

Literacy	Maths	Topic (History/Geography)	Science
<ul style="list-style-type: none"> • Reading (independent, paired and shared, adding expression and intonation throughout) • Writing (adventure and mystery stories, recounts and reports and observation poetry) • Spelling (RWI spelling programme) • Grammar (sentence structure including capital letters, full stops, nouns, adjectives, verbs and adverbs, exclamation marks, question marks and accurate speech) • Comprehension (Guided reading sessions will include; literal and inferential, written and verbal, in full sentences) • Handwriting (reinforce posture, pencil grip, letter size and formation, presentation and a cursive script) • Speaking and Listening (speaking clearly to a variety of audiences, focus on class assemblies this term) 	<ul style="list-style-type: none"> • Understand place-value in 3-digit numbers; separate 3-digit numbers into hundreds, tens, and units; add two 3-digit numbers using vertical written addition method • Add pairs of 2-digit and 3-digit numbers using partitioning and then mentally • Identify $1/2$s, $1/3$s, $1/4$s, $1/6$s, and $1/8$s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts • Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to); time events in minutes and seconds; find a time after a given; calculate time intervals; solve word problems involving time • Order 3-digit numbers and find numbers between; solve subtractions of 3-digit - 3-digit numbers using counting up (Frog); use counting up and counting back as strategies to perform mental subtractions; choose to solve a given subtraction by counting up or counting back • Learn and revise 3, 4, 5, 6, 8 and 10 times tables so that they can be recalled at speed 	<p>Digging to Discover</p> <ul style="list-style-type: none"> • Understand that Pharaohs were thought of as gods – focus on the story of Tutankhamun • What is an archaeologist and how did they discover the tombs? • Gods and Afterlife • Who were some of the most important Pharaohs? Focus on pupil research skills • How we get evidence from the past – primary, secondary sources • Looking at artefacts/discoveries and what they tell us about the past • Use analytical skills to determine if information is accurate • The Nile: Farming, Why Egyptians settled there, Annual flooding, Irrigation • Exploring the mummification process 	<p>Plant growth</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants. • Explore the requirements of plants for life and growth. • Understand the life cycle of flowering plants • How water is transported within plants. • Understand the ways in which seeds are dispersed. <p>Light</p> <ul style="list-style-type: none"> • To investigate how shadows are formed and change • Tracking the movement of the sun • Know shadows form when light is blocked by an opaque object <p>Skills</p> <ul style="list-style-type: none"> • Plan an investigation • Make a prediction about an investigation • Conclude answers from our results • Explain what a fair test is
<p>Ideas for home:</p> <ul style="list-style-type: none"> • Reading with an adult every night for 10 minutes at least • Continue reading and supporting children's book choices. Asking questions to about the plot, character and settings and begin to make links to other stories and the world around them • Be a 'good reading 'role model' for your child – let them see you reading for pleasure and with good expression. Discuss stories you enjoy and interesting things you have been currently reading • Look for a variety of opportunities to read different texts e.g newspapers, magazines and instructions 	<p>Ideas for home:</p> <ul style="list-style-type: none"> • Identify maths in real life contexts eg telling the time, using calendars or timetables • Encourage the children to calculate change and difference when shopping • Use tape measures • Wear a watch • Timetable songs— up to x12 of by heart • Identify shapes, 3D structures, patterns and symmetry when out and about • Board games and strategy games such as Backgammon, Rummy-kub, Monopoly and Battleships • Follow the scoring in sports e.g snooker, darts or tennis 	<p>Ideas for home:</p> <ul style="list-style-type: none"> • Display geographical features of different places you may visit • Look at holiday brochures from the travel agent or the internet • Visit the British Museum and/or Horniman Museum and explore the Egyptian section • Try to mummify a piece of fruit or a fish 	<p>Ideas for home:</p> <ul style="list-style-type: none"> • Visit Kew or Wisley Gardens • Plant and observe a seed • Visit the Science Museum • Model using scientific vocabulary to describe objects/materials • Identify sources of light and sound to discuss with your son • Design a garden—which plants should be planted where (habitats) • Try and experience the absence of either sound / light. What does it feel like? How do your other senses compensate? Can you explain your findings?

