

ENGLISH:

- Poetry AABB
- kennings Poem
- Legends Story – King Arthur
- Explanation (topic)
- Information Leaflet (topic)
- Letter (science)

TEXTS TO BE READ: King Arthur and the stone sword

SPAG:

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because.
- Choosing nouns or pronouns appropriately to avoid repetition.
- Use conjunctions to express time, place and cause e.g. when, before, while, so, because.
- Use adverbs to express time, place and cause e.g. then, next, soon, therefore.
- Use prepositions to express time, place and cause e.g. before, after, during, in, because of.
- Use fronted adverbials and commas after fronted adverbials.
- Use speech marks/inverted commas for direct speech.
- Use the present perfect form of verbs instead of the simple past (e.g. he has gone out to play/he went out to play).
- Recognise paragraphs as a way of grouping related material and start to use in own writing including headings and subheadings as a way to organise writing and use within own writing.
- Use prefixes and suffixes
- Use a and an accurately according to whether the next word begins with a consonant or a vowel.
- Recognise word families based on common words e.g. solve, solution, dissolve and find related meanings.
- Spell further homophones. Place the possessive apostrophe accurately

SCIENCE: Animals including humans *NC 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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement*

- To know that animals cannot make their own food.
- To be able to record using drawings.
- To know that animals, including humans, need the right amounts and types of food.
- To be able to report on findings from enquiries.
- To understand and explore animal diets.
- I understand the definitions carnivore, herbivore and omnivore.
- To know that humans and some animals have skeletons and muscles for support, protection and movement.
- To be able to use evidence to answer questions.
- I can use secondary sources to find out more information about skeletons. Identify similarities to and differences from the skeletons of humans and a variety of animals

ART, DESIGN & TECHNOLOGY: *NC: to create sketch books to record their observations and use them to review and revisit ideas / to improve their mastery of art and design techniques, including drawing, painting*

- To design an Anglo-Saxon outfit.
- To design an Anglo-Saxon brooch.
- To make an Anglo-Saxon brooch.

Anglo Saxons and the Scots

MUSIC: *NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music.*

Listen to and recreate music from the Anglo Saxon period.

HISTORY: *NC Britain's settlement by Anglo-Saxons and Scots*

- Describe why, where and when the Scots and Anglo-Saxons invaded Britain.
- Describe a typical Anglo-Saxon village and explain what everyday life was like for the people who lived there.
- Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.
- Explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped.
- Explain the work of some of the saints who were influenced in converting the Anglo-Saxons to Christianity.
- Why the Romans withdrew from Britain in c. AD 410.
- The fall of the western Roman Empire.

MATHS:

Multiplication and Division (2 weeks)

- Recall multiplication and division facts for the 3x, 4x and 8x tables with increasing speed and accuracy.
- Use multiplication and division facts from the 3x, 4x and 8x tables to solve word problems with more than one step.
- Identify patterns in known multiplication tables.
- Multiply multiples of 10 (including three-digit numbers) mentally using known facts.
- Use the grid method to solve multiplication problems which go beyond known facts.
- Begin to use expanded multiplication when working with numbers beyond known facts. • Use number lines to solve division problems beyond known facts with increasing accuracy and speed.
- Begin to use the bus stop method as a written method for division.
- Solve missing number problems which go beyond known facts.
- Solve scaling problems with increasing accuracy, beginning to work out the scale used from the measurements.
- Spotting patterns when solving correspondence problems and beginning to predict the number of possibilities.

Measurement – Money (1 week)

- compare money amounts up to 50p;
- make different money combinations using coins up to 50p;
- choose the correct symbol <, > or = to compare the money amounts;
- add together up to three items in pence where the total equals up to 50p;
- add together up to three items in pounds where the total equals up to £100;
- calculate the change required when paying for a single item and several items, paying with 50p;
- compare money amounts up to £1; • make different money combinations using coins up to £1
- add together up to three items in pence where the total equals up to £1;
- add together up to three items in pounds where the total equals up to £150;
- calculate the change required when paying for a single and several items, paying with £1;

Statistics (2 weeks)

- collect data in a tally chart;
- collate data into a frequency table;
- create simple bar charts and pictograms;
- ask and answer one-step questions about simple charts, tables and diagrams.

GEOGRAPHY: *NC Britain's settlement by Anglo-Saxons and Scots*

- Scots invasions from Ireland to north Britain (now Scotland)
- Look at settlements and kingdoms: place names
- Look at places that converted to Christianity Canterbury, Iona and Lindisfarne
- Understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.
- Learn about some of the important Christian buildings that they founded.

COMPUTING: *NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*

internet research

R.E./PSHE: PATHS curriculum - Unit 3: Improving self-control, self-awareness and anger management.

RE - COMMUNITY - 1. Creating harmony and unity
2 Participating and willing to lead

ENRICHMENT:
Sign language, sport

PE/SPORT:

Morning PE: Heart rate monitors and fitness

Afternoon PE: badminton, Fundamentals, TRX band workout,