# English

**Reading.**

Ask relevant questions to extend their understanding and knowledge
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.
Learning a wider range of poetry by heart

**Writing.**

**Non- Chronological report**- Writing about the affects of coastal erosion.
**Persuasive Text -** Persuading people to holiday in the UK.
**Explanation text** – Explaining how a Flood defence dam works
**Narrative writing** – Writing from the viewpoint of different character in the Water Tower text.

**Spelling.**

Adding suffixes— –able and –ible to words.
Words that have silent letters in them. E.g. Doubt
Looking at the rule of i before e except after c.
Adding suffixes– tion and sion to words

**Grammar.**

Commas to clarify meaning or avoid ambiguity in writing
Hyphens to avoid ambiguity.
Semi-colons, colons or dashes to mark boundaries between main clauses. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
Apostrophes for contraction and possession.

# Maths

**Number.**

**Decimals:** recognising place value of each digit, ordering decimals up to 3 decimal place, rounding decimals to nearest whole number and decimal place. Writing fractions as decimal equivalents.
**Other areas to be confirmed after NFER tests.**

**Other areas.**

**Measure:** Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).

**Angles:** Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
Identify: Angles at a point and one whole turn (total 360°) , Angles at a point on a straight line and ½ a turn (total 180°) , Other multiples of 90°

**Investigations.**

Reasoning investigations involving topics covered in mathematics to improve conclusions written . Solve problems which require knowing percentage and decimal equivalents and those with a denominator of a multiple of 10 or 25.

# Our Theme is From Coombe to Coast

## Learning Web—core subjects

# Science

**Knowledge.**

Children will look at why living things need to reproduce & look in detail at the human life cycle, comparing it with other animals. They will study physical & emotional changes at puberty.

**Working scientifically.**

Children will draw a timeline to indicate stages in the growth and development of humans. They will learn about the changes experienced in puberty. Pupils will work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

**Skills.**

Children will take measurements, using a range of scientific equipment, with increasing accuracy and precision. They will record data and results using scientific diagrams, labels, tables and bar and line graphs.

## Ways You can help at home……

- Read with your child every evening and ask them questions about the text. Some where they may need to look for clues in the text to think about what they answer could be.
- **Sign the reading/ homework diary every Friday.**
- Practice times-tables all up to 12 X 12 and division facts so children can recall them at a fast pace.
- Practice spellings at home to support with learning in school.
- Ensure homework is completed and handed in on a **Wednesday**.

# Our Theme is From Coombe to Coast

## R.E.

**Talking About God**

This unit is designed to give pupils the opportunity to reflect upon the idea of God. It begins by considering the many kinds of relationships which exist between people, including the possibility of God. It goes on to consider the qualities which people find admirable and to relate these to names which may be given. There is an opportunity to research the symbolic names given to God by Christians and the 99 Beautiful Names of Allah, and what these might tell about God. Finally, pupils own views are sought and they have the opportunity to respond to the idea of God in words or through the arts.

## P.E.

**Rounders**

I can strike a bowled ball. I field well. I choose the most appropriate tactics in a game.

**Athletics**

I choose the best pace for running. I am controlled in take off and landing when jumping. I am accurate when throwing for distance. I combine running and jumping well.

## Art and Design.

**Building water dam/flood gate using material – link with ICT to programme dam/flood gate.**

I measure using mm and then use scoring, and folding to shape materials accurately with a focus on precision. I make cuts (scissors, snips, saw) accurately and reject pieces that are not accurate and improve my technique. I make holes (punch, drill) accurately.

## P.S.H.E.

**Growing and Changing- How my body works and changes. (Unit 5L Cambridge scheme of work)**

Children will discuss the physical and emotional changes our bodies go through.

## Music.

**Recorders**

I sing in tune. I breathe well and pronounce words, change pitch and show control in my singing.

I hold my part in a round.

I sing from memory with confidence. I play the more complex instrumental parts (e.g. recorder with control). I know and use standard musical notation to both perform and record my music.

## Humanities.

**River Study to the Coast.**

Children will follow the journey of the River Smite which is a tributary of the River Devon from Coombe Abbey through to the North East coast of Cleethorpes Via the River Trent.

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

## Computing

**Creating a computer game using scratch 2.**

Children sequence, test and refine instructions to control a number of output devices in order to solve a problem. They create interactive animations using programming (games-making) software.

**Programming to control motors.**

Children will use Lego We do to build and programme a motor to power a water dam/ flood gate.