Art / DT	Drama	Music	Computing
<p>Art</p> <ul style="list-style-type: none"> · To use primary colours and charcoal to create an Egyptian portrait · To build on our knowledge of primary and secondary colours to produce realistic death masks · To make a clay Scarab Beetle <p>DT</p> <ul style="list-style-type: none"> · To explore nets and structures · To design and build a box for a purpose · To explore lettering placement 	<p>Poetry and Stagecraft</p> <ul style="list-style-type: none"> · Engage with and investigate how to communicate dramatic meaning, character, situation and emotions through poetry. · Make, create and present Drama; effectively controlling the elements of Drama in memorising script, rehearsing, incorporating direction and refining for performance. · Work in role, creating and sustaining roles both individually and when working with others. · Develop their capacities for expression and imagination with a focus on combining intellect, cognition and the senses. 	<p>Theory</p> <ul style="list-style-type: none"> · Writing and reading notes in the Treble and Bass Clef · Semiquaver, Quaver, Crotchet, Minim, Semibreve Rests · Tied Notes and Slurs <p>History</p> <ul style="list-style-type: none"> · Main musical periods and their styles (Classical onwards - Romantic, 20th Century, Blues, Jazz, Rock'n'Roll, Musical Theatre, Contemporary) <p>Applied Music</p> <p>Using percussion instruments to underscore film (including David Attenborough's "Life of Insects")</p> <p>Related Listening</p> <ul style="list-style-type: none"> · Rachmaninov <i>Rhapsody on a theme of Paganini</i> · Scott Joplin <i>Maple Leaf Rag</i> · Gershwin <i>Rhapsody in Blue</i> · <i>Oklahoma!</i> musical soundtrack <p>Music Technology</p> <ul style="list-style-type: none"> · Loops - how to use these effectively · Composition Techniques: Melody / Texture 	<ul style="list-style-type: none"> · E-safety · know how to use technology safely and respectfully · understand the dangers of giving out personal information online · identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies · Digital skills · Animation —Toontastic · Comic life
Religious Studies	MFL (Spanish / French)	PE / Swimming	PSHCE / Philosophy
<p>Festivals</p> <p>Passover (Pesach)</p> <ul style="list-style-type: none"> - Recall the story of Moses - Describe how Jewish people celebrate Passover <p>Easter</p> <ul style="list-style-type: none"> - Recall the Easter story - Explain the symbols of Easter 	<p>Spanish</p> <ul style="list-style-type: none"> · Recap of all questions learnt (name, age, how are you) + greetings. · Reinforcing conversation skills in Spanish. · Pencil case items + asking what's in your pencil case. · Spanish Alphabet <p>French</p> <ul style="list-style-type: none"> · Basic greetings (meeting people + introducing yourself + asking someone how he/she is) · Saying how old you are + asking someone his/her age · Saying when is your birthday (numbers 1 to 31 + months of the year) · Happy Easter activity in French 	<p>Games</p> <p>Rugby Hockey</p> <p>Swimming</p> <p>Stroke technique covering all strokes and improving stamina and confidence. Water Skills, including push and glides, floating and safe entries into the water. Technique Assessment</p> <p>PE</p> <p>Gymnastics with and without equipment (travel, shape, balance, flight)</p> <p>Athletics</p>	<p>Changing and Growing, Healthy Living, Valuing difference</p> <ul style="list-style-type: none"> · Looking at change in our bodies and hygiene · To understand what positively and negatively affects their physical, mental and emotional health · To reflect on and celebrate their achievements · Set targets and goals for the rest of the year · Talk about life long goals and motivation · To look at your own identity and self esteem · To discuss differences and diversity of people · To listen respectfully to others · To consider peer influences <p>Philosophy</p> <p>Boys are taught how to create their own philosophical questions from a given stimulus. They work in groups and as a class. Boys will learn to develop many skills including:</p> <ul style="list-style-type: none"> · Listening, Questioning, Debating, Communication, Cooperation, Creativeness, Respectfulness, Tolerance, Thoughtfulness