

## English

### Reading: The Magic Faraway Tree

- Reading aloud for fluency and use knowledge to read 'exception' words
- Reading for understanding
- Understanding root words: prefix/suffix
- Read aloud to an audience using volume and tone

### Comprehension

- Inference based on The Magic Faraway Tree: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence,
- Predicting what might happen,
- Summarising main ideas,
- Identifying how language, structure, and presentation contribute to meaning,
- Identifying descriptive language,
- Dictionary skills: synonyms/ ambitious vocab,
- Predicting what might happen,
- Identifying themes and conventions in a wide range of books

**Handwriting: increase the legibility, consistency and quality of their handwriting using Letter Join.**

### Writing:

Writing narrative (myth) based on Theseus and the Minotaur using the Write Stuff planning sequence.

### Success Criteria

- Use a wide range of varied conjunctions.
- Use different types of fronted adverbials (temporal, prepositional, manner etc.) with a comma at then end.
- Regularly use expanded noun phrases to add detail and interest to writing.
- Use direct speech including all punctuation.
- Use ambitious vocabulary.
- Self and peer-edit writing for punctuation, spelling and extra or missing words.

### Grammar, Punctuation & Spelling:

Fronted adverbials  
 Direct speech  
 Prepositions  
 Conjunctions  
 Suffixes: -ation, -ly, -sion  
 Sh for ch sound  
 Retrieval: word classes, definitions of grammatical terms, examples of punctuation us

## Maths

### Addition and subtraction

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction.  
 Estimate and use inverse operations to check answers to a calculation.  
 Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

### Measurement

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.  
 Find the area of rectilinear shapes by counting squares.

### Multiplication and division

Recall multiplication and division facts for multiplication tables up to 12x12.  
 Use place value known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1, multiplying together three numbers.  
 Recognise and use factor pairs and commutativity in mental calculations.  
 Multiply two-digit and three-digit numbers using formal written layout (grid method).  
 Solve problems involving multiplying and adding.

**Maths meetings: Time, shape, fractions, number bonds, rounding, halves, doubles**

**Vocabulary: Addition, add, altogether, plus, total, subtract, take away, minus, difference, change, multiplication, multiply, lots of, groups of, times, division, divide, share, equally**

## Science

**This learning links from:**

- Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans)
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans)
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3 - Animals, including humans)

**This learning links to:**

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. (Y6 - Animals, including humans)
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans)
  - Describe the ways in which nutrients and water are transported within animals, including humans. (Y6 - Animals, including humans)

**Unit: Animals Including Humans - Digestive System and Teeth**

**Key Learning - Knowledge**

Food enters the body through the mouth. Digestion starts when the teeth start to break the food down. Saliva is added and the tongue rolls the food into a ball. The food is swallowed and passes down the oesophagus to the stomach. Here the food is broken down further by being churned around and other chemicals are added.

The food passes into the small intestine. Here nutrients are removed from the food and leave the digestive system to be used elsewhere in the body. The rest of the food then passes into the large intestine. Here the water is removed for use elsewhere in the body. What is left is then stored in the rectum until it leaves the body through the anus when you go to the toilet.

Humans have four types of teeth: incisors for cutting; canines for tearing; and molars and premolars for grinding (chewing).

Living things can be classified as producers, predators and prey according to their place in the food chain.

**Working Scientifically**

- Research the function of the parts of the digestive system.
- Create a model of the digestive system using household objects.
- Explore eating different types of food to identify which teeth are being used for cutting, tearing and grinding (chewing).
- Classify animals as herbivores, carnivores or omnivores according to the type of teeth they have in their skulls.
- Use food chains to identify producers, predators and prey within a habitat.
- Use secondary sources to identify animals in a habitat and find out what they eat.

**Key Nuggets To Be Revisited**

What type of food does this tooth digest best?

What is this tooth good at?

Look at this animal's teeth: is it a carnivore, omnivore or herbivore? How do you know?

