

<p style="text-align: center;"><b>English</b></p> <p><b>Writing Composition</b></p> <ul style="list-style-type: none"> <li>• Narrative:                     <ul style="list-style-type: none"> <li><b>Myths, Legends and Traditional Tales</b></li> <li><b>Older Literature – exploring Shakespeare</b></li> <li><b>Dramatic Conventions</b> – radio, film and play scripts</li> </ul> </li> <li>• Non-Fiction:                     <ul style="list-style-type: none"> <li><b>Information Texts</b> – educational posters</li> </ul> </li> <li>• <b>Spelling Rules</b> <ul style="list-style-type: none"> <li>Using and applying phonics in spelling</li> <li>Exceptions and challenging words</li> <li>Using and applying letter various strings (e.g. hyphenated words)</li> </ul> </li> <li>• <b>Punctuation &amp; Grammar</b> <ul style="list-style-type: none"> <li>Continuing with more advanced P&amp;G (e.g. clauses, word classes, adverbial phrases etc..)</li> </ul> </li> <li>• <b>Reading (word reading and comprehension)</b> <ul style="list-style-type: none"> <li>1:1 Reading with an adult, guided reading groups and comprehension activities</li> </ul> </li> <li>• <b>Handwriting</b> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by:                             <ul style="list-style-type: none"> <li>*choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>*choosing the writing implement that is best suited for a task</li> </ul> </li> </ul> </li> </ul>	<p><i><b>The Ancient Greeks</b></i></p>	<p style="text-align: center;"><b>Religious Education</b></p> <p>Following the agreed West Sussex Syllabus</p> <ul style="list-style-type: none"> <li>• <b>The Beatitudes</b></li> <li>• <b>Changing Moods – The Angry Christ</b></li> <li>• <b>Christian Beliefs in Action</b></li> </ul>	<p style="text-align: center;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• <b>Good to be Me (SEAL)</b></li> <li>• <b>Democracy</b></li> </ul> <p>acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government</p>
<p style="text-align: center;"><b>Maths</b></p> <ul style="list-style-type: none"> <li>• <b>Negative numbers, and solving problems involving numbers</b></li> <li>• <b>Addition and subtraction of large numbers and money</b></li> <li>• <b>Reflections and translations</b></li> <li>• <b>Long multiplication, square numbers and cube numbers</b></li> <li>• <b>Adding and subtracting fractions</b></li> <li>• <b>Mass</b></li> <li>• <b>Addition and subtraction: mental and written methods</b></li> </ul>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Preparation for the Horsham Schools Music Festival</b></p> <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with aural memory</li> <li>• Appreciate and respond to a range of music</li> <li>• Use voice to perform</li> </ul>	<p style="text-align: center;"><b>Science</b></p> <p><b>Working Scientifically</b> (continued across all areas studied this year)</p> <ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• reporting and presenting 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</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>• describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• describe the movement of the Moon relative to the Earth</li> <li>• describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Forces (linked to Earth and Space)</b></p> <ul style="list-style-type: none"> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul>	

<p>for large numbers</p> <ul style="list-style-type: none"> <li>• Multiplication and division: written methods</li> <li>• Capacity</li> <li>• Calculating with fractions</li> <li>• Percentages</li> </ul> <p><b>Ongoing:</b> Pupils will extend their understanding of the number system and place value to include larger integers. They will develop the connections between multiplication and division with fractions, decimals, percentages and ratio. Pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. Pupils are introduced to algebra as a means for solving problems. Teaching in geometry and measures should consolidate and extend knowledge. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.</p>	<p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language &amp; show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes</li> <li>• engage in conversations; ask and answer questions; and respond to those of others</li> <li>• speak in sentences using familiar vocabulary, phrases and basic language structures</li> </ul>	<p><b>PE</b></p> <p><b>Net and Wall Games (Tennis and Volleyball)</b>  <b>Outdoor and Adventurous Activities</b>  <b>Dance</b>  <b>Circuit Training and Exercises</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>• The Art of Ancient Greece</li> <li>• Textiles</li> </ul> <p><b>Over the year the children will learn:</b></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</li> <li>• about great artists, architects and designers in history</li> </ul>
<p><b>History – The Ancient Greeks</b></p> <p><b>Ongoing Historical Enquiry Skills</b></p> <ul style="list-style-type: none"> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul> <p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• a study of Greek life and achievements and their influence on the western world</li> </ul>		<p><b>Computing</b></p> <p><b>Makey Makey Using Spreadsheets</b></p> <ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly</li> <li>• select, use and combine a variety of software on a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<p><b>Design and Technology</b></p> <p><b>Design: A Greek Style Pot</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of materials and components, including construction materials and textiles (see art)</li> </ul> <p><b>Evaluate</b></p> <p>investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria</p>

