

[As Readers, Writers and Orators, children will:](#)

Reading: Experience, knowledge, skills and strategies - Ask, answer and evaluate questions. Close read. Make predictions. Evaluate and summarise. Infer & deduce. Compare characters. Form intertextual links. Identify bias.

Vocabulary, Grammar, Punctuation (and Spelling) and Extended

Language Competency: Explore levels of formality. Compare standard English forms and spoken forms. Subjunctive forms. Semi-colon, colon and dash to mark clauses. Devices to build cohesion within a paragraph. Passive and active voice.

Extended writing outcomes: Manifesto for equality.

Stream of consciousness writing. Continuation of narrative.

[As Scientists, children will:](#)

Sound - 'How can we hear loud and quiet sounds?' Consider how sounds are made. Analyse patterns between pitch and sound. Research the significance of Alexander Graham Bell. **The Digestive system - 'What happens to our food?'** Explain the functions of each tooth. Explain the causes of tooth decay. Sequence the steps of the digestive system. Interpret food chains.

[As Geographers, children will:](#)

Locate rainforests. Describe the layers of the rainforest. Explain the causes and effects of deforestation. Explore the lives of the indigenous people. Explore the features of a rainforest home.

[As Linguists, children will:](#)**Minimus: 'Food, Glorious Food'** -

Translate a Latin story containing nouns and adjectives. Describe animals. Retell the story of Daedalus and Icarus.

[As PSHE Practitioners, children will:](#)

Celebrating difference - Explore what influences us to make assumptions about people. Identify what is special and unique about me.

Healthy Me - Explore friendships and group dynamics. Consider the effects of smoking and alcohol. Identify feelings of fear and anxiety associated with peer pressure.

[Character Virtues for the Summer Term](#)

January – Wonder (Patience)

February – Dignity (Goodness)

March – Resilience (Self-control)

Protecting Our World

[As Computer programmers, children will:](#)

2Logo - Input simple instructions. Create letters. Use repeat command. **Spreadsheets** - Enter numbers in cells as currency or decimals. Use line graphing tool. Use currency formatting tool.

[As Musicians, children will:](#)

Play and perform the ukulele in solo and ensemble contexts. Listen with attention to detail and recall sounds with increasing aural memory. (KS2 Production focus)

[As Artists, children will:](#)

Research the life and work of Vincent van Gogh. Use lines and colour to create depth and texture, shade and tint and movement. Develop sketching techniques. Create portraits in the style of Van Gogh. Revisit and develop ideas.

[As Mathematicians, children will:](#)

Number: Multiplication – Count in 3s, 6s, 7s and 9s. Explain the relationship between adjacent multiples. Use known multiplication and division facts to solve problems. Use divisibility rules. Identify patterns of odd and even numbers in the times tables. Represent a square number.

Number: Multiplication - Explain what each factor represents in a multiplication equation. Use knowledge of distributive law to solve two part addition and subtraction problems. Use knowledge of distributive law to calculate products beyond known times tables facts. Multiply and divide by 10 and 100.

[As Faith Explorers, children will:](#)

'What are the Beatitudes and what do they mean for Christians?' Consider how moral decisions are made based on the Beatitudes.

'What would Jesus do?' Identify features of Gospel texts. Make connections between Christian teachings and the issues in the world today.

'Easter -How does Holy Communion build a Christian Community?' Identify and compare beliefs and practices in relation to Holy Communion.

[As Sportspersons, children will:](#)

Athletics – Jump by coordinating the steps on the 5 strides. Move my body with balance to complete the speed bounce. Use arms and legs together to increase power. Compete with confidence.

Tennis – Move with balance and control when catching a ball. Hit and bounce a ball when moving. Hit a ball using a forehand with control. Hit a ball using your backhand with control. Hit a ball into a target over varying distances. Rally when playing 1v1.

Key Dates:

Kew Gardens trip -19th January

Class assembly - 4th March

World Book Day - 5th March

Class photographs - 19th March

Easter service - 27th March