

<p>Maths.</p> <p>This term we will study:</p> <p>ADDITION AND SUBTRACTION</p> <p>Children rehearse their skills of mental and written addition and subtraction in the context of measure, including perimeter and the context of money.</p> <p>FRACTIONS</p> <p>Children’s understanding of Fractions is consolidated in the application in a variety of different contexts.</p> <p>MULTIPLICATION AND MENTAL DIVISION</p> <p>Children rehearse their skills of mental and written multiplication and division in the context of measures, including perimeter of regular shapes.</p> <p>PLACE VALUE</p> <p>Much of the learning of place value can be put into the context of measures, through looking at number lines on different measuring tools and comparing and ordering measurements.</p> <p>MEASURES</p> <p>Children estimate and measure lengths, mass and volume/capacity in real contexts.</p> <p>STATISTICS</p> <p>Children use the measurements made in the measures learning to present and interpret data in different forms.</p> <p>Full information is published on our website.</p>	<p>English</p> <p>The Green Ship – Quentin Blake Hot like Fire – Valerie Bloom Charlottes Web – E.B. White</p> <p>SPEAKING AND LISTENING</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>READING</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>WRITING</p> <p>Assessing the effectiveness of their own and others’ writing and suggesting improvements.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>GRAMMAR</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>SPELLING</p> <p>Words ending in ure and ture; words with the ch sounding like k, some homophones</p> <p>Full information is published on our website.</p>	<p>International Primary Curriculum</p> <p>This term we will study Paintings, Pictures and Photographs.</p> <p>In Art, we’ll be finding out:</p> <ul style="list-style-type: none"> • How artists used different materials and techniques for their work • About the reasons why different art work is produced • How photographers select, use and display their work • How to appreciate and interpret the work of others <p>In Geography, we’ll be finding out:</p> <ul style="list-style-type: none"> • How symbols are used on maps and plans • How maps, plans and globes can be used • How the world can be recorded in aerial photos and satellite images <p>In History, we’ll be finding out:</p> <ul style="list-style-type: none"> • About some of the materials and techniques used by people in the past • About how portraits and photos help us find out about the past <p>In ICT & Computing, we’ll be finding out:</p> <ul style="list-style-type: none"> • How computers can be used to generate art • How computers can be used to combine words and pictures • How art work can be researched and viewed on the Internet <p>In Music, we’ll be finding out:</p> <ul style="list-style-type: none"> • How symbols are used to represent sounds • How visual images can inspire musical compositions <p>In Science, we’ll be finding out:</p> <ul style="list-style-type: none"> • How light, dark and shadows can be created • How certain materials can be described as transparent, opaque or translucent • How white light is made up of different colours • How colours can be separated • How filters can be used to change the colours that we see • How moving images are made <p>In Society, we’ll be finding out:</p> <ul style="list-style-type: none"> • How visual images can be used to influence our thinking • How graffiti and street art can affect our environment 	
<p>R.E.</p> <p>Famous people / Key figures</p> <p>-Contemporary and historical figures whose lives have been changes by their beliefs.</p> <p>Knowing how to use different sources as a way of gathering information.</p> <p>Identifying key religious values and their interplay with secular ones.</p>	<p>P.E.</p> <p><u>Outdoor</u> - Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Tennis and Cricket will be taught by a coach from ‘QPR in the community’.</p> <p><u>Indoor</u> - Pupils will be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Music</p> <p>Recorders - create music, using suggested notes and rhythms.</p> <p>Computing</p> <p>Can use software to compose meaningful text in a range of contexts.</p> <p>Can use software to create pictures / images, animation etc., for meaningful purpose(s).</p> <p>Can also make straight-forward edits of their digital work (text, image, sound etc.,) using simple editing tools, to both correct and improve it.</p> <p>Can create and amend a multi-media resource that shows a sense of 'audience'.</p> <p>Can navigate their way within some straight-forward digital content, such as selected history web content, to find some specific information.</p> <p>Can create & store some data, (simple database), and then find answers to straight-forward questions.</p> <p>Can save and retrieve work from electronic folders (and print if appropriate to task).</p>	<p>French</p> <p>Parts of the body, colours, descriptions of people</p> <p>Recognise and respond to sound patterns and words.</p> <p>Experiment with the writing of simple words.</p> <p>Locate country/countries where the language is spoken</p> <p>Weather, clothing</p> <p>Listen for sounds, rhyme and rhythm</p> <p>Follow a short familiar text, listening and reading at the same time.</p>