What happens to food in the oesophagus/stomach/large intestine?

**Planned Misconceptions**

Some children may think:

- arrows in a food chains mean 'eats'
- the death of one of the parts of a food chain or web has no, or limited, consequences on the rest of the chain
- there is always plenty of food for wild animals
- your stomach is where your belly button is
- food is digested only in the stomach
- when you have a meal, your food goes down one tube and your drink down another
- the food you eat becomes "poo" and the drink becomes "wee"

**Vocabulary:** Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain

**Linked Texts:** The Magic Schoolbus: Inside the Human Body, Gut Garden: A Journey Inside the Wonderful World of Your Microbiome,

## Religious Education

**This learning links from:** Children can recognise the story of advent.

**This learning links to:** Know that advent is a time of waiting. Think about how the progressive lighting of the candles on the Advent wreath symbolises the expectation and hope surrounding our Lord's first coming

<p><b>Big Question: What does it mean to put our trust in God?</b></p> <ul style="list-style-type: none"> <li>• Read Bible stories and understand how Zechariah and Mary had trust in God (including how God fulfilled his promise to Mary when Jesus was born).</li> <li>• Continue writing a Bible story and perform to an audience (Year 1 via recordings).</li> <li>• Learn about St. Martha and her trust in God, children choose to express via song, poetry, art, storytelling, acting, etc.</li> <li>• Advent: preparing for the birth of Jesus with special focus on Joseph's trust in God. Group discussion about why Joseph trusts God.</li> <li>• Write a diary entry from Joseph's perspective as to why he trusts God and why God sent Jesus to earth.</li> </ul>		<p><b>Key Nuggets To Be Revisited:</b></p> <p>Why did Jesus have a special relationship with St Martha and how did St Martha serve him?          How did Mary and Joseph put their trust in God?          What is Elisabeth's relationship with Mary?          Is the St Martha story a myth or a legend?</p>
<p><b>Vocabulary:</b> Trust, promise, The Annunciation, Mysteries of our Faith, The Trinity, The Incarnation</p>		<p><b>Planned Misconceptions:</b></p> <p>Joseph put his trust in God immediately without any doubts.          Thinking trust and belief are the same thing.          Myths and legends are the same thing.</p>
<p><b>Linked Texts:</b> St Martha and the Tarasque.</p>		

PE	<p><b>Unit: Dance</b>  <b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• Copy, remember and perform a dance phrase.</li> <li>• Create short dance phrases that communicate an idea.</li> <li>• Use canon, unison and formation to represent an idea.</li> <li>• Match dynamic and expressive qualities to a range of ideas.</li> <li>• Use counts to keep in time with a partner and group.</li> </ul>	<p><b>Key Nuggets To Be Revisited:</b></p> <ul style="list-style-type: none"> <li>• How do we create a dance?</li> <li>• Can I perform in front of everyone?</li> <li>• Are all movements classed as dance?</li> <li>• How does my body move in a certain way?</li> </ul>
	<p><b>Vocabulary:</b> Flow, Explore, Create, perform, Match, Feedback, expression</p>	<p><b>Planned Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Not all movements can be used in a dance.</li> <li>• Movement isn't important in dance.</li> <li>• Warming up before a lesson isn't important.</li> </ul>
	<p><b>This learning links from</b></p>	<p><b>Linked Texts:</b> NA</p>
	<p><b>Unit: Hockey</b></p> <p>I can delay an opponent and help to prevent the other team scoring.          I can dribble, pass and receive and shoot the ball with increasing control.          I can move to space to help my team to keep possession and score goals.          I can provide feedback using key terminology and understand what I need to do to improve.          I can use simple tactics to help my team score or gain possession.          I share ideas and work with others to manage our game.          I understand the rules of the game and I can use them often and honestly.</p>	<p><b>This learning links to</b></p> <p><b>Key Nuggets To Be Revisited:</b></p> <p>How do I hold the hockey stick?          How do I pass the ball?          How many people are there in a team?</p> <p><b>Planned Misconceptions</b></p> <ul style="list-style-type: none"> <li>• It doesn't matter how I hold the hockey stick.</li> <li>• I can raise my stick above waist height.</li> <li>• I can hit the ball rather than push pass it.</li> </ul>

