



THERE'S NO FULL STOP TO LEARNING

Our vision is to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential

PE
Cricket – Tuesday morning
Moving matter – Tag Rugby

English
To be able to use a range of punctuation in writing
To be able to use a range of complex and simple sentences in writing
To be able to develop use of connectives in writing
To be able to develop ideas over a paragraph
Use interesting and imaginative language to help the reader understand characters and events
Produce writing that is varied, interesting and thoughtful

RE/PSHCE- Judaism 3
- To learn why Abraham is important to Jews
- To understand what the Torah is and how it helps Jews to live their lives

Science - LIGHT
- to recognise that light appears to travel in straight lines
-to use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Skills and Knowledge

Computing
- To understand how to use variables when programming in One Hour of Code and then apply skills to Scratch
- Create a 2-player game in Scratch

Maths
To be able to add and multiply fractions
To use the formal method of long division
To be able to order and simplify fractions
To be able to find equivalent fractions, decimals and percentages
To be able to multiply and divide decimals
To be able to solve multi-step problems involving decimals, fractions and percentages
To be able to order, position and round decimals to 3 decimal places

Geography/History- WW1
- To describe an event in Britain's past using a range of sources
-To understand where the Great War fits on a timeline
- To summarise the main events of WW1
- To use maps and aerial photos to understand where battles took place
- Location of trenches and conditions therein
- How trenches were affected by continental climate

Art/DT
- to use digital software to take and edit photos
- to create a 3d model of a WW1 trench
- to create a chalk landscape in the style of Paul Nash