

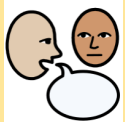


Writing Outcome 1:

To write a thank you letters to the fire service

Purpose:

To inform



Writing Outcome 2:

To write short adventure story of their own land.

Purpose:

To entertain

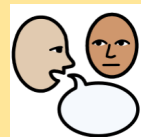


Writing Outcome 3:

To write a set of instructions on how to make a stuffed pepper

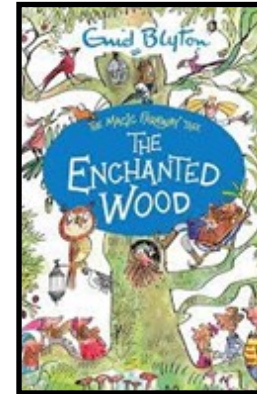
Purpose:

To inform



To be successful, children will need to include the following in their work:

- Capital letters and full stops
- Complete, simple sentences with no run ons
- Fronted adverbials with a comma
- Using a range of co-ordinating and sub-ordinating conjunctions



At home you could support your child by viewing these lessons which would help them to achieve the writing outcomes.



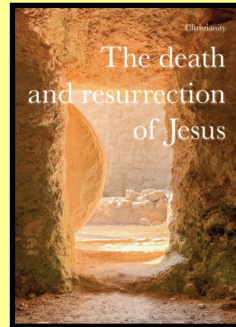
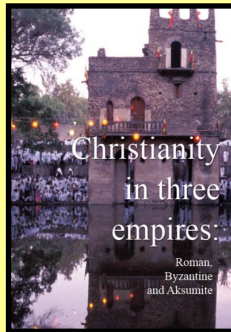
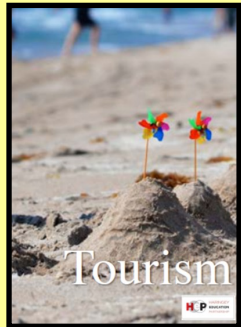
BBC Bitesize—how to write for different audiences.



BBC Bitesize: Using fronted adverbials



In English lessons and through story time sessions, pupils will continue to read a selection of narrative texts. In their Opening Worlds lessons (geography, history and RE) they will encounter non-fiction texts.



This term, in guided reading sessions, pupils will continue to read a variety of texts from the Comprehension Express text 'That's Incredible.'

They will focus on the following skills when exploring these texts:

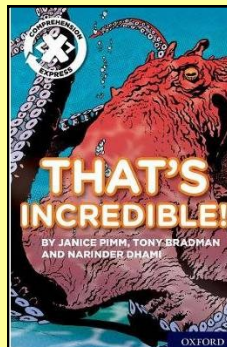
- Retrieving information
- Summarising the main points of the text
- Using evidence from the text to make sensible predictions

Key vocabulary from guided reading texts:

Thrashing his arms wildly, Sam moaned in his sleep – he was having a nightmare.

Apparently, penguins are some of the smelliest animals at the zoo!

The King roared in rage whilst his servants were scampering away from him.



2b - Retrieve

Retrieve and record information / identify key details from fiction and non-fiction

•I can find answers in the text. These may be answers to: who, what, where, when, or why?

Find identify skim
Scan copy

2c - Summarise

Summarise main ideas from more than one paragraph

•I can explain what a text is about, including its main themes in a few words.

Sum up Recap Outline
Condense Compile

+SAMPLIFY▶

2e - Predict

Predict what might happen from details stated and implied.

•I can use clues in the text as well as the text explicitly to predict what might happen.

Conclude anticipate foresee
Forecast figure out

At home you could support your child by viewing this resource which would support them:



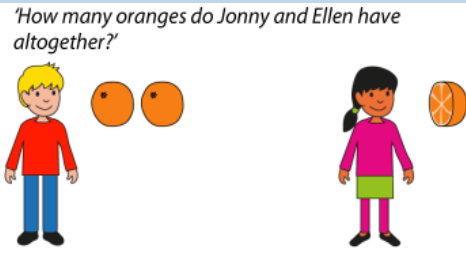
BBC Bitesize—What is comprehension?

