



English

Programme of study includes: word reading, comprehension, transcription, handwriting and presentation, composition and vocabulary, grammar and punctuation.

The process of writing includes: Introduce meaningful opportunity to write, Analysis of text - Read and study genre examples - Talk opportunities - Shared/modelled writing - Planning - Writing - Editing and improving - Publishing

Inspiration:

- Way Home by Libby Hathorn
- The Lady of Shalott by Alfred Lord Tennyson
- Warning and The Magic of the Brain
- Katie and the Mona Lisa, by James Mayhew

by Jenny Joseph

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

Class Reading Book: Rabbits by Shaun Tan

Welcome back to a term where we will travel back in time and explore famous paintings! Years Five and Six will their painting as inspiration to write journals and stories inspired by the painting and the journey of the products which appear in it. Alongside this, children will listen to music composed at the time of the painting This will bring another dimension to the experience; for example, children will experiment with combining sounds to make their own piece of music that voices the piece. To gain a deeper understanding of the painting the children will learn about still life paintings, considering who appears in them and what objects are chosen.

Enrichment:

PGL - Isle of Wight

History

To gain a deeper understanding of the painting the children will take part in a chronological study of trade across the globe. Whilst on their journey they will discover ancient and modern lands. Chronological study of trade, e.g. the spice trade, silk route, etc. Explorer study, e.g. Shackleton.

French

Expressing opinions and learning the names of fruit.

Social, Moral and Cultural Education - including Religious Education and Rights Respecting Schools

SMSC is embedded in what we do and who we are everyday.

RRS: 32 and 33

Art and Design Technology

Drawing & Pencil Skills:

- To choose equipment to match the purpose.
- To refine use of different types of stylus to create lines for effect, e.g. curved and straight.
- To experiment with creating dimension.

Still Life:

What, where, why?

Take One Picture

Physical Education

Netball and creative dance:

- to perform physical movements and complex series of movements with increasing control, coordination, precision and consistency
- to create and apply rules and use more complex compositions, tactics and strategies in competitive and cooperative games and other physical activities
- to develop and perform sequences and compositions using appropriate movements to express ideas and emotions
- to recognise the benefits of practice and reflection for improving personal and group performance

Mathematics

Over the year, children will continue to develop their mathematical skills and knowledge through daily lessons. Alongside this, the children will apply their maths skills across the curriculum, for example in geography, whilst learning about economic activity, they will solve comparison problems, complete, read and interpret information.



Computing

Wild Knowledge - form

- to design and create a system for collecting, analysing and presenting data

Music

Children will listen to classical music

Exploring listening

Compose a short piece of music

- to listen with attention to detail and recall sounds with increasing aural memory
- to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- to improvise and compose music for a range of purposes

Science

Learning Objectives:

Materials - Properties and Changing of Materials

I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

I can recognise why some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

I can demonstrate that dissolving, mixing and changes of state are reversible changes.

I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Scientific Enquiry Skills

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Use test results to make predictions to set up further comparative and fair tests

Report and present findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Identify scientific evidence that has been used to support or refute ideas or arguments.

