

Autumn 2

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| Key Texts | The Boy At The Back Of The Class | | | | | | | | | | | | | | | |
| Genres | Diary Entry, Poetry, Persuasive Letter | | | | | | | | | | | | | | | |
| Trips/Visits/Visitors/Experiences | | | | | | | | | | | | | | | | |
| Writing | <ul style="list-style-type: none"> • Apply knowledge of nouns when differentiating between homophones • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Write effectively for a range of purposes and audiences, using organisational and presentation devices appropriate to genre • Use a variety of cohesive devices to build cohesion within sentences and paragraphs, including pronouns and adverbials • Proofread for spelling and punctuation errors • Begin to use the range of punctuation taught at KS2 • Maintain tense consistently where shifts in tense may occur • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use adverbials to build cohesion across sentences and paragraphs | | | | | | | | | | | | | | | |
| Reading | <ul style="list-style-type: none"> • Use a range of strategies to identify the meaning of new vocabulary • Summarise ideas across paragraphs, identifying key details that support the main ideas • Retrieve information, referring to more than one place in the text • Identify whether changes in characters met or challenged the reader's expectations • Provide evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text • Comment on how a character is built and presented, referring to dialogue, action and description • Analyses character appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes. • Notes how cohesion is achieved in different ways • Identifies and compares underlying themes in a range of narrative texts e.g. contract words/phrases linked with a theme throughout a narrative and note how the author keeps reinforcing the theme throughout | | | | | | | | | | | | | | | |
| Spelling | <table border="1"> <tr><td>Unit 3</td><td>Words ending -able</td></tr> <tr><td>Special Focus 3</td><td>Common exception words</td></tr> <tr><td>Unit 4</td><td>Words with silent letter t</td></tr> <tr><td>Unit 4</td><td>Words with silent letter t</td></tr> <tr><td>Special Focus 4</td><td>Y with the vowel sound</td></tr> <tr><td>Unit 5</td><td>Words ending -ibly and -ably</td></tr> <tr><td>Unit 5</td><td>Words ending -ibly and -ably</td></tr> </table> | Unit 3 | Words ending -able | Special Focus 3 | Common exception words | Unit 4 | Words with silent letter t | Unit 4 | Words with silent letter t | Special Focus 4 | Y with the vowel sound | Unit 5 | Words ending -ibly and -ably | Unit 5 | Words ending -ibly and -ably | |
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| <p style="text-align: center;">Maths</p> | <ul style="list-style-type: none"> • 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 • 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 [for example, $5\frac{2}{4} + 5\frac{4}{6} = 5\frac{6}{6} = 1\frac{5}{1}$] • add and subtract fractions with the same denominator and denominators that are multiples of the same number • Multiply numbers up to 4 digits by and one-digit 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 |
| <p style="text-align: center;">Science Properties & Changes in Materials</p> | <ul style="list-style-type: none"> • Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets • Set up an investigation when it is appropriate • Set up a fair test when needed • Know what the variables are in a given enquiry and can isolate each one when investigating • Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs • Make predictions based on information gleaned from investigations • Report and present findings from enquiries using diagrams, as and when necessary, to support writing • Identify that not all results may be trustworthy and evaluate these when explaining findings from scientific enquiry • Know and explain how a material dissolves to form a solution • Know and show how to recover a substance from a solution • Know and demonstrate that some changes are reversible and some are not |
| <p style="text-align: center;">History</p> | <ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066 • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know about life in Anglo-Saxon Britain and if life was better during Anglo-Saxon or Roman times • Know why the Anglo-Saxons moved away from their home land • Know what challenges the Anglo-Saxons had when they settled in Britain • Know the importance of religion to the Anglo-Saxons • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Suggest reasons for conflicting historical accounts <p>Historical Skills</p> <ul style="list-style-type: none"> • Analyse sources of information for accuracy, usefulness and relevance • Make links between events and changes, giving reasons for them and explaining the result |

