Spring Term Oak Class

English

Setting descriptions
- Participials
- Expanded noun phrases
- Adverbials of time and place
- Sentence structures
- Apostrophes to show possession

Evacuee Letter
- Adverbials of time – chronological order
- Factual recounts
- Presentation of opinion
- Rhetorical questions
-

How to Survive an air raid – instructional text
- Bullet point list
- Sequenced method
- Adverbials of time
- Expanded noun phrases
- Imperative verbs (commands)
- Adverbials of manner

We are reading…

KATHERINE RUNDELL
THE EXPLORER

'A very exciting adventure story – I loved it'
Jacqueline Wilson

Maths

Y5&6
Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two digit numbers
• multiply and divide numbers mentally drawing upon known facts
• divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
• multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
•identify, name and write equivalent
fractions of a given fraction, represented visually, including tenths and hundredths
• recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.
• compare and order fractions whose denominators are all multiples of the same number.
• add and subtract fractions with the same denominator and denominators that are multiples of the same number
• multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
•recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents

Y3&4
•solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
•solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects write and calculate mathematical statements for
•multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
•recall multiplication and division facts for multiplication tables up to 12×12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
• recognise and use factor pairs and commutativity in mental calculations
•multiply two-digit and three-digit numbers by a one-digit number using formal written layout
measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
•Convert between different units of measure [for example, kilometre to metre; hour to minute]
• estimate, compare and calculate different measures

Science

Enquiry Questions:
What animal am I most like?
- How well do I know the animals around me?
- How do life cycles differ between living things?
- Does reproduction always occur in the same way?
- What's the point in 'grouping' or 'classifying' living things?
- What's the best way to group (classify) the living things around me?
- How different are living things really?
- To what extent does environment affect living things?

Why can't I hold gas?
- What state am I?
- What is a particle?
- Can something be more than one state? Investigation. (heating and cooling)
- How does this affect our weather? (Water cycle)?
- Why can't I hold gas?

Art

Chromatic – use of watercolour
- How are watercolour paints different to acrylic paints?
- What does an illustrator do?
- How can illustrations help people?
- How can illustrations help people?
- How can we talk about illustrations ?

History

Why did settlements change from the Stone Age to the Iron Age?

- What significant events led to the Battle of Britain?
- Was Britain prepared for invasion?
- To what extent did the Nazis succeed or fail?
- Would you rather fly a Messerschmitt or a Spitfire?
- Did women play a part in the Battle of Britain?
- Was the Battle of Britain won solely by aircraft and crew?
- How important a victory was the Battle of Britain?

DT

Structures

- **Frame structures**
  - *How can we make a strong WWII shelter for a family?*
  - **History: Why was the Battle of Britain a turning point in WWII?**

Geography

Why should we protect the Amazon rainforest?

- 1. What is a rainforest
- 2. Where is the Amazon rainforest?
- 3. What are the key features of the Amazon rainforest?
- 4. How do people live in the Amazon rainforest?
- 5. Does the Amazon rainforest produce food?
- 6. What does the future look like for the Amazon rainforest?

PSHE

SCARF

Being my best
- I am fantastic! (Y3)
- What makes me Me! (Y4)
- Making choices (Y4)
- Getting fit (Y5)
- It all adds up! (Y5)
- 5 ways to wellbeing project (Y6)

French

Are you ready to order?

- Ordering food and drink in a French café
- Managing money in French
- French shops
- French food
- French food – le menu.

RE

Why do Christians believe that Jesus is the Messiah?

Make sense of belief:
- Explain the place of Incarnation and Messiah within the 'big story' of the Bible
- Identify Gospel and prophecy texts, using technical terms
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms

Understand the impact:
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible

Make connections:
- • Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today