Ensure that your child is reading every night and that you listen to them read at least 3 times a week.

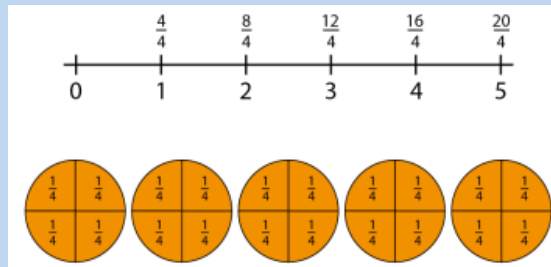
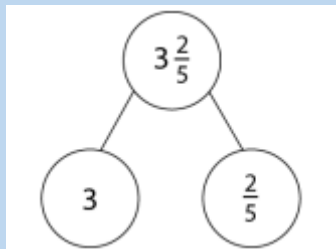


Fractions greater than 1

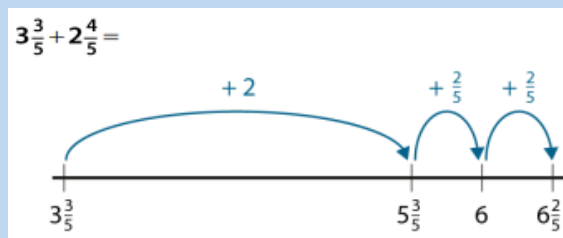
In this unit children will be introduced to the use of fractions for quantities greater than one whole, initially as mixed numbers and then as improper fractions



They will learn how to partition and combine fractional amounts greater than one whole



Finally they will solve addition and subtraction calculations involving fractions amounts greater than one whole.



Key Vocabulary:

numerator	denominator
fraction	mixed number
improper fraction	greater than
equivalent	partition
addition	subtraction

At home you could support your child by viewing these lessons which would help them to achieve the maths outcomes.



Oak Academy: explain how a mixed fraction is composed

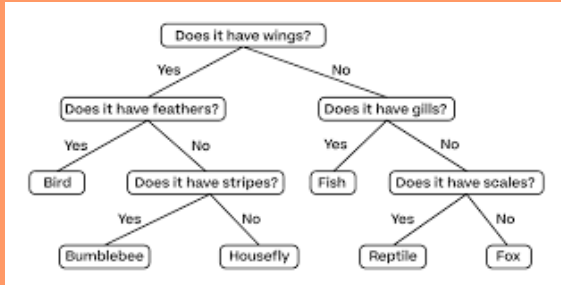


BBC Bitesize: Adding and subtracting fractions



Animals and their habitats: grouping animals and the environment

Children will be able to explain what a classification key is and how and why it is used.



They will know the terms 'vertebrate' (an animal that has a backbone) and 'invertebrate' (an animal that doesn't have a backbone) and will be able to give an example of each.



Vertebrate



Invertebrate

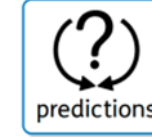
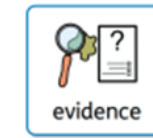
Children will then explore the 5 groups of vertebrates which they learnt about in key stage 1 —mammals, fish, reptiles, amphibians and birds.

Finally, children will be taught to give an example of a negative and a positive impact of humans on the environment.



Key Vocabulary

vertebrate
invertebrate
living
non-living
habitat
Pollute



At home you could support your child by viewing these lessons which would help them to achieve the science outcomes.



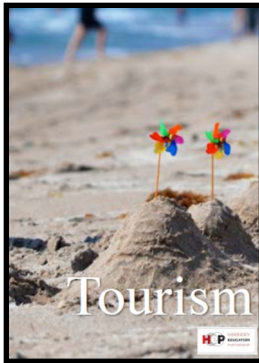
BBC Bitesize—What are classification keys?



