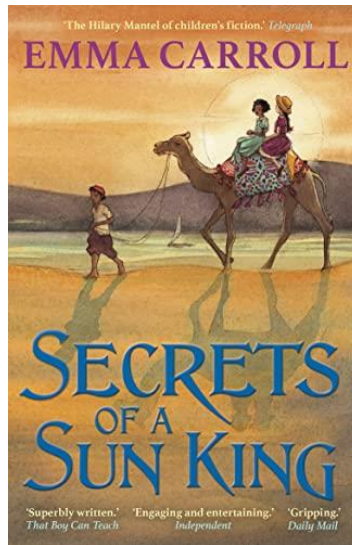


Class text

The Secrets of a Sun King – Emma Carroll



We will be using our class text to support our writing. We will be writing a persuasive travel brochure about Egypt, an informal letter from the perspective of a character in the story and a myth.

RE



Christmas

Old Testament (Moses – King David)

Christmas

- Know about the announcements made by angels in the stories associated with the birth of John the Baptist and the birth of Jesus.
- Understand that angels are heralds of important messages and will be able to consider ways in which Christians today are heralds of the message of Christ.
- Know and be able to explain some of the Church's customs for celebrating the birth of Christ.

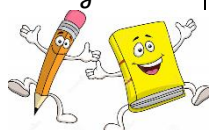
Old Testament Moses – King David

- To know and recall in words, actions and writing the stories studied in this unit.
- Understand that God chose and called Moses and David for special tasks.
- They will recognise that God protected his people and that in the Psalms of David we find images of God caring for and protecting his people.
- They will understand that through the anointing with the Oil of Chrism in the Sacraments,

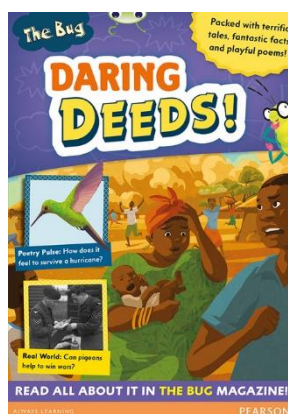


Christians celebrate and respond to God's call in their lives today.

English



Reading



- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books that are structured in different ways and read for a range of purposes.
- Use dictionaries to check the meaning of words they have read.
- Increase their familiarity with a range of books, including fairy stories, myths and legends and retelling some of these orally.
- Identify themes and conventions in a wide range of books.
- Recognize some different forms of poetry (for example, free verse, narrative poetry).
- Discuss words and phrases that capture the reader's interest and imagination.
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Asking questions to improve their understanding.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying them with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarising these.
- Identify how language, structure and presentation contribute to meaning.

Writing

- Practice alliteration, word play, exaggeration to persuade
- Plan sections of the travel brochure and organise ideas into each section
- Use persuasive headings and subheadings (alliterative, rhetorical)

- Use of a wider range of subordinating conjunctions
- Use connecting adverbs to link persuasive points together and provide further justification
- Use adverbs which show cause and effect.
- Use of commas in lists and after fronted adverbials
- Apostrophes for plural possession
- Expanded noun phrases further expanded by adding adjectives and prepositions to modify the noun and really develop description
- Use statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments
- Standard forms of English verb inflections (we were I did)
- Use a wider range of prepositions, adverbs and subordinating conjunctions to express time and cause
- Write sentences with subordinate clauses
- Select some words and phrases that support the 'theme' of the recount
- Use commas in lists and after fronted adverbials
- Explore and manage the shift between past and present tense in recounts – what has happened and what you want to happen
- Use paragraphs to organise ideas around a theme
- Develop a linked introductory paragraph and concluding paragraph attraction for years to come.'
- Explore dilemmas using drama techniques - improvise alternative courses of action for a character.
- Describe natural phenomenon using expanded noun phrases and figurative language
- Plan a myth which explains how a natural phenomenon came to be
- Use a clear story structure.
- Use different ways to introduce or connect paragraphs
- Develop settings using adjectives and figurative language to evoke time, place and mood.
- Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail.
- Monitor whether their writing makes sense. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use of inverted commas and other punctuation to indicate direct speech
- Apostrophes to mark plural possession
- Edit and improve

Spelling

- Spell words with the 'gu' sound.
- Spell words with the 'ture' ending.
- Possessive apostrophe with plurals.
- Homophones

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



Multiplication and Division

- Recognise and use factor pairs and commutativity in mental calculations
- Recall multiplication and division facts for multiplication tables up to 12×12
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Recognise and use factor pairs and commutativity in mental calculations
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout

Measurement

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Fractions

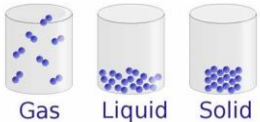



- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Practise counting using simple fractions and decimals, both forwards and backwards
- Reason about the location of mixed numbers in the linear number system
- Compare and order unit fractions, and fractions with the same denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Convert mixed numbers to improper fractions and vice versa
- Recognise and show, using diagrams, families of common equivalent fractions









Science

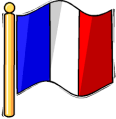



Do all materials change state?

