

The Stone value that we are focusing on this term is: RESPECT

Skills for Life that we are practising this half term:

Asking for help, Reflection, Taking feedback

<p>English</p> <p>Classic Narratives</p> <p>Escape from Pompeii - Christina Balit You are in Roman Britain – Ivan Minnis</p> <ul style="list-style-type: none"> Description using fronted adverbials Stories with moral dilemmas Recount Persuasive brochure Newspaper report <p>Reading:</p> <ul style="list-style-type: none"> Reading books that are structured in different ways and reading for a range of purposes. Discussing words and phrases that capture the reader's interest and imagination. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Using dictionaries to check the meaning of words that they have read. <p>Spelling, Punctuation and Grammar</p> <ul style="list-style-type: none"> Using fronted adverbials and using commas after fronted adverbials. Indicate possession by using the possessive apostrophe with singular and plural nouns. Revision of inverted commas to punctuate direct speech. Using and recognising subordinate clauses in sentences. Introduction to paragraphs as a way to group related material. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Spellzoo Term 3 sets 1-6. 	<p>Maths</p> <p>Mental Maths</p> <ul style="list-style-type: none"> I can count from 0 in multiples of 4, 8, 50 and 100 I can recall and use multiplication and division facts for the 3, 4 and 8 times tables <p>Mental Addition</p> <ul style="list-style-type: none"> Count on in hundreds, tens or ones; Add mentally a 'near multiple of 10' Add 3 or 4 small numbers Partition into hundreds, tens and ones and in different ways, then recombine (724 = 700 + 20 + 4) (724 = 600 + 110 + 14) Reorder numbers in a calculation <p>Mental Subtraction</p> <ul style="list-style-type: none"> Count back in hundreds, tens or ones; Subtract mentally a 'near multiple of 10'; Find a small difference by counting up from the smaller to the larger number (on a number line); Bridge through a multiple of 10, then adjust; Subtract a 2-digit number by partitioning it subtracting its tens then ones; <p>Time</p> <ul style="list-style-type: none"> Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events [for example to calculate the time taken by particular events or tasks]. <p>Picture graphs and bar graphs</p> <ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. <p>Angles</p> <ul style="list-style-type: none"> Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle 	<p>Science</p> <p>Forces and Magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.
<p>RE</p> <p>Our big question for this term is 'does Jesus have authority for everyone?'</p> <p>This term we will be focussing on: Founders and prophets, Traditions,</p>	<p>Topic – History</p> <p>The Roman Empire</p> <ul style="list-style-type: none"> Establish clear narratives within and across the Roman period. 	<p>Design and Technology</p> <p>Mosaics</p> <ul style="list-style-type: none"> Select a range of materials and components including construction materials to create a mosaic. Evaluate their ideas and products

<p>Ethics and Moral issues.</p>	<ul style="list-style-type: none"> • Make careful observations of Roman artefacts and make comparisons with modern items. • Devise historically valid questions about change, cause, similarity and difference, and significance. 	<p>against their own design criteria and consider the views of others to improve their work.</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at a Roman Noble.
<p><u>Computing</u></p> <p>'We are Communicators'</p> <ul style="list-style-type: none"> • Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p><u>Music</u></p> <p>Let Your Spirit Fly We will be listening to the following artists/ songs:</p> <ul style="list-style-type: none"> • Let your spirit fly • Heal the World by Michael Jackson • Colonel Bogey March by Kenneth Alford • Consider Yourself from the musical 'Oliver!' • Ain't No Mountain High Enough by Marvin Gaye • You're the First, the Last, My Everything by Barry White <p>We will be covering the following objectives:</p> <ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • listen with attention to detail and recall sounds with increasing aural memory 	<p><u>Citizenship</u></p> <p>Relationships</p> <ul style="list-style-type: none"> • Children can recognize and respond appropriately to a wider range of feelings in others. • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
<p><u>P.E.</u></p> <p>Unit 5 REAL PE physical skills</p> <p>Invasion games</p>	<p><u>British values/SMSC</u></p> <p>These values will be taught throughout the children's learning; democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><u>French</u></p> <p>All about me - Learning how to introduce ourselves in French, say where we live and what we like.</p> <p>The Hungry caterpillar - Focusing on the different French names for common food items.</p>