	<b>Vocabulary:</b> interception, defender, attacker, reverse, possession, opposition	<b>Linked Texts:</b> NA
	<b>This learning links from:</b> Understanding rules and competitive play. Continuation of learning simple tactics in a game.	<b>This learning links to:</b> Playing in competitions, working as part of a team.
<p style="text-align: center; font-size: 24px;"><b>Music</b></p>	<b>Unit: Charanga Glockenspiel – Stage 2</b> - Exploring and developing playing skills using the glockenspiel (C, D, E, F + G) - To confidently identify and move to the pulse. - To talk about the musical dimensions working together in the Unit songs (e.g. if the song gets louder in the chorus (dynamics)). - Talk about the music and how it makes them feel. - Listen carefully and respectfully to other people’s thoughts about the music. - Use key vocabulary when discussing music	<b>Key Nuggets To Be Revisited</b> Can you clap the beat? Can you identify the pulse of this song? How can we change the volume of the chorus?  <b>Planned Misconceptions</b> <ul style="list-style-type: none"> <li>• Children don’t realise you can change the volume by how hard you strike the keys.</li> <li>• Children confuse the pulse and beat.</li> </ul>
	<b>Vocabulary:</b> glockenspiel, pulse, beat, dynamics, chorus, appraise	Linked Texts N/A
	<b>This learning links from:</b> Glockenspiel Stage 1 (Year 3)	<b>This learning links to:</b> Percussion work with Specialist Music Instructor in Year 5
<p style="text-align: center; font-size: 24px;"><b>Latin</b></p>	<b>Unit: Chapter 4 - The Best Days of Your Life</b> To revise nouns, adjectives and verbs in Latin. Add correct endings to noun/adjective pairs. Identify the person from a verb ending. Look at the derivative of words : dormio dormant,dormitory iratus irate laetus elated fatigata fatigue	<b>Key Nuggets To Be Revisited</b> Who is doing the action of this verb? How do you know? What ending does this adjective need? How do you know? Why does this noun ending in an -a? What does this tell you.  <b>Planned Misconceptions</b> <ul style="list-style-type: none"> <li>• Endings only change to show a word is singular or plural.</li> <li>• Confusing noun and verb endings (e.g. -s for you singular verb ending confused with nominative singular noun ending)</li> </ul>
	<b>Vocabulary</b> - dormio, lacrimo, laboro (sum, es, est, sumus, estis, sunt)	Linked Texts N/A
	<b>This learning links from</b> Chapter 3 - Work, Work, Work - verb endings (Year 3)	<b>This learning links to</b> Chapter 6 - verb, noun and adjective endings (Year 4)
<p style="text-align: center; font-size: 24px;"><b>History</b></p>	<b>Unit: Greeks</b> This unit is structured around 2 sequential history enquiries: 1. How can we find out about the civilisation of Ancient Greece? 2. Can we thank the Ancient Greeks for anything in our lives today? In this unit, children use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations they find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. The focus of the second part of this unit is on the continuing legacy	<b>Key Nuggets To Be Revisited:</b> How was life different for men and women in Ancient Greece? What are the dates for the Ancient Greek time period? What does this artefact tell us about life in Ancient Greece? What do you know? What can you infer?  <b>Planned Misconceptions</b>