BBC Bitesize—Changing Environments



Geography

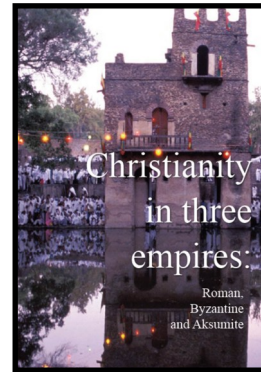


In this topic, children will learn about how places affect people and how people affect places. Children will explore why people might travel to a certain place and the impact of tourism this on the location.

Key Vocabulary:

Seaside, pier, amusements, paddle, deckchair, promenade, hotels, tourists, cultural, income, souvenirs, environment

History

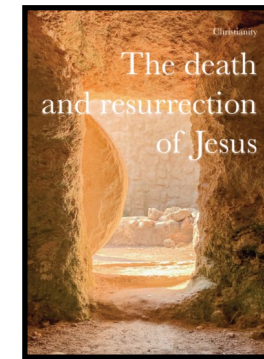


In this topic, the children will learn about the spread of Christianity in three empires: the Roman Empire, the Byzantine Empire and the Aksum Empire. The children will look at how Christians were persecuted when Christianity began to spread within the Roman Empire. They will also focus on the Aksum Empire and how it was a bustling trade centre as well as the role of Christianity.

Key Vocabulary:

Memorial, persecuted, amphitheatres, suspected, suspicious, official religion, Constantine, rivals, Byzantium, Byzantine Empire, Constantinople, harbour, mosaic

Religious Education



In this unit, children will explore what Christians believe happened in the week and days before the death of Jesus as well as the resurrection. They will explore why the death and resurrection of Jesus is so important for Christians.

Key Vocabulary:

Palm Sunday, commemorated, Gentiles, betray, denied, mocked, authorities, crucified, pierced, resurrected, witness, haul, depiction

For more information on these topics, view the knowledge organisers which are uploaded to your child's Google Classroom page.



Computing



Online Safety

By the end of this unit children will be able to do the following:

Explain how their online identity can be different to their offline identity.

Explain that others online can pretend to be someone else, including friends, and can suggest reasons why they might do this.

Describe strategies for keeping personal information private, depending on context.

Analyse information to make a judgement about probable accuracy and understand why it is important to make their own decisions regarding content and that their decisions are respected by others.

Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.

DT



Stuffed Peppers

Children will begin by tasting food that is in season all year round in the UK (food made from grains). They will practice their knife skills by chopping seasonal fruit. Finally, they will plan and make a stuffed pepper which contains vegetables and couscous.

Key vocabulary:

Design, criteria, evaluate, carbohydrate, protein, dairy, sugar, fat, product

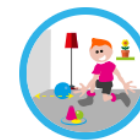
PE



Recognise and Respond

In this unit, the children will develop and apply their sending and receiving and counter balance with a partner through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.

Fundamental Movement Skills



Coordination
Sending and Receiving



Counter Balance
Counter Balance



Music



Lean On Me

The theme of this unit is Soul or Gospel music as well as helping each other. Lean On Me is a soul song written by Bill Withers in 1972. The song has been covered and interpreted as a Gospel song because of its lyrics. Children will listen to and appraise 5 other songs: He Still Loves Me by Walter Williams and Beyoncé, Shackles by Mary Mary, Amazing Grace by Elvis Presley, Ode To Joy Symphony No 9 by Beethoven and Lean On Me by The ACM Gospel Choir. They will also play instrumental parts with glockenspiels.

Key vocabulary: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

PSHE



This module is focused on teaching children the importance of being able to relate to and get along with others in order to have positive relationships. It uses Character Strengths to illustrate the need to be able to see other perspectives in order to build relationships. Through lots of examples and discussion, the children learn about two key skills that will serve them well in relationship building: active listening and stop, understand and consider.

Key Vocabulary

Character Strengths, Relate, Get along, People, Active Listening, 'Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives

MFL



In this half term, children will learn the following in their French lessons and build upon skills learnt previously taught. They will focus on What I and others do: singular regular -er verbs

- Story: Lulu, la tortue
- Packing a bag: singular 'avoir'
- -er infinitive verbs
- translating -er infinitive verbs into English
- -er verbs 'I' and 'you'