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| English  Book 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 | Maths  Arithmetic   * 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 | Topic  British 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. | Science  Living 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. |
| PE  Athletics   * 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   RSHE  Physical 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 | French  Le Sport   * Talk about sports you like * Say what you think of different sports * Give reasons for preferences * Talk about a sporting event   Music  Music 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 | RE  Understanding 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. |