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| EnglishBook Study: There’s a boy in the girls’ bathroom* Continuous diary written in role, tracking the story
* First impressions of key characters
* Asking characters questions
* Letters of advice from Carla to Bradley
* Key moments of the story
* Designing book report in role
* Analysing character development and relationships
 | MathsArithmetic* Use the four operations mentally and with increasingly larger numbers.
* Using BODMAS to solve problems mentally and with written formal methods.
* Missing number sums.

Geometry and number facts * Check calculations with the inverse.
* Drawing and measuring angles using a protractor.
* Convert between, compare and order fractions, decimals and percentages.
* Find percentages and fractions of amounts, in context.
* Multiply and divide fractions and whole numbers.
* Read and interpret timetables.
* Complete passages of time questions.

Algebra* Use simple formulae
* Generate and describe linear number sequences
* Express missing number problems algebraically
 | TopicBritish Settlements* To understand how life changed in Portchester with the departure of the Romans.
* To understand that the “Arthur myth’ grew up out of the Romano-British resistance to invasion
* To understand the term ‘Heptarchy’ and the 4 Anglo-Saxon kingdoms and its link to modern British counties
* To understand the change in Britain from Roman Britain to Anglo-Saxon England and its link to modern British counties.
 | ScienceLiving things and their habitats* Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
* Give reasons for classifying plants and animals based on specific characteristics.
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| PEAthletics* To work collaboratively with a partner to set a steady pace.
* To develop your own and others sprinting technique.
* To develop power, control and technique for the triple jump.
* To develop power, control and technique when throwing for distance.
* To develop throwing with force and accuracy for longer distances.

Other skills/Fitness (FUNS)* Improve co-ordination and general fitness levels.
* Understand that exercise can improve health, overall wellbeing and reduce stress.
 | Computing E-Safety* Understand what responsible internet use is and looks like
* Recognising and dealing with cyberbullying
* Use of mobile technology
* How to deal with difficult situations online

RSHEPhysical Health and Mental Wellbeing* to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
* how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
* positive strategies for managing feelings
* identify where they and others can ask for help and support
* the importance of asking for support from a trusted adult
* how balancing time online with other activities helps to maintain their health and wellbeing
 | FrenchLe Sport* Talk about sports you like
* Say what you think of different sports
* Give reasons for preferences
* Talk about a sporting event

MusicMusic and Me* Inspirational Women in Music
* Exploring work of 4 contemporary British female Musicians
* Listening and responding to music
* Improvising along to pieces of Music
* Writing own lyrics to a given melody
 | REUnderstanding Faith in Brentford* Know that the school and the wider community are made up of people who belong to a range of faith and belief groups.
* To know that some faith communities have been part of the local area for many years and to understand that practices and experiences may have changed over the years.
* Know about 6 significant places of worship in the wider borough and understand that communities grow and also sometimes move on out of the area.
* Clarify similarities and differences between faith and belief communities they have studied in the unit. And know how one more faith / belief community has developed.
* Develop a view on how life in the borough /county has been enriched by the diversity of faiths and beliefs in the borough.
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