Fighting Fit Aut2

Maths

Chapter 3 - Fractions

Chapter 4 – Decimals

Chapter 5 - Measurements

Chapter 6 – Word Problems

English

- **In narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses.**
- **Integrate dialogue in narratives to convey character and advance the action, using correctly punctuated speech**
- **Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).**
- **Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.**

History

N/C Pupils should continue to

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

• Compare beliefs and behaviour with another time studied

• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation

• Know key dates, characters and events of time studied• Link sources and work out how conclusions were arrived at

• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion

• Be aware that different evidence will lead to different conclusions

• Confidently use the library and internet for research

English Texts

War Game: Village Green to No Man's Land

Where the poppies grow: Hilary Robinson

Guided reading – Vlad and the First World War, , A Christmas Truce

Class reader – The Oranges in No Man's Land

Science

Pupils should be taught to:
identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.

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- **Describe the ways in which nutrients and water are transported within animals, including humans**

Art

N/C Pupils should be taught:
Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- Describe varied techniques.
- Be familiar with layering prints.
- Be confident with printing on paper and fabric.
- Alter and modify work.
- Work relatively independently
- Use a range of media to create collage.
- Use different techniques, colours and textures etc when designing and making pieces of work.
- To be expressive and analytical to adapt, extend and justify their work.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.

Computing

N/C Pupils should be taught to: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.

Design, create, evaluate and amend a program to meet a design brief.

- Communicate how to train and develop their own machine learning tool by classification.
- Understand and communicate the importance of testing and training data.
- Understand and apply the concept of storyboarding to design a classification tool.
- Purposefully design and create their own digital content based on their design knowledge and the needs of an audience.

DT

Evaluate

Investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work □ understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

- Select appropriate tools, materials, components and techniques
- Assemble components make working models
- Use tools safely and accurately
- Construct products using permanent joining techniques
- Make modifications as they go along

RE

The Kingdom of God

Reflect on what the Kingdom of God is like

Reflect on the importance of responding to the invitation to the kingdom.

Know that everyone is called to enter

Reflect on what commitment is needed to enter the Kingdom

PE

N/C Pupils should continue to

Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Gymnastics

- Beginning to build a variety of running techniques and use with confidence.
- Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)
- Beginning to record peers performances, and evaluate these.
- Describes good athletic performance using correct vocabulary.
- Can use equipment safely and with good control.

Music

Music and Me

- Perform using notation as a support.
- Sing songs with staff notation as support.
- Identify different speeds of pulse (tempo) by clapping and moving.
- • Improvise rhythm patterns.
- • Perform an independent part keeping to a steady beat.
- • Identify the metre of different songs through recognising the pattern of strong and weak beats.

GPS

Punctuation

•Using semi-colons to mark boundaries between independent clauses

•Using colons to mark boundaries between independent clauses

•Using dashes to mark boundaries between independent clauses

•Use of the semi-colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up]

•Use of the colon to mark the boundary between independent clauses

•Use of the dash to mark the boundary between independent clauses

•Terminology for pupils: •colon •semi-colon

Spanish

Initiate and sustain conversations

Re-use previously learned language in a new context

Perform a sketch in Spanish to an audience

Present oral work confidently, speaking clearly and audibly with good pronunciation

Work out how to pronounce unknown words

Recognise and practise the Spanish vowel sounds

Geography

Pupils should be taught to:
Geographical skills and fieldwork
use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.

Locational knowledge
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

- **Confidently identify significant places and environments**
- **Use OS maps.**
- **Follow a short route on an OS map. Describe features shown on an OS map.**
- **Locate places on a world map.**
- **Confidently use an atlas.**
- **Use Atlas symbols.**
- **Recognise world map as a flattened globe.**

Draw a sketch map using symbols and a key;

Draw a plan view map accurately.