**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.**

*2. Have the opportunity to know that God calls all of us to speak out about injustice*

**Maths**

Chapter 14- Statistics

Chapter 15- Place value

Chapter 8 – Ratio and proportion

Chapter 12- Geometry

**Journeys Spring 2**

**History**

**N/C Pupils should be taught to**

**Study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (Ancient Egyptians).**

* 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

**English Texts**

Mary and the Riddle of the Sphinx

Guided reading

Climate Rebels, How to Change the World

Class reader

A Mummy Ate My Homework

**SDG**

No poverty

Social enterprise

**Science**

**Pupils should be taught to:**

**associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit**

**compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.**

* Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
* Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
* Use recognised symbols when representing a simple circuit in a diagram

**Art**

**N/C Pupils should be taught:**

**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 and**

**sculpture with a range of materials [for example, pencil, charcoal, paint, clay]**

**About great artists, architects and designers in history**

* Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
* Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Dscribe varied techniques.
* 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.**

* Identify and collect appropriate data to answer their questions.
* Use data in an appropriate application to test a theory/hypothesis.
* Refine, search, filter, sort and graph data for purpose in a database or spreadsheet

**RE**

**Jesus Son of God**

**DT**

**Evaluate**

**Technical knowledge**

**apply their understanding of how to strengthen, stiffen and reinforce more complex structures, understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages.**

**Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**

* Electric burglar alarms
* Construct products using permanent joining techniques
* Make modifications as they go along
* Achieve a quality product

**PE**

**OAA**

**N/C Pupils should continue to**

**Take part in outdoor and adventurous activity challenges both individually and within a team.**

**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.**

OAA

* Develops strong listening skills.
* Uses and interprets simple maps.
* Think activities through and problem solve using general knowledge.
* Choose and apply strategies to problem solve with support.

Music

You’ve Got A Friend

**Pupils should be taught to:**

**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.**

* 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**

**Pupils should be taught to:**

**Speak in sentences, using familiar vocabulary, phrases and basic language structures**

* Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
* Describe people, places, things and actions orally

**Geography**

**Pupils should be taught to:**

**Human and physical geography**

**describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**

* Begin to suggest questions for investigating
* Begin to use primary and secondary sources of evidence in their investigations.
* Investigate places with more emphasis on the larger scale; contrasting and distant places
* Collect and record evidence unaided
* Draw a variety of thematic maps based on their own data.
* Begin to draw plans of increasing complexity.
* Use atlases to find out about other features of places. (e,g mountain regions, weather patterns.)
* Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life