



<p>Literacy</p>	<p><b>Class Text:</b> I was a Rat! Or the Scarlet Slippers by Philip Pullman</p> <p><b>Genres:</b> Biography and Letter</p> <p><u>Immerse</u></p> <ul style="list-style-type: none"> <li>• To gather information.</li> <li>• To research using different sources.</li> </ul> <p><u>Analyse</u></p> <ul style="list-style-type: none"> <li>• To identify the features and structure of a biography.</li> <li>• To explore the features and structure of a letter.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Formation of nouns using suffixes -ness, -er</li> <li>• Formation of adjectives using suffixes [-ful, -less]</li> <li>• Use of suffix -er, -est in adjectives</li> <li>• Use of suffix -ly to turn adjectives into adverbs</li> <li>• Subordination [using when, if, that, because]</li> <li>• How the grammatical patterns in a sentence indicate its function as a statement, question, command or exclamation</li> <li>• Correct choice and consistent use of past tense throughout writing</li> <li>• Commas to separate items in a list</li> <li>• Apostrophes to mark singular possession in nouns (possession) [the girl's book]</li> </ul> <p><u>Plan</u></p> <ul style="list-style-type: none"> <li>• Plan writing by saying what they are going to write</li> <li>• Plan their writing by using a writing frame with images</li> </ul> <p><u>Write</u></p> <ul style="list-style-type: none"> <li>• Draft and write by writing a biography or letter.</li> <li>• Draft and write by using known phonemes for spelling and some key vocabulary</li> </ul> <p><u>Review</u></p> <ul style="list-style-type: none"> <li>• Proof-read for punctuation errors (capital letters and full stops)</li> <li>• Evaluate and edit making simple additions eg conjunctions</li> </ul>
<p>Maths</p>	<p><b><u>Numbers within 1000</u></b></p> <ul style="list-style-type: none"> <li>• Represent in different ways</li> <li>• Compare using symbols</li> <li>• Read scales</li> </ul> <p><b><u>Measures: Capacity and volume</u></b></p> <ul style="list-style-type: none"> <li>• Read and measure temperature</li> <li>• Estimate, measure and understand litres and millilitres</li> </ul>

	<ul style="list-style-type: none"> <li>• Compare and order capacities</li> </ul> <p><b><u>Measures: Mass</u></b></p> <ul style="list-style-type: none"> <li>• Weigh and compare masses in kilograms and grams</li> </ul>
Science	<p><b><u>Protecting the Environment</u></b></p> <p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> <li>• why we need to protect our planet</li> <li>• what we mean by the word 'environment'</li> <li>• why trees are so important for the environment</li> <li>• how habitats can be negatively impacted</li> <li>• how their local environment is being impacted</li> <li>• the different ways in which we can save or conserve water and electricity</li> <li>• how their actions at home could support the protection of the environment</li> </ul>
History	<p><b><u>People who Made a Difference</u></b></p> <p>Pupils will acquire the following historical knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> <li>• What makes someone significant?</li> <li>• What are human rights?</li> <li>• How Nelson Mandela fought against racism?</li> <li>• How Rosa Parks stood up for black people's rights?</li> <li>• Why we celebrate Martin Luther King Day?</li> <li>• How Malala Yousafzai fought for equality?</li> </ul>
Geography	<p><b><i>Topic not taught this half term.</i></b></p>
Art	<p><b><u>Sculpture and 3D: Clay houses</u></b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.</li> <li>• Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.</li> <li>• Roll a smooth tile surface.</li> <li>• Join clay shapes and make marks in the tile surface to create a pattern.</li> <li>• Draw a house design and plan how to create the key features in clay.</li> <li>• Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</li> </ul>
Design Technology	<p><b><i>Topic not taught this half term.</i></b></p>
Computing	<p><b><u>iBlog</u></b></p> <p>In this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• Choose a website based on how useful it is for a specific purpose</li> <li>• Demonstrate how they find specific information in a website</li> <li>• Be discerning about the information collected on websites</li> <li>• Select appropriate applications to help them achieve a specific task</li> <li>• Can identify suitable information to present</li> </ul>

	<ul style="list-style-type: none"> <li>Identify some ways to keep themselves safe using ICT</li> <li>Use ICT to communicate, identify some of the risks and act to minimise them</li> </ul>
PE	<p><b>Net and Wall</b></p> <p>By the end of this unit children will know and understand:</p> <ul style="list-style-type: none"> <li>what defence is.</li> <li>how to defend space.</li> <li>the effects of exercise on my body.</li> <li>how to hit a ball over a net.</li> <li>how to throw accurately.</li> <li>what tactics are.</li> <li>how to score points in a game.</li> <li>how to be a good sportsman.</li> </ul>
RE	<p><b>To the Ends of the Earth</b></p> <p><b>Hear:</b> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>Jesus appears to the apostles and the Ascension (Lk 24:36-53)</li> <li>Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13)</li> <li>Conversion of Saul (Acts 9:1-19)</li> <li>Fruits of the Holy Spirit (Gal 5:22-23)</li> </ul> <p><b>Believe:</b> By the end of this unit of study pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>God is love. Love is God's first gift poured into our hearts by the Holy Spirit.</li> <li>The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit.</li> <li>The fruits of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control.</li> </ul> <p><b>Celebrate:</b> By the end of this unit of study pupils will know:</p> <ul style="list-style-type: none"> <li>In all prayers, Christians welcome the Holy Spirit and open their hearts to God.</li> <li>Christians pray to the Holy Spirit for help ('Come Holy Spirit').</li> </ul> <p><b>Live:</b> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>That there are different symbols of the Holy Spirit in art: wind, fire, and dove, e.g., Taizé, Marlene Scholz's 'Blessed Trinity'.</li> <li>The example of a saint who showed examples of peacebuilding in their lives, e.g., St Catherine of Siena, St Bernardine of Siena (IHS), St Rita of Cascia, St John Henry Newman, Pope St Pius X, St Francis of Assisi. Some examples of saints and holy people who lived the fruits of the Holy Spirit in their lives, e.g., St Oscar Romero, St Teresa of Avila.</li> </ul>
Music	<b>Topic not taught this half term.</b>
RSE	<p>Being Safe</p> <p>Good Secrets and Bad Secrets</p> <p>Physical Contact</p> <p>Harmful Substances</p> <p>Can you Help me?</p>
Immersive Events/Visits/Visitors etc	Visit to Doncaster Art Gallery – Messy Models

