

<p align="center">English</p> <p>Key Texts: Holes by Louis Sachar and River Boy by Tome Bowler , Non-fiction books about rivers, the water cycle, poems about water and rivers Genre: Non-Fiction – Explanation, Free Verse Poetry, Persuasive Letter Writing, Recount, Leaflets. Writing Focus: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Reading: maintain positive attitudes to reading and understanding of what they read</p>	<p align="center">TOPIC:</p> <p align="center">Ancient Egypt and Rivers</p>	<p align="center">RE</p> <p>Christian Aid - How can we live as a Global Citizen? Festival Matters – Death to life (Easter)</p>	<p align="center">Computing Digital Computer Mapping</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
<p align="center">Maths</p> <p>Negative numbers, and solving problems involving numbers Mental and written addition and subtraction of decimals and money Mental and written multiplication and division Calculating with fractions Reflections and translations on coordinate axes Perimeter, area and volume Calculating with large numbers Multiplying and dividing decimals Percentages, decimals and fractions Simple formulae Area and volume Line graphs</p>		<p align="center">Music</p> <p>Charanga – Fresh Prince of Belair – Hip-Hop.</p>	<p align="center">History Ancient Egypt</p> <p>Ancient Egypt – a study of Egyptian life and achievements. an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt; Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, change, century, decade and legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.</p>
<p align="center">Science Habitats</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p>	<p align="center">Spanish</p> <p>Led by outside teacher and followed up by class teacher.</p>	<p align="center">PE Invasion Games – Basketball/Netball</p> <p>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 use running, jumping, throwing and catching in isolation and in combination</p> <p align="center">Dance – Funky Dance</p> <p>develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p align="center">Art and Design Watercolours and Perspective</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Use a choice of techniques to depict movement, perspective, shadows and reflection. Develop a personal style of painting, drawing upon ideas from other artists. Show how the work of those studied was influential. Create original pieces that show a range of influences and styles.</p>
	<p align="center">PSHE and SRE</p> <p>SEAL – Say no to bullying</p> <p>Financial Capability- to look after their money and realise future wants and needs may be met through saving – link to Nat West or other Bank.</p>	<p align="center">Design and Technology Shaduf (link to Egypt)</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>	

