**Geography**

Children will:

* Name and locate the world’s countries and major cities concentrating on their environment and physical characteristics, key topographical features and land use patterns
* Use maps, atlases, globes to locate countries and describe features studied

**Art and Design**

Children will

* Improve mastery of sculpture with a range of materials
* Evaluate and analyse creative works using the language of art
* Know about great artists and the development of their art forms

**Design and Technology**

Children will:

* Use research and develop design criteria to inform design
* Generate and develop ideas through discussion and annotated sketches
* Investigate and analyse a range of existing products
* Evaluate their ideas and products against design criteria
* Apply understanding of how to strengthen, stiffen and reinforce more complex structures

**PE**

Children will:

* Swim competently, confidently and proficiently over a distance of at least 25 metres
* Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
* Perform safe self-rescue in different water-based situations
* Develop flexibility, strength, technique, control and balance
* Perform dances using a range of movement patterns
* Compare performances with previous ones and demonstrate improvement to achieve their personal best

**History**

* Understand the place of the Anglo-Saxons on British history time line
* The Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
* resistance by Alfred the Great and Athelstan
* Understand how use of different sources and archaeological finds help construct our knowledge of the past.

THEME: Anglo Saxons

Power of Reading Book: **Beowulf (Michael Morpurgo)**

National Curriculum Links

**Science**

**Living things and their habitat**

Children will:

* Describe the differences in the life cycle of mammals, amphibians, insects and birds
* Describe the life process of reproduction in some plants and animals
* Describe the changes as humans develop into old age

**Computing**

* Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
* Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour, identify a range of ways to report concerns about content and contact.

**Music**

**Design and Technology**

* Pupils will research insect habitats and create a criteria of what insects need.
* Pupils will research man made habitats for insects to hibernate over the winter and assess suitability.
* Pupils will create own insect habitats conforming to criteria

**History**

Anglo Saxons

* Pupils will study where the Anglo Saxons came from and why they came through role play
* Pupils will research Anglo Saxon culture and beliefs

**Art and Design**

Andy Goldsworthy

* Pupils will study the works of Goldsworthy with a focus on sculptures of plant matter
* Pupils will continue to develop sketching techniques and design own sculptures
* Pupils will make sculptures from natural materials

Georgia O’Keeffe

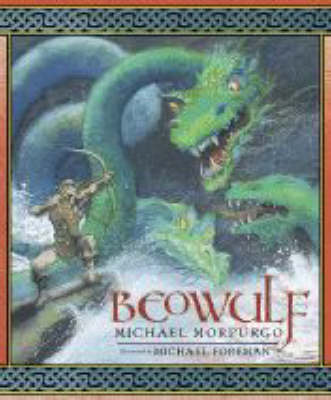
* Pupils will study the works of Okeeffe with a focus on enlarged flowers.
* Pupils will sketch and paint flowers in style.

**Geography**

* Pupils will study locations of different habitats and ecosystems around the world
* Pupils will develop understanding of how humans effect these ecosystems
* Pupils will interpret maps of Britain during different phases of Anglo-Saxon invasion
* Human – look at types of Anglo-Saxon settlements – link to modern day: land use; trade links; natural resources etc.

**Living things / Anglo Saxons**

Activities/outcomes



**Computing**

* Pupils will discover how search engines work
* Pupils will learn how to use search engines more effectively
* Pupils will understand how to evaluate search results identifying adverts and misleading information
* Pupils will create top tips for using search engines

**RE**

* The story of the Earth’s creation and living things in different religions
* Can these religious explanations be linked to our scientific understanding?

**Wow Days!**

Chester zoo – focus on animal adaptations

Sefton park – Goldsworthy sculpture

**PSHE/ British Values links**

Conservation of living things and habitats

**Cross curricular Maths links**

Time periods of life cycles – plotting growth vs time graphs

**Cross curricular English links**

Biography of Attenbourgh

Explanation text of life cycles

**Science**

**Living things**

* Pupils will study and draw life cycles based on the plants and animals
* Pupils will describe the differences and suggest reasons for the rise of such differences (mammals, amphibians, insects, birds)
* Study the work of David Attenborough
* Pupils will study plant and animal adaptations and link these to mythical creatures including those from power of reading book.
* Pupils will design own plants and animals with given environment to demonstrate understanding of adaptation.

**PE**

•Children will have a swimming lesson each week to develop confidence in the water and developing an efficient stroke on front and back

•Children will learn about the importance of staying safe in the water and develop techniques that will help them to perform self-rescue in the water, e.g., treading water

**British Value links**

Understanding of different faiths and beliefs in the UK

**Mathematics**

(A focus of spoken language and justification of thinking through discussion using correct mathematical terminology)

**Number and place value**

Pupils should be taught to:

* read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
* count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
* interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero
* round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
* solve number problems and practical problems that involve all of the above
* read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

**Addition and subtraction**

Pupils should be taught to:

* add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
* add and subtract numbers mentally with increasingly large numbers
* use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
* solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Pupils should be taught to:

* identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
* solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors
* know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
* establish whether a number up to 100 is prime and recall prime numbers up to 19
* multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
* multiply and divide numbers mentally drawing upon known facts
* divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
* multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
* recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
* solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
* solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

**English**

This half term, our ‘Power of Reading’ book is Michael Morpurgo’s Beowulf.Written English work will be based around the text and will include a range of writing genres, including: Character description, setting description, narrative writing, biographies, newspaper articles and letters.

**NC links**

**Reading**

* Continuing to read and discuss an increasingly wide range of fiction, poetry and non-fiction books
* Increasing familiarity with a wide range of books including myths, legends and traditional stories
* Making comparisons within and across books
* Checking the book makes sense to them by discussing their understanding
* Predicting what might happen from details stated and implied
* Participate in discussions about books that are read to them, building on their own and others’ ideas and challenging views

**Writing**

* **Spelling** - use prefixes and suffixes; distinguish between homophones; use dictionaries to check the spelling and meaning of words; use a thesaurus
* **Handwriting and presentation** – write legibly and with increasing speed by deciding whether or not to join specific letters
* **Composition** – plan writing by: identifying the audience and purpose for writing; noting and developing ideas; considering how authors have developed characters and settings. – draft and write by: in narratives, describing settings, characters and atmosphere; using further organisational and presentation devices to structure text and to guide the reader. – evaluate and edit by: assessing the effectiveness of their own and others’ writing; proposing changes; proof read for spelling and punctuation errors.

**Grammar, Vocabulary and punctuation**

Work on different word classes – nouns, adjectives, verbs, adverbs, prepositions, determiners

* Ensure the consistent and correct use of tense throughout a piece of writing
* Ensure correct subject and verb agreement when using singular and plural
* Using commas to clarify meaning or avoid ambiguity
* Punctuating bullet points clearly