

#### As readers we will...

- ✓ Identify main ideas drawn from more than one paragraph and summarising these.
- ✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with appropriate evidence.
- ✓ Identify how language, structure, and presentation contribute to meaning
- ✓ Participate in discussions about books and other works

#### We will be reading...

"The Firework Maker's Daughter" by Philip

#### As artists we will...

- ✓ Have an understanding of Claes Oldenburg and explain the techniques and materials he uses to create his large scale drawings.
- ✓ Use these techniques and take inspiration from his art to create their own large-scale drawings.

#### VOCABULARY:

scale, drawing, technique.

#### As Musicians we will...

- ✓ Create repeated patterns with different instruments.
- ✓ Perform in a group using voices and instruments with expression.
- ✓ Use musical terminology to describe what I like/ dislike about a piece of music.

#### VOCABULARY:

Repeat, pattern, performance, expression, crescendo, mood, tempo, build, atmosphere

#### As Geographers we will...

- ✓ Explain the difference between the British Isles, Great Britain and the United Kingdom.
- ✓ Name and locate all countries within the U.K. and their major cities.
- ✓ Describe the key human characteristics of my local region including land use.
- ✓ Describe the key physical characteristics of my local region including landscape, hills and coast.
- ✓ Describe the key physical and human characteristics of my local region.

#### VOCABULARY:

City, Country, Residential, Industrial area, Coast, Europe, America, Commonwealth, United Kingdom, landscape, hills, coast, England, Northern Ireland, Scotland, Wales, Cardiff, Edinburgh, London, Belfast, Glasgow, Hull, Swansea, Liverpool, Birmingham, continent

#### As writers, we will...

- ✓ Explore text types such as narrative, explanation and instructional texts.
- ✓ Organise paragraphs around a theme and sequence them logically
- ✓ Use extended noun phrases, including with prepositions
- ✓ Create settings, character, and plot in narratives.
- ✓ Use conjunctions, adverbs and prepositions to express time and cause (place) -
- ✓ Fully punctuate direct speech and powerful speech verbs.
- ✓ Use 'ed' clauses as starters
- ✓ Know the difference between plural and possessive -s
- ✓ Use rhetorical questions -
- ✓ Drop in '-ing' clauses conditionals
- ✓ Start sentences with a simile

#### As historians we will...

- ✓ Look at the Anglo-Saxon invasion
- ✓ Understand why Britain was a viable option for new settlers
- ✓ Consider the impact of new settlers on Britain
- ✓ Evaluate how the Anglo-Saxons and Scots shaped Britain

#### VOCABULARY:

Anglo-Saxons, Jutes, Angles, Saxons, Scots BC, AD, BCE, CE, sources, iron, settlement, evidence, invention, army, invasion, empire, technology, culture,

#### In RE we will...

- ✓ Look at the word belonging.
- ✓ Consider groups they belong to and how members of faith families have a sense of belonging including artefacts, rituals and rites of passage.
- ✓ explore how members of faith families put their beliefs into practice, how it gives them a sense of belonging and where they get their values from.
- ✓ explore how faith families put their beliefs into practice by considering and exploring the promises people make and the rituals and symbolism involved in celebrating and supporting marriage within faith communities.
- ✓ explore key values and rules that faith communities follow using holy books and stories told. Consider how these influence beliefs and provide rules for living.
- ✓ be able to talk about the nativity story from Mary's point of view and from the perspective of one of the wise men. They will be able to explain how and why Christians believe Jesus to be the 'Light of the World.'

#### VOCABULARY:

Religion, identity, values, multicultural, diversity, nativity, festival, celebration, Messiah, annunciation, Epiphany, wise men

#### As scientists we will...

- ✓ Describe the simple functions of the basic parts of the digestive system in humans.
- ✓ Identify the different types of teeth in humans and their simple functions.
- ✓ Construct and name the basic parts of a simple series circuit, including cells, wires, bulbs, switches and buzzers.
- ✓ Identify whether or not a lamp will light in a simple series circuit
- ✓ Recognise that a switch opens and closes a circuit
- ✓ Recognise and explain why materials are good conductors and insulators.
- ✓ Identify common appliances that run on electricity.

#### VOCABULARY

Digestion, mouth, tongue, saliva, oesophagus, transports, stomach, acid, large intestine, small intestine, enzymes, incisors, canines, molars, teeth, electrical circuit, cell, wire, bulb, buzzer, motor, switch, insulator, conductor, electricity, danger.

#### In PSHE we will...

- ✓ To be able to explain why being listened to and listening to others is important in the school community.
- ✓ To be able to explain why being democratic is important and can help you and others feel valued.
- ✓ To be able to talk about a time when your first impression of someone changed as you got to know them.
- ✓ To be able to also explain why bullying might be difficult to spot and what to do about it if not sure.
- ✓ Understand loving and being loved

#### VOCABULARY:

Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber

#### As mathematicians we will...

- ✓ Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones.
- ✓ Find 1000 more or less than a given number.
- ✓ Order and compare numbers beyond 1000.
- ✓ Read Roman numerals to 100 (I to C) and

#### In PE we will...

- ✓ Increase accuracy in throw and catch skills
- ✓ Be able to keep possession of the ball
- ✓ Vary tactics and adapt my skills depending on what happens in a game
- ✓ Communicate different ideas through movement
- ✓ Evaluate my own performances

#### VOCABULARY

Bat, ball, bowl, fielder, stump, strike, wicket, rounder, post, stance, opposition, barrier, direction, travel, sprint, jog, strength, power, further, pace, control, Perseverance, determination, personal best

#### In computing we will...

- ✓ Describe how networks physically connect to other networks
- ✓ Recognise how networked devices make up the internet.
- ✓ Outline how websites can be shared via the World Wide Web (WWW)
- ✓ Describe how content can be added and accessed on the World Wide Web (WWW)
- ✓ Recognise how the content of the WWW is created by people
- ✓ Evaluate the consequences of unreliable content
- ✓ Explore E-safety.

#### VOCABULARY:

Internet, network, router, network security, network switch, server, wireless access point (WAP), router, website, web page, web address, routing, web browser, use, content, download, sharing, ownership, permission, information, sharing, accurate, honest, content, adverts