**RE**

**Sikhism**

Pupils will learn how the Sikh religion was founded and the teachings of the Gurus. Pupils will develop an understanding of Sikh customs and ethics.

**PE**

**Gymnastics**

**Children will:**

**•Develop flexibility, strength, technique, control and balance**

**•Compare performances with previous ones and demonstrate improvement to achieve their personal best**

**Art and Design**

**Wassily Kandinsky (abstract art)**

Pupils will study abstract art, focusing on line colour and shape. Pupils will study the works of Picasso, Miro and Pollock with a focus on Kandinsky’s use of music as inspiration. Pupils will use Holst’s “Planets Suite” to create Space themed abstract art.

NC links:

• improve their mastery of art and design techniques including sculpture with a range of materials

•evaluate and analyse creative works

• taught about great artists

**History**

**What impact did the Anglo-Saxons have?**

Pupils will explore the world of the Anglo-Saxons, and why they came to Britain.

NC links:

• understand the history of Britain as a coherent and chronological narrative, from the earliest times to the present day.

• learn how Britain has influenced and been influenced by the wider world.

• understand historical concepts such as similarity, difference and significance, and use them to make connections, draw contrast and frame historically valid questions.

**Design and Technology**

**Food**

Pupils will continue to develop their understanding of nutrition and healthy eating by exploring what astronauts eat during their stay in space. Pupils will design and develop their own astronaut meals.

NC links:

• understand and apply the principles of a healthy and varied diet.

• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

**PSHE**

**Dreams and goals**

Pupils will explore different jobs and careers and gain an understanding of what they need to accomplish to achieve their dreams. They will develop an understanding of what motivates them and how peers can support each other.

**Healthy Me**

Pupils will study the risks of alcohol and smoking. Pupils will reflect on their relationship with food and body image and gain an understanding of factors that can result in eating disorders.

**Geography**

**What is it like in the Amazon?**

Pupils will find out about the Amazon region of

South America, considering what it is like to live in the region, as well as how it is being damaged and how it can be protected.

NC links

• Extend their knowledge and understanding beyond their local area to include South America

• Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

• Understand geographical similarities and differences through the study of human and physical geography of a region in South America

• Describe and understand key aspects of physical and human geography

**Computing**

**Earth and Space**

Pupils will explore the earth and space using technology. Pupils will use Hopscotch to create a space themed game.

NC links:

• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

• Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact

**Science**

**Out of this world**

Pupils will learn about space. Starting with the Solar

System, they look next at how ideas about space have changed over time, before exploring what causes us to experience night and day on Earth.

NC Links:

* Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
* Describe the movement of the Moon relative to the Earth
* Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.

**Growing up and growing old**

Pupils will look at and describe the changes as humans develop to old age. Pupils will develop a timeline to indicate stages in the growth and development of humans and learn about some of the changes experienced in puberty.

NC links:

* Describe the changes as humans develop into old age.

**English**

This term, our Power of Reading books are The Story Machine by Tom McLaughlin (2weeks), Roof Toppers by Katherine Rundell and Moon Man by Tom Ungerer.

**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** – continue to distinguish between homophones and other words which are often confused

Use dictionaries to check the spelling and meaning of words

**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
* Using a colon to introduce a list
* Using brackets, dashes or commas to indicate parenthesis

**Mathematics**

**Fractions, percentages and decimals**

• compare and order fractions whose denominators are all multiples of the same number

• identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths

• recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number

• add and subtract fractions with the same denominator and denominators that are multiples of the same number

• multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

• read and write decimal numbers as fractions

• recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

• round decimals with two decimal places to the nearest whole number and to one decimal place

• read, write, order and compare numbers with up to three decimal places

• solve problems involving number up to three decimal places

• recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal

**Measurement**

**Pupils should be taught to:**

• convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)

• understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints

• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres

• calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes

• estimate volume [for example, using 1 cm3 blocks to buildcuboids (including cubes)] and capacity [for example, using water]

• solve problems involving converting between units of time

• use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.