

<p style="text-align: center;"><b>English</b></p> <p><b>SATS REVISION</b>  <b>Genre:</b> Playscript, Journalistic Writing, Biographies/Autobiographies  <b>Writing Focus:</b> Plan, draft, evaluate and proof read.                  perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.                  add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.                  to compare characters, settings, themes and other aspects of what they read.</p>	<p style="text-align: center; font-size: 2em;"><b>TOPIC: Habitats</b></p>	<p style="text-align: center;"><b>RE</b></p> <p>West Sussex Agreed Syllabus – Sacred Texts                   Festival Matters – Pentecost, Inspirational Leaders</p>	<p style="text-align: center;"><b>Computing</b> <i>Digital Computer Mapping</i></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 style="text-align: center;"><b>Maths</b></p> <p><b>SATS REVISION</b>                  Problems involving number                  Adding and subtracting large and small numbers                  Long multiplication and division                  Working with fractions                  Problems involving percentages, fractions and decimals                  Ratio and proportion                  Solving problems involving money                  Number puzzles                  Fractions with different denominators                  Problems involving percentages and decimals                  Problems involving measures                  Using data</p>		<p style="text-align: center;"><b>Music</b></p> <p>Production – Singing and acting.</p>	<p style="text-align: center;"><b>History</b> <i>Local History</i></p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)                  a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.                  Understand that no single source of evidence gives the full answer to questions about the past.                  Refine lines of enquiry as appropriate.                  Use sources of evidence to deduce information about the past.                  Select suitable sources of evidence, giving reasons for choices.</p>
<p style="text-align: center;"><b>Science</b> <i>Habitats</i></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.                  Pond Dipping in School pond.</p>	<p style="text-align: center;"><b>Spanish</b></p> <p>Led by outside teacher and followed up by class teacher.</p>	<p style="text-align: center;"><b>PE</b> <i>Athletics and Striking and Fielding Games</i></p> <p>Combine sprinting with low hurdles over 60 metres.                  Choose the best place for running over a variety of distances.                  Throw accurately and refine performance by analysing technique and body shape. Show control in take off and landings when jumping. Compete with others and keep track of personal best performances, setting targets for improvement                  Strike a bowled or volleyed ball with accuracy.                  Use forehand and backhand when playing racket games.                  Field, defend and attack tactically by anticipating the direction of play.                  Choose the most appropriate tactics for a game.                  Uphold the spirit of fair play and respect in all competitive situations.                  Lead others when called upon and act as a good role model within a team.</p>	<p style="text-align: center;"><b>Art and Design</b> <i>Watercolours and Perspective</i></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>



***PSHE and SRE***  
SEAL – Going for goals.

***Design and Technology***  
***STEM -***