

<p style="text-align: center;">English</p> <p>Writing Composition</p> <ul style="list-style-type: none"> • Narrative: <ul style="list-style-type: none"> Exploring Film Narrative Dramatic Conventions continued – different scripts • Poetry <ul style="list-style-type: none"> Classic Poetry Choral and Performance Poetry • Non-Fiction: <ul style="list-style-type: none"> Explanation Texts Instruction Writing Writing effective Recounts • Spelling Rules Continuing to learn spelling rules to apply to independent work • Punctuation & Grammar Applying a range of punctuation and grammar to our work • Reading (word reading and comprehension) 1:1 Reading with an adult, guided reading groups and comprehension activities • Handwriting write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> *choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters *choosing the writing implement that is best suited for a task 	<p style="font-size: 2em; font-weight: bold; color: black;"><i>Bodyworks</i></p>	<p style="text-align: center;">Religious Education</p> <p>Following the agreed West Sussex Syllabus</p> <ul style="list-style-type: none"> • What does it mean to be a Buddhist? • Pentecost (Festival Matters) • Who brought Christianity to Britain? 	<p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> • Changes (SEAL) • Sex & Relationships Education In accordance with renewed St Mary's SRE Scheme of Work
<p style="text-align: center;">Maths</p> <ul style="list-style-type: none"> • Line graphs/comparative graphs • Negative numbers and Roman numerals • Adding and subtracting large and small numbers • Long multiplication and division with remainders • Working with fractions • Diagonals and problems involving angles • Volume, time and money • Addition and subtraction of money 		<p style="text-align: center;">Music</p> <p style="text-align: center;">Make Me Feel Your Love (Ballad)</p> <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with aural memory • Appreciate and respond to a range of music • Use voice to perform 	<p style="text-align: center;">Science</p> <p>Working Scientifically (continued across all areas studies this year)</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • 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 • identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Animals and Humans – Lifecycles</p> <ul style="list-style-type: none"> • Pupils should draw a timeline to indicate stages in the growth and development of humans • They should learn about the changes experienced in puberty • Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows <p>Sex and Relationships Education (linked with PSHE)</p> <ul style="list-style-type: none"> • Puberty • How Babies are Made • How Babies are Born

<ul style="list-style-type: none"> • Multiplication and division of money • Problems involving percentages • Perimeter, area and scale drawing • Using tables, and line graphs <p>Ongoing: 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>Spanish</p> <ul style="list-style-type: none"> • listen attentively to spoken language & show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes • engage in conversations; ask and answer questions; and respond to those of others • speak in sentences using familiar vocabulary, phrases and basic language structures 	<p>PE</p> <p>Striking and Fielding Games Stoolball, Rounders and Cricket</p> <p>Athletics</p> <p>Country Dancing</p> <ul style="list-style-type: none"> • 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. • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<p>Art and Design</p> <ul style="list-style-type: none"> • Local Art and Artists (Sam Toft) <p>Over the year the children will learn:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • 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 • about great artists, architects and designers in history
<p>Geography</p> <p>Studying Sussex and the local area with a focus on mapping and Ordnance Survey maps</p> <p>On-going Geographical skills needed to:</p> <ul style="list-style-type: none"> • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 		<p>Computing</p> <p>We are Bloggers</p> <ul style="list-style-type: none"> • become familiar with blogs as a medium and a genre of writing • create a sequence of blog posts on a theme incorporate additional media • comment on the posts of others develop a critical, reflective view of a range of media, including text. <p>We are Artists</p> <ul style="list-style-type: none"> • develop an appreciation of the links between geometry and art • become familiar with the tools and techniques of a vector graphics package • develop an understanding of turtle graphics experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it • develop some awareness of computer-generated art 	<p>Design and Technology</p> <p>Design: A Vacuum Cleaner!</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of materials and components, including construction materials and textiles <p>Evaluate</p> <p>investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria</p>