- Compare and group materials together, according to whether they are solids, liquids or gases

	<ul style="list-style-type: none"> • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$). • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Take accurate measurements using standard units, using a range of equipment including thermometers and data loggers • Setting up simple practical enquiries, comparative and fair tests • 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 • Using straightforward scientific evidence to answer questions or to support their findings. 	
History	<p><u>Why is Ancient Egypt such an important civilisation?</u></p> <ul style="list-style-type: none"> • Know how historic items and artefacts have been used to help build up a picture of life in the past. • Know about the impact that this period had on the world. • Research what it was like for children in a given period of history and present findings to an audience. 	
<p>Art</p> 	<p><u>How do I paint to create a 3D effect?</u></p> <ul style="list-style-type: none"> • I know that still life has been a genre for many hundreds of years, and is it still relevant today • I know that when artists make work in response to static objects around them it is called still life • I know that we can make a still life creative response in many media: drawing, painting, collage, relief • I know that we can use line/shape/colour, texture/form to help us give meaning to our work, & explore composition/ foreground/ background/negative space 	

<p>PSHE</p> 	<p>This half-term in PSHE we will be learning about how our bodies change as we get older from a Catholic perspective.</p> <p>Throughout the year, we will be continuing to follow the Ten:Ten 'Life to the Full' programme for RSHE. Please log into the parent portal to access Information about the programme your children will be following, access to resources and suggestions for further activities at home.</p> <p>www.tentenresources.co.uk/parent-portal/</p> <p>You will need the following login credentials for our school: Username: st-mary-st6 Password: vision24-st6</p>	
<p>Computing</p> 	<p style="text-align: center;"><u>Writing for different audiences</u></p> <ul style="list-style-type: none"> • To explore how font size and style can affect the impact of a text • To use a simulated scenario to produce a news report • To use a simulated scenario to write for a community campaign <p style="text-align: center;"><u>Coding</u></p> <ul style="list-style-type: none"> • Design a sequence of instructions, including directional instructions. <ul style="list-style-type: none"> • Experiment with variables to control models. • Design a program and reflect upon its design. • Know that decomposition and abstraction form a part of computer science. 	  <p>2Publish Plus 2Simulate</p>
<p>PE</p> 	<p><u>Swimming on Tuesday.</u></p>	
<p>Music</p> 	<p>Music continues to be taught by Mrs Amison. Children will continue to have their instrument lessons on a Wednesday.</p>	

	<ul style="list-style-type: none"> We will be looking at contrasts in music and investigating how changing the dimensions of music can make it sound more interesting. We will create our own, short, ternary form pieces of music. We will listen to pieces of 19th century music which describe the different states of water, including the Raindrop piano Prelude by Chopin and the orchestral work describing the River Vltava, by the Czech composer, Smetana, as it travels from a little stream in the country to a wide river in a city and heads towards the sea. In our instrumental lessons, we will continue to practise playing and reading our first notes and will, hopefully, be ready for a short performance at the end of term. 	
<p>French</p> 	<p><u>French numbers, calendars & birthdays</u></p> <ul style="list-style-type: none"> Say the numbers to 31 in French. Read and calculate Maths sums correctly in French. Say all the days of the week, working out the words for the days that are yesterday and today. Match most of the French months to their English equivalents. Ask when someone's birthday is and give the number and month of their own birthday. Say the seasons of the year. Translate the date from English to French. Say the similarities and differences between birthdays in the UK and France. 	
<p>Homework</p>	<p>Daily Homework</p> <ul style="list-style-type: none"> Daily Maths homework will be four questions practicing the four basic operations. They should be completed and returned daily. 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. <p>Weekly Homework</p> <ul style="list-style-type: none"> Children will receive <u>two</u> pieces weekly. One piece of work will be English or Maths and rotated on a weekly basis. 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). This homework will be handed out on Thursday and to be handed in on the following Tuesday. <p>Reading Diaries</p>	

- 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.

Times Tables

- Times Tables should be practiced regularly. Children are tested on their times tables every Friday.