

**As Readers, Writers and Orators, children will:**

Reading: Experience, knowledge, skills and strategies – Develop personal, critical and evaluative response, form intertextual links and compare characters. Develop fluency through performance, use story maps to structure narrative and use language to support fluency.

Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency:

Explore levels of formality, and use devices to build cohesion within a paragraph, use semi-colon, colon and dash to mark clauses and lists and use relative clauses.

Extended writing outcomes: Oral Storytelling, exploring other outcomes and character viewpoint narrative. Using conjunctions to compare and contrast.

**As Historians , children will:**

What is the legacy of Tudor London? Understand where the Tudors came in British history and explore the family tree. Research the Tudor legacy of buildings in London including the significance of Hampton Court and explore what palace life was like. Explore what Tudors ate based on foods available at that time. Develop an understanding of what problems Elizabeth I faced when she became Queen and explain why the Spanish Armada was important in terms of Tudor Legacy.

As Designers, children will:

Art and Design – Explore Tudor portraits, draw and paint recreated portraits and use Stephen Wiltshire as a basis for drawing techniques.

Design and Technology - Give examples of machines that use gears and/or pulleys and Describe how gears and pulleys work and their purpose. Design and make a gears and pulley system. Write questions for market research and write and use a design brief to guide design.

As Computer programmers, children will:**Flat File Databases (Data and Information)**

Use a form to record information, compare paper and computer-based databases by grouping and then sorting data. Use real world database to answer questions. Use real world database to answer questions.

Character Virtues for the Spring Term

January – Wonder (Patience)

February – Dignity (Goodness)

March – Resilience (Self-control)

April – Integrity (Kindness)

Tudor Times: What is the legacy of Tudor London?

**As Scientists, children will:****What are the different forces and what does each force do?**

Explore basic forces and be able to explain movement in diagrams including what gravity is and how it is measured, the effects of friction, air resistance and water resistance. Investigate how mechanisms such as levers, pulleys and gears work.

As Musicians, children will:

Read a melody in staff notation and accompany a song with tuned and untuned percussion. Sing in two parts and combine vocal sounds in performance. Develop a structure to combine sounds and create musical effects using contrasting pitch.

As PSHE Practitioners, children will:

Dreams and Goals Demonstrate an understanding that as you grow up you need money to achieve your dreams. Begin to think about different jobs and the wages associated with the jobs. Identify jobs that they might like to have and then think about to achieve their dream job.

As Mathematicians, children will:

Multiplication and Division B– Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit and integer scaling problems.

Perimeter and Area - Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shape.

As Faith Explorers, children will:

Understanding faith in the local community Explain that the school and wider community are made up of people who belong to a range of faith and belief groups. Explain that some faith communities have been part of the local community for many years and explain that the area has been influenced by a lot of change typical of London.

As Sportspersons, children will:

Dance – Collaborate with a group to create a dance warm-up and perform a dance using a stimulus by copying and repeating basic dance steps. Dance in unison when performing and show different levels and pathways when performing.

Cricket – Field a ball with control and accuracy and bowl a ball underarm against a batter hitting the wicket with some success. Hit a moving ball by holding the bat correctly and participate in a batting and fielding game.

As Linguists, children will:

Minimus: 'A soldier's life'-Translate a Latin story containing questions and write a letter home from the point of view of a Roman soldier.

Key Dates:

- Hampton Court – 14th January
- Bikeability – 23rd - 7th February
- Science Museum Trip – 6th March
- Parent Consultations – 10th/12th March