

English:

Children will:

- Focus on authorial intent and who their writing is aimed at and therefore how it should be presented.
- Create a variety of different written pieces including newspaper reports, non-chronological reports and biographies.
- Continue to use and manipulate language to create tension and high quality descriptive writing pieces.
- Consider the effectiveness of language
- Develop their comprehension skills
- Continue to manipulate sentences, add clauses and experiment with the order of words to create emphasis. Link clauses using the full range of punctuation taught at KS2.
- Learn technical vocabulary relating to GPS

Rainbow Primary School

Spring Term 1st Half

Stephen Hawking Class

Teacher: Miss Mill & Miss Khan

Things to Remember!

Every day: Reading at home, spellings and times tables

Mon: PE kit needed

Thurs: PE kit needed

Computing: Blogging 6.4 (Purple Mash)

Children will:

- Combine a variety of software to accomplish given goals on a range of digital devices.
- Analyse and evaluate information and data.
- Design and create systems that accomplish given goals.

Science: Healthy Bodies

Children will:

- Identify and name main parts of human circulatory system, and describe their function
- Recognise impact of diet, exercise, drugs and lifestyle on the way bodies function
- Describe how nutrients and water are transported within animals, including humans

RE: What responsibilities come with growing up?

Children will:

- Describe and understand the rights and responsibilities that come with growing up
- Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies
- Reflect on their own beliefs, principles and values reasonably.

Maths:

Children will:

Number: Decimals

- Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
- Multiply one-digit numbers with up to 2 decimal places by whole numbers.
- Use written division methods in cases where the answer has up to 2 decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy.

Number: Percentages

- Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.
- Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.

Number: Algebra

- Use simple formulae
- Generate and describe linear number

Topic: Brilliant Britain

Children will learn about:

- Great Britain's countries and cities
- Great Britain's coastlines
- Britain's diverse culture
- Citizenship & democracy
- Elections
- Suffragettes
- Famous and inspirational British people.

	<p>sequences.</p> <ul style="list-style-type: none"> • Express missing number problems algebraically. • Find pairs of numbers that satisfy an equation with two unknowns. 	
<p>PSHCE: <u>How can I stay safe?</u> Children will:</p> <ul style="list-style-type: none"> • Learn about how to stay safe online • Learn about how to report anything they are worried about • Learn about peer pressure and how to deal with it. <p>The harmful effects of drugs and alcohol</p>	<p>Music: A New Year Carol</p> <ul style="list-style-type: none"> • Compose melodic and rhythmic phrases. • Starting to interpret musical notation. • Reflect on own composition's dynamics, tempo and timbre. • Begin to explore reasons for composers' tempo choices. • Pick out details within a piece and recall these details from memory. • Compare pieces thinking about texture, structure, timbre and dynamics. 	<p>PE: Basketball & Aerobic Dance Children will:</p> <ul style="list-style-type: none"> • Choose the most appropriate throw to use within a game. • Call out for a catch in a game showing they know they are in the best place. • Choreograph short routines to portray a particular mood or style. • Explore different styles of dance and develop short routines in those styles.