style="list-style-type: none"> <li>• Children are encouraged to read at home daily (for at least 20 minutes) and are expected to have their diaries signed by an adult at least 3 times a week.</li> </ul> <p><b>Times Tables</b></p> <ul style="list-style-type: none"> <li>• Times Tables should be practiced regularly. Children are tested on their times tables every Friday.</li> </ul>	