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| | <ul style="list-style-type: none"> • Discuss the impact and causes of historical changes in Britain • Choose appropriate sources to answer questions • Identify and describe changes within and between different periods in history • Use and understand abstract terms such as: Empire, civilisation, parliament and peasantry • Place events, people and changes into correct periods of time and in chronological order • Create historically valid questions about cause and significance |
| <p style="text-align: center;">Geography</p> | <ul style="list-style-type: none"> • know and locate the main seas surrounding the UK • know and locate places with beaches in the UK • Analyse information from a range of sources and make conclusions • Know how the geography of the UK has changed over time • Know the impact of erosion has on coastal regions of the UK • Use a range of sources to compare places studied • Know how to plan a journey within the UK, using a road map • Read the scale on contour lines on an OS map |
| <p style="text-align: center;">Religious Education Comparing Communities</p> | <ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Prophet Muhammad* as the Messenger, the Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow the example of Muhammad) • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways • make connections between Muslim beliefs studied and Muslim ways of living in Britain/Bedfordshire today • Consider and weigh up the value of, e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today, and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views • explain beliefs about the value of religious and cultural diversity in their local town/community • Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam • Compare their ideas about respect for all with those studies • make clear connections between belief in the 'Golden Rule' and the needs of a mixed community • Give examples of the impact of interfaith work in their community • Raise questions about how we can be a more tolerant and respectful community, suggesting answers • Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious • Give good reasons for their views about harmony in our communities |
| <p style="text-align: center;">Physical Education</p> | <p>Tag Rugby (Invaders)</p> <ul style="list-style-type: none"> • Gain possession by working a team and pass in different ways • Use a number of techniques to pass, dribble and shoot • Choose the most appropriate throw to use within a game. |

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| | <ul style="list-style-type: none"> • Call out for a catch in a game showing they know they are in the best place. • Dribble a ball in different directions and avoid obstacles • Use good hand/eye co-ordination to pass and receive a ball successfully • Understand the importance of 'getting free' in order to receive a pass. • Understand how to make space by moving away and coming back and by dodging. • Run, throw and catch with accuracy at a target using different techniques. • Apply a range of attacking and defending tactics and skills • Help other members of team to find space within a team game. • Use all the skills learned by playing in a mini tournament <p>Gymnastics</p> <ul style="list-style-type: none"> • Make complex extended sequences • Combine action, balance and shape • Perform consistently to different audiences • Perform actions in and out of rolls. • Use and refine the following skills: flexibility, strength, balance, power and mental focus. • Develop skills for movement, including rolling, bridging and dynamic movement. • Lead others in a stretching routine to prepare for gymnastics. • Perform a range of balances with a high level of control and accuracy. • Use counterbalances and incorporate them into a sequence of movements. • Perform new gymnastic moves with control and accuracy. • Complete a sequence of balances and moves at the same time as a partner, in unison and before and after as a canon • Learn how to link moves together with fluency and good body tension • Perform a fitness circuit that aims to improve strength and stamina. • Understand that circuits can take different forms and work on different fitness elements. • Experience some of the changes that occur to the body during exercise. • Improve fitness by raising the heart rate and strengthening the legs and arms. |
| <p>Computing Unit 5.3 Spreadsheets</p> | <ul style="list-style-type: none"> • To use formulae within a spreadsheet to convert measurements of length and distance. • To use the count tool to answer hypotheses about common letters in use. • To use a spreadsheet to model a real-life problem. • To use formulae to calculate area and perimeter of shapes. • To create formulae that use text variables. • To use a spreadsheet to help plan a school cake sale. |
| <p>Art To create a piece of Anglo Saxon Art</p> | <ul style="list-style-type: none"> • Research the work of Art from the Anglo-Saxons period of time • Develop skills in water colour using brush strokes to create intricate detail of patterns influenced by Anglo-Saxons • Experiment by using marks and lines to produce texture • Know how to use pens to record minute details |
| <p>Design Technology To make a vegetable soup</p> | <ul style="list-style-type: none"> • Be both hygienic and safe in the kitchen • Know how to prepare a meal by collecting the ingredients in the first place • Know which season various foods are available for harvesting • Understand how food types affect our bodies |

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| <p style="text-align: center;">Music</p> | <ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: • Some of the style indicators of the songs (musical characteristics that give the songs their style) • The lyrics: what the songs are about • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the songs (intro, verse, chorus etc.) • Name some of the instruments they heard in the songs • The historical context of the songs. What else was going on at this time? • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. |
| <p style="text-align: center;">Personal, Social, Health Education</p> | <ul style="list-style-type: none"> • Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. • Know about seeking and giving permission (consent) in different situations • Understand about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. • Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) • To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should • Expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. • To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. |
| <p style="text-align: center;">Modern Foreign Languages</p> | <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding in the context of parts of the body • Describe people, places things and actions orally in writing in the context of describing yourself • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of activities in the classroom or around school. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Understand key features and patterns of French; • Use accurate pronunciation in spoken tasks and use intonation to make meaning clear • Appreciate stories, songs, poems and rhymes in the language, in the context of a visit to the doctor |