	<p>of Ancient Greeks and the children explore their influence on education, language, architecture, government and the Olympic Games. Links can be made with other ancient civilisations and societies they have studied. The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.</p>	<ul style="list-style-type: none"> <li>• Ancient Greece was a country with one ruler.</li> <li>• Not realising that the higher the number in BC dates, the further back in time it is.</li> <li>• All Greek city-states had the same system of government.</li> </ul>
	<p>Vocabulary: Acropolis, Assembly, democracy, Oligarchy, Olympics, Titans, Tyrant</p>	<p>Linked Texts: Theseus and minotaur (Daniel Morden and Hugh Lupton) Ancient Greeks by Jane Bingham</p>
	<p>This learning links from: Pupils will build on their previous understanding of concurrence and that different people lived around the world at the same time (Ancient Egyptians, Bronze Age, Iron Age and the Romans). There will also be opportunities for comparisons regarding: culture, beliefs and lasting influences, between the Iron Age, the Ancient Egyptians and the Ancient Greeks. Year 2s Remembrance unit. This understanding will be extended as the children explore the Ancient Greeks' influence on education, language, architecture, government and the Olympic Games. Furthermore, pupils will develop their skills of historical enquiry including how evidence is used to make historical claims. This was first introduced in Year 1s' School Life unit, in which the children explored first hand sources of evidence.</p>	<p>This learning links to: In year 5 the children can build on their knowledge with the addition of Islamic contributions. In Year 5 they can link their learning of Greeks with the Anglo-Saxons with the Vikings and the Scots. The expectation is that comparisons are made with increasing independence.</p>
Art	<p><b>Unit: Ruth Daniels</b></p> <ul style="list-style-type: none"> <li>- appraise the work of Ruth Daniels</li> <li>- design a piece based on her work</li> <li>- use ink and watercolours to create the unique combination of flora and fauna found in tropical gardens.</li> <li>- include details of brightly coloured flowers, plants and animals that cohabit in a rainforest paradise.</li> </ul>	<p><b>Key Nuggets To Be Revisited:</b> What colours are associated with the tropical rainforests? What observations can I make about the foliage in the rainforests?</p>
	<p>Vocabulary: appraise, annotate, flora, fauna, brightly coloured, flowers, rainforest animals</p>	<p>Linked Texts: N/A</p>
	<p>This learning links from: Rainforest unit in geography - Autumn 1.</p>	<p>This learning links to: Observational Drawings: Single Point perspective in year 6.</p>
RSHE	<p><b>Unit: Unit 1 Religious Understanding - Session 1 - Get Up!</b> Children will know that:</p> <ul style="list-style-type: none"> <li>• We are created individually by God who is Love, designed in His own image and likeness</li> <li>• God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)</li> <li>• Every human life is precious from the beginning of life (conception) to natural death</li> <li>• Personal and communal prayer and worship are necessary ways of growing in our relationship with God</li> </ul> <p>Success Criteria</p>	<p><b>Key Nuggets To Be Revisited</b> What is God's purpose in creating us? How does God feel about us? What does it mean to be on a personal journey of faith?</p>
		<p><b>Planned Misconceptions</b></p> <ul style="list-style-type: none"> <li>• Thinking that a vocation is a job.</li> <li>• Prayer is</li> </ul>



	<ul style="list-style-type: none"> <li>• All children will understand that they are created by God who loves them.</li> <li>• Most children will understand that God designed them with a purpose: to be loved, to love and to make a difference.</li> <li>• Some children will demonstrate a more nuanced understanding of the Gospel and a clear sense of their personal journey of faith.</li> </ul>	<ul style="list-style-type: none"> <li>• just about asking for something.</li> </ul>
	<p><b>Vocabulary:</b> God Jesus faith dead alive love eternal new life heaven sin forgive precious conception individual renewed make a difference Jairus synagogue</p>	<p>Linked Texts - Bible</p>
	<p><b>This learning links from</b> - Created and Loved By God - The Sacraments and Jesus, My Friend (Year 3)</p>	<p><b>This learning links from</b> Created and Loved by God:          We Don't Have To Be The Same, Respecting Our Bodies, What Is Puberty? Changing Bodies, What Am I Feeling? What Am I Looking At? I Am Thankful          A Community of Love, What is the Church? How Do I Love Others? (Year 4)          Calming The Storm, Is God Calling You? (Year 5)</p>