

### English

#### Power of Reading: 'Into the Forest'.

**Writing:** We will be focusing on transcription (spelling and handwriting) and composition (articulating ideas and constructing them through writing).

**Reading:** We will be working on developing the key learning behaviours of active listening, discussing and explaining ideas to take responsibility for their own learning. As well as key skills to help explain our answers using evidence from the text.



### Science

#### Focus: States of Matter



Pupils will learn to:

#### Focus: States of matter.

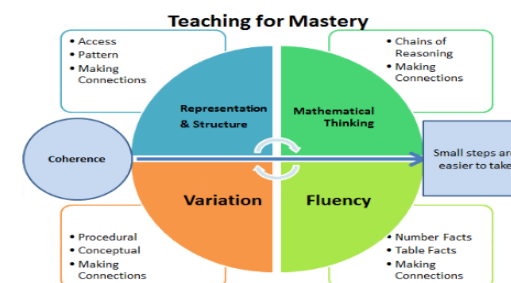
Looking at the three states of matter and how things can move from one state to another.

They will use scientific thinking to see what happens to the molecules.

### Maths

#### Focus: Fractions and Decimals/Length and Perimeter

We will be using the 'Maths Mastery' approach which enables all children to have access to resources supporting their differing learning styles.



Focusing on teaching the children more times tables.

Practice for the multiplication check.



### French

#### Focus: The classroom

Children will learn to:

- Remember and recall 12 classroom objects with their indefinite article/determiner.
- Replace an indefinite article/determiner with a possessive adjective.
- Say and write what they have and do not have in their pencil case.



### Humanities (Geography Focus)

#### Focus: Biomes

#### Children will learn:

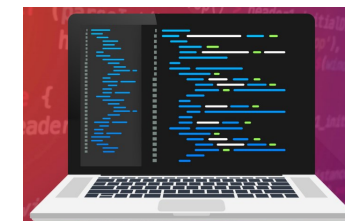
- What Earth's climates are.
- Why jungles are so wet and deserts are so dry.
- How Geographers can use climate graphs help compare climates.
- How the climate affect the plants and animals living there.

### Computing

#### Focus: Programming and repetition in shapes

Children will learn to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.



### Music

#### Focus: Big Summer Sing

Pupils will learn to:

- Perform in an ensemble context using their voices.
- Improvise and compose music for a range of contexts.
- Listen with attention to detail and recall sounds with increasing aural memory.



### Design and Technology

#### Focus: Shell structures

Children will learn to:

- Select and use appropriate tools to measure, mark out, cut, score, shape and assemble.
- Explain their choice of materials.
- Investigate and evaluate a range of existing shell structures.
- Test and evaluate their own



### Art and Design

#### Focus: Textiles—Anglo Saxon crosses

Artists: Unknown Saxon artists

Media: cardboard, thread, paint, felt pens, beads, buttons

Skills: gluing, wrapping, sewing



### Religious Education

#### Focus: Christianity

**Key Question: What is the impact of Pentecost?**

Children will learn :

- To make clear links between the story of the Day of Pentecost and the Christian belief about the Kingdom of God on Earth.
- To explore what Pentecost means to Christians now.

### Physical Education

#### Focus: Striking and fielding

We are developing our throwing and catching skills and exploring how we can work as a team to make them more successful. We will practice using our own striking and fielding skills to prevent a player from scoring or to get a player out. We will confidently work as team to come up with tactics to help us compete.



**PE days are Wednesday and Thursday**

### Wellbeing Curriculum

#### Wellbeing focus— Healthy Body, Healthy mind

We will be focusing on keeping our minds and bodies healthy, whilst developing and maintaining good mental and physical health.

#### Empowerment Approach: Brain shaping

To understand how experiences affect our brain development.

- **NEUROPLASTICITY. GOALS:** For children to understand the building of the brain and neuroplasticity
- **OUR THREE BRAINS.** For children to understand that we have different parts of the brain that look after our body, our feelings and areas that help us to think and learn at our best
- **OUR NEEDS.** For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good
- **STRESS RESPONSE.** For children to understand that when our needs are not met, they become stressors and we can experience a stress response



**HELPING PEOPLE IN A STRESS RESPONSE.** For children to know how we can best help people who are experiencing a stress response.