



· dt66 I can describe the properties of a variety of

materials including construction materials, textiles

• dt72 I can talk about some significant designers

• mu31 I can describe, compare and evaluate

these properties

Evaluate UKS2

through history

different kinds of music

and ingredients and explain my choices in relation to

## UNDERSTANDING THE WORLD

MATHEMATICS AND COMPUTING

Properties and changes of materials UKS2 • sc89 compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

sc90 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution sc91 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Number - addition and subtraction UKS2

than 4 digits, including using formal written

methods (columnar addition and subtraction)

increasingly large numbers

· m165 add and subtract numbers mentally with

• m164 add and subtract whole numbers with more

- sc92 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and
- · sc93 demonstrate that dissolving, mixing and changes of state are reversible changes
- · sc94 explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

· m166 use rounding to check answers to

problem, levels of accuracy

methods to use and why.

calculations and determine, in the context of a

· m167 solve addition and subtraction multi-step

problems in contexts, deciding which operations and

We are learning all about Europe in Geography this term. We are going to explore many countries starting with the UK before moving over to

Spain, Italy and then finally Germany. Once exploring these will find out about the every day life, climate, transport, famous

as well as how and what they trade with other countries.

To link in with our topic of Europe, every week we are going to be exploring a different era. This will be down to the

who we discuss and learn about. The children will do some research artists from each country and will then attempt to replicate a piece of art

each week using different techniques and styles.

his term we will be learning all about Addition and Subtraction. From using mental strategies to calculate answers to completing tricky long calculations using the formal written method (column). We will

initially be looking at our straight forward fluency knowledge before working reasoning and explaining our answers. Eventually we will be using our

and determination to complete problem solving questions

E lessons will be on

Thursday with Mr Clay.

On Wednesday, we

will be swimming for

all of this term.

Roaming Europe

with our Topic of Geography - it is called 'Mapping Europe'. Initially be writing instructions, learning how important it is that the are clear and well-thought out. Next, we will move on to writing a

We have chosen a non-fiction book as our class story this term. It

linking in with our Science work. Finally, we will be writing an story after we have explored Europe in our topic lessons.

> As ever, Miss Melloy will be in every Thursday to teach the children The class will be further developing their conversation skills with

# LITERACY

UKS2

Design UKS2

Make UKS2

annotated sketches

Reading - comprehension UKS2 • e202 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • e205 recommending books that they have read to their peers, giving reasons for their choices • e209 preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is

• e215 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Writing - transcription - Spelling UKS2 • e229 use a thesaurus.

### PHYSICAL EDUCATION

• pell.1 I can explain how developing my skills separately has improved my performance in team

pe12.1 I can describe both attacking and defending tactics and strategies and begin to apply

pe16.1 I can show you how I have improved in different activities over time

Swimming and water safety UKS2 • pe17 I can swim unaided in a recognised style over a distance of 25m • pe17.1 I can swim at least two strokes in a

recognised style • pe17.2 I can demonstrate self-rescue skills

This term in PE the children be learning through swimming and games.
In swimming the children will be developing their stamina and strength in the water, working on the four main strokes and aiming to achieve required distance of 25m. In games the children will be playing Netball, developing an of attacking and defending as well as implementing tactics and

> This term the children will be learning about Judaism, looking at do around this time of year and their beliefs and faiths.

## COMMUNICATION AND LANGUAGE

EXPRESSIVE ARTS AND DESIGN

· ad16 I can show in my sketch book how I have

· ad20 I can show examples of my work in clay

· ad21 I can talk about some famous artists,

· dt57 I can communicate my ideas through

· dt61 I can use a computer design program

architects and designers from the past

developed techniques and ideas

• fl1 I can understand what is being said to me and respond correctly

· fl3.2 I can ask for clarification of information or for help

• fl4 I can speak in grammatically correct sentences • fl5 I can pronounce words correctly so that I am understood

## PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens

• pa37 Participate in the school's decision making

• pa38 Identify the bias in media reporting.

PSED Developing confidence and responsibility and making the most of their abilities UKS2 • pc34 Talk, write and explain their views on issues that affect wider environment. · pc35 Begin to set personal goals.

PSED Developing good relationships and respecting the differences between people UKS2 • pr31 Be aware of different types of relationships.

RE - Learning From Religion UKS2

· rf29 Reflect on what it means to belong to a faith community and develop ways of communicating others' responses.

· rf30 Reflect on the level of commitment needed to belong to a religion. rf31 Understand how commitment to a religion is



Roaming Europe - Stage Coverage						
UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
• sc89 compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • sc90 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • sc91 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • sc92 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • sc93 demonstrate that dissolving, mixing and changes of state are reversible changes • sc94 explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Number - addition and subtraction UKS2  • m164 add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)  • m165 add and subtract numbers mentally with increasingly large numbers  • m166 use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy  • m167 solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	UKS2  •pe11.1 use running, jumping, throwing and catching in combination •pe12.1 play competitive games and apply basic principles suitable for attacking and defending •pe16.1 demonstrate improvement  Swimming and water safety UKS2 •pe17.3 wim competently, confidently and proficiently over a distance of at least 25 metres •pe17.1 use a range of strokes effectively such as front crawl, backstroke and breaststroke •pe17.2 perform safe self-rescue in different water-based situations.	observations and use them to review and revisit ideas • ad20 to improve their mastery of art and design techniques, including sculpture with a range of materials including clay. • ad21 about great artists, architects and designers in	intonation, tone and volume so that the meaning is clear to an audience • e215 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  Writing - transcription - Spelling UKS2 • e229 use a thesaurus.	UKS2  • fl I listen attentively to spoken language and show understanding by joining in and responding • fl3.2 engage in conversations and seek clarification and help • fl4 peak in sentences, using familiar vocabulary, phrases and basic language structures • fl5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	PSED Preparing to play an active role as citizens UKS2  • pa37 Participate in the school's decision making process.  • pa38 Identify the bias in media reporting.  PSED Developing confidence and responsibility and making the most of their abilities UKS2 • pc34 Talk, write and explain their views on issues that affect wider environment.  • pc35 Begin to set personal goals.  PSED Developing good relationships and respecting the differences between people UKS2 • pr31 Be aware of different types of relationships.  RE - Learning From Religion UKS2 • rf29 Reflect on what it means to belong to a faith community and develop ways of communicating others' responses.  • rf30 Reflect on the level of commitment needed to belong to a religion.  • rf31 Understand how commitment to a religion is shown.

