

English

Applying weekly spellings in writing; using all punctuation taught at KS2; identifying prepositions, phrases and clauses in sentences

Editing own work to improve grammar, punctuation and vocabulary

Holes by Louis Sachar—writing in character; using quotes for evidence; creating a 'Survival Guide.'

The Water Tower (Graphic Novel) by Gary Crew- writing a synopsis with a word limit; using inference to write from a character's point of view.

Exploring the influence of location on poetry; gain a better understanding of structure and metre in poetry; explore poems from a wide range of cultural contexts

Historical Fiction -A Christmas Carol by Charles Dickens (older literature)- express an opinion about the text; use point, evidence and example to critically evaluate the text; consider not only what a character might say, but also what they might feel.

Geography

To identify some of Britain's natural resources and explain how they are used.

To identify some ways in which natural resources are used to produce energy.

To identify clean and renewable energy resources used to produce electricity, and discuss the pros and cons of their use.

To identify parts of the world where wood is produced, and consider some of the problems associated with its production.

To know where and how steel is produced

To know where and how glass and concrete are produced in Britain using natural resources.

To describe where a range of natural resources come from and how they are used.

Maths

Times tables— rapid recall up to 12 x 12

Written methods for all four operations,

Problem solving and investigations

Recognise fraction and decimal equivalents. Know decimal equivalents for $\frac{1}{2}$, $\frac{1}{4}$ s, 1/5, 1/8s, 1/10s and 1/100s.

Find unit and non-unit fractions of amounts

Convert improper fractions to mixed numbers

Calculate time intervals using the 24-hour clock. Add lengths of times, giving an answer in hours and minutes.

Read timetables using the 24-hour clock.

Calculate time intervals (including over 3 hours).

D&T/Art

To look at the work of Gustav Faberge.

Design and make their own Faberge egg.

Create a Faberge egg stand.

Design a set of Matryoshka dolls

Natural Resources

French

All About Ourselves—apply previous knowledge of topic areas such as clothes and the body and, develop vocabulary. Describe their own appearance using some key grammatical features of French, such as the position of adjectives. Talk about emotions and health, increasing our conversational skills.

PE

Daily Walking / Skipping

Developing Stamina and Fitness

Awareness of how to keep our bodies fit and healthy

Gymnastics

PSHE

Recognising and celebrating difference, including religions and cultural Influence and pressure of social media

UKS2

Autumn 2 2021

RE

Christianity - Key features of the life of Jesus as told in the Gospels.

Key events in the life of Jesus and the history of the Church and how they are celebrated including: Advent and Christmas

Music

Classroom Jazz -Building on previous learning, the learning is focused around two tunes: Bacharach Anorak and Meet The Blues. Listen and Appraise the two main tunes and other supporting tunes. Learn about the interrelated dimensions of music through playing instruments and improvising. Perform and share adding choreography.

Science

Earth & Space -know that the Earth, Sun and Moon have relative sizes and positions.

To explain that the Sun, Earth and Moon are approximately spherical.

To describe the position of the Sun in relation to the planets of our Solar System

To understand the different appearance of the Moon over 28 days provides evidence of a 28 day cycle.

Computing

Esafty -Exploring Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship

Programming—variables in games. Learning what variables are, and relate them to real-world examples of values that can be set and changed.

Using variables to create a simulation of a scoreboard.

Use-Modify-Create model, to experiment with variables in an existing project.

Design and improve their own game in Scratch.

Please note... this information is intended as a guide only and may be subject to change so that we can address the interests of the children as the term progresses. Through a blended curriculum we will build upon prior knowledge, revisit and teach parts of the curriculum that the children need.