

Literacy	Maths	Topic (History/Geography)	Science
<ul style="list-style-type: none"> • Reading (independent, paired and shared, adding expression and intonation throughout) • Writing (characters and plot, letter writing, scriptwriting, narrative writing, diary writing) • Narrative poetry: similes, metaphors, personification • Spelling (Spelling patterns – adding y, er and est, ly words, suffixes, apostrophes, soft g and soft c, homophones, re and mis words) • Grammar (sentence structure including capital letters, full stops, nouns, adjectives, verbs and adverbs, exclamation marks, question marks and accurate speech) • Comprehension (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 (boys will film, record and perform in class movies linked to whole term English topic) 	<ul style="list-style-type: none"> • Add 3-digit and 1-digit numbers mentally • compare and order fractions with the same denominator; begin to recognise equivalences of 1/2; add and subtract fractions with the same denominator • Use function machines to multiply by 2, 3, 4, 5 and 8 and understand the inverse • Divide without remainders, just beyond the 12th multiple; division using chunking, with remainders • Draw and interpret bar charts and pictograms where one square/symbol represents two units • compare and measure weights in multiples of 100g; know how many grams are in a kilogram; estimate and weigh objects to the nearest 100g • Use column addition to add three 2- and 3-digit numbers together and four 2- and 3-digit numbers together 	<p>Under the Sea</p> <ul style="list-style-type: none"> • To know the 5 oceans and to discover comparisons between them • To explore features of the seabed • Mapping and contouring of the ocean • Temperature and habitat differences within the oceans • Discover some of the creatures under the sea • Environmental issues surrounding the oceans and the life within • Adaptation and evolution • Changing land masses • Plants within the oceans 	<p>Sound & Floating and Sinking</p> <ul style="list-style-type: none"> • To investigate sound using instruments • To understand vibrations • To understand that sound travels through a medium to reach my ear • Comparing sound travel through solids, liquids and gases • Understand why some things float and some things sink • Learn what forces are at play when things float <p>Skills</p> <ul style="list-style-type: none"> • To carry out fair tests • To explore variables • To make reasoned predictions • To collect and record data • To draw conclusions
<p>Ideas for home:</p> <ul style="list-style-type: none"> • Reading with an adult every night • 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. • Encourage writing opportunities during holidays such as postcards to the class or teacher, thank you cards, invitations or keeping a diary. 	<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. • Identify shapes, 3D structures, patterns and symmetry when out and about. • Board games and strategy games such as Backgammon, Rummi-kub, Monopoly and Battleships. • Sudoku • Follow the scoring in sports e.g football, snooker, darts or tennis. 	<p>Ideas for home:</p> <ul style="list-style-type: none"> • Visit a fish mongers and look at the different fish. Q: what features do they have that are similar? What components do their bodies have? • Try and create the different ocean temperatures using a thermometer. Q: How do they feel? Which would you prefer to live in? Why do you think they are different? How can the 5 joined oceans be different temperatures? 	<p>Ideas for home:</p> <ul style="list-style-type: none"> • Try and communicate with a friend while underwater at a swimming pool • Make an instrument—low frequency / high frequency • Write and record a song/tune • Fill and test containers for different pitches / volumes <ul style="list-style-type: none"> • Change water level • Change container material • Experiment the impact water has on a variety of materials

Art / DT	Drama	Music	Computing
<p>Art</p> <ul style="list-style-type: none"> • Observational drawing • Shape, line tone and shading • Transferring 3D objects into 2D drawings • To use pencil and pastels effectively • To create a lino print design <p>DT</p> <ul style="list-style-type: none"> • To design a beach bag • To make accurate measurements • To thread a needle and sew material together • To design and create a 3D ocean scene using cubes within an Ipad app (Model Empire) 	<p>Under the Sea</p> <ul style="list-style-type: none"> • To collaborate with peers while thinking about the seabed • Work on physicalisation through looking at schools and shoals of fish • Perform seascape pieces based on accumulation of drama skills throughout the year to peers 	<p>Development of further notation and rhythmic recognition</p> <p>Using full octave Rounds Day is done etc Performance Blues Showcase</p>	<p>Coding</p> <ul style="list-style-type: none"> • Using Lego Wedo and Lego Wedo app • Introduction to Scratch coding and game creation • Learning how to debug code
Religious Studies	MFL (Spanish / French)	PE / Swimming	PSHCE / Philosophy
<p>Hinduism</p> <ul style="list-style-type: none"> • Some of the Hindu gods and goddesses and their relationship to each other and to Brahman • Stories about some of the gods • The significance of the River Ganges 	<ul style="list-style-type: none"> • Family members + saying “I live in ... with ...” • Brothers and sisters using “I have” • Pets + using “I have ...” + asking someone if they have a pet at home? • Colours + description of pet • Weather + asking “what’s the weather like?” • Clothes + asking someone “what are you wearing?” 	<p>Games</p> <p>Cricket Athletics Sports Day</p> <p>Swimming</p> <p>Racing skills including dive starts, turns and finish Survival skills Tribe gala Introduction to water polo</p> <p>PE</p> <p>Badminton and short tennis skills</p>	<p>Health and Wellbeing (Keeping safe)</p> <ul style="list-style-type: none"> • Risk assessing situations • Road safety <p>Living in the wider world</p> <ul style="list-style-type: none"> • Money • Responsibilities towards the environment • World resources <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