**English**

**• In narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses.**

**• Integrate dialogue in narratives to convey character and advance the action, using correctly punctuated speech**

**• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).**

**• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.**

*2. Have the opportunity to know that God calls all of us to speak out about injustice*

**Maths**

Chapter 3 - Fractions

Chapter 4 – Decimals

Chapter 5 - Measurements

Chapter 6 – Word Problems

**Fighting Fit Aut2**

**History**

**N/C Pupils should continue to**

**Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.**

• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

• Compare beliefs and behaviour with another time studied

• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation

• Know key dates, characters and events of time studied• Link sources and work out how conclusions were arrived at

• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion

• Be aware that different evidence will lead to different conclusions

• Confidently use the library and internet for research

**English Texts**

War Game: Village Green to No Man’s Land

Where the poppies grow: Hilary Robinson

Guided reading – Vlad and the First World War, , A Christmas Truce

Class reader – The Oranges in No Man’s Land

**SDG**

No poverty

Social enterprise

**Science**

**Pupils should be taught to:**

**identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood**

**recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.**

* **Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood**
* **Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function**
* **Describe the ways in which nutrients and water are transported within animals, including humans**

**Art**

N/C Pupils should be taught:

Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

* Describe varied techniques.
* Be familiar with layering prints.
* Be confident with printing on paper and fabric.
* Alter and modify work.
* Work relatively independently
* Use a range of media to create collage.
* Use different techniques, colours and textures etc when designing and making pieces of work.
* To be expressive and analytical to adapt, extend and justify their work.
* Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.
* Adapt their work according to their views and describe how they might develop it further.

**Computing**

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.

* Identifying jobs that use Computer Science
* Understanding the different steps of design thinking
* Learn the concept of classification through the use of Teachable Machine.
* Identify ways that the technology could solve the defined problem.
* Train and apply a prototype to solve real-world problems.
* Design and deliver a presentation

**DT**

**Evaluate**

**Investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  understand how key events and individuals in design and technology have helped shape the world**

**Technical knowledge**

**Apply their understanding of how to strengthen, stiffen and reinforce more complex structures**

**•** Select appropriate tools, materials, components and techniques

• Assemble components make working models

• Use tools safely and accurately

• Construct products using permanent joining techniques

• Make modifications as they go along

**RE**

**Christmas**

Make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).

Start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.

**PE**

**N/C Pupils should continue to**

**Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.**

Gymnastics

* Beginning to build a variety of running techniques and use with confidence.
* Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)
* Beginning to record peers performances, and evaluate these.
* Describes good athletic performance using correct vocabulary.
* Can use equipment safely and with good control.

**GPS**

Punctuation

•Using semi-colons to mark boundaries between independent clauses

•Using colons to mark boundaries between independent clauses

•Using dashes to mark boundaries between independent clauses

•Use of the semi-colon to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]

•Use of the colon to mark the boundary between independent clauses

•Use of the dash to mark the boundary between independent clauses

•Terminology for pupils: •colon •semi-colon

Music

Music and Me

* Perform using notation as a support.
* Sing songs with staff notation as support.
* Identify different speeds of pulse (tempo) by clapping and moving.
* • Improvise rhythm patterns.
* • Perform an independent part keeping to a steady beat.
* • Identify the metre of different songs through recognising the pattern of strong and weak beats.

**Spanish**

**Initiate and sustain conversations**

**Re-use previously learned language in a new context**

**Perform a sketch in Spanish to an audience**

**Present oral work confidently, speaking clearly and audibly with good pronunciation**

**Work out how to pronounce unknown words**

**Recognise and practise the Spanish vowel sounds**

**Geography**

**Pupils should be taught to:**

**Geographical skills and fieldwork**

**use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.**

**Locational knowledge**

**locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.**

* **Confidently identify significant places and environments**
* **Use OS maps.**
* **Follow a short route on an OS map. Describe features shown on an OS map.**
* **Locate places on a world map.**
* **Confidently use an atlas.**
* **Use Atlas symbols.**
* **Recognise world map as a flattened globe.**

**Draw a sketch map using symbols and a key;**

**Draw a plan view map accurately.**