

Date	24.02 - 28.02	03.03. - 07.03	10.03 - 14.03	17.03 - 21.03	24.03 - 28.03	31.03 - 04.04
<b>Literacy</b>	<p><b>Fiction- Finish Author Study on Michael Morpurgo</b> Read and work on aspects such as setting, plot, character description, creating suspense. Develop narrative skills and produce own story.</p> <p><b>Dictionary work</b> - Revise how to alphabetise words. Use a dictionary to correct the spellings of words. Research the dictionary definition of words. Use a thesaurus to determine alternative words with shared meaning.</p> <p><b>Poetry on Water (link with geog.)</b> -. Identify the key features of poems. Articulate and justify opinions about different authors' poetry. Perform poetry written by different authors to an audience, gaining, maintaining and monitoring the interest of the listeners. Give constructive feedback to a poetry reader, attending to and building on the contributions of others. Write own poems using identified features and techniques. Revise and improve my writing and develop my editing skills. Perform own poetry to a different class, showing understanding through intonation, tone, volume and action.</p> <p><b>Non-fiction</b> - Instructions- linked to Science work-how to make jelly. Also instructions for using maths games, computer games and technology.</p> <p>Explanatory text- linked to Science including presentational features (diagrams, flowcharts and other illustrations). Write explanations of the Water Cycle, improving cohesion through paragraphing, linking phrases &amp; organisational devices.</p> <p><b>Sentence</b> -. Write more complex, grammatically correct sentences. Use apostrophes. Continue to develop use of paragraphs. Re-read (proof read) writing and check for errors.</p> <p><b>Word</b> -Use imperatives for instructions, in poetry use powerful verbs and exciting adjectives. Experiment with alliteration. Use spelling logs/Letters and Sounds</p> <p><b>Sp&amp; L</b> - Discuss ideas with partners &amp; in groups.</p> <p><b>Guided reading</b> - texts to focus on stories and poetry (including written comprehension)</p>					
<b>Maths</b>	<p><b>Measuring-capacity</b> Choose, use &amp; record standard metric measures.</p>	<p><b>Measuring-weight and time</b> Choose, use &amp; record standard metric measures. Introduce imperial measures. Read the time on a digital &amp; analogue clock to 5 minute intervals. Use am &amp; pm &amp; calculate time intervals. Use the 24 hour clock</p>	<p><b>Securing number facts, relationships &amp; calculating</b> .Continue to develop written methods for multiplication &amp; division. Derive &amp; recall multiplication &amp; division facts to 12x12. Choose appropriate mental &amp; written calculations to solve one and two step problems. Use practical &amp; written methods to solve multiplication &amp; division sums. Recognise inverses.</p>			
<b>Science</b> Changing states of Matter New Curriculum 2014	<p><b>Changing Materials</b> Teaching children to use a thermometer in units of Celsius. Handling thermometers correctly.</p>	<p><b>Reversible and Irreversible Changes</b> Investigating what happens to materials where changes can be reversed and where changes are irreversible. Investigate what happens to materials when they are heated. Discuss melting. Predict outcomes &amp; draw conclusion from results. Record results. Draw tables and record results in tables. Describe what materials look like before they change and predict what they may look like afterwards.</p>	<p>Discuss evaporation and that water vapour is a gas. Investigate changing liquids into solids and solids into liquids. Dissolve materials such as jelly.</p>	<p><b>The Water Cycle</b> Predict what happens to water when it stops raining. Discuss the best weather for speeding up evaporation. Measure puddles in the playground throughout the day. Make connections between evaporation, condensation and the water cycle. Explain the Water cycle and draw a diagram of it. Use non-fiction books and powerpoints.</p>		
<b>ICT</b> Wilts SoW	<p><b>Communicating Images &amp; Handling Information. Revelation Natural Art, Textease Branch &amp; Database</b></p>					
	<p>Design a tile. Introduce stampers Transform/ flip horizontally to make a repeating pattern. Alter colour.</p>	<p>Designing birthday wrapping paper. Creating symmetrical and repeating patterns. Copy &amp; Paste. Transform &amp; Rotate. Assessment.</p>	<p>Internet Revisit E-safety. Creating Yes / No questions to sort a collection.</p>	<p>Entering data using a branching database. Searching the data to answer simple questions. Link to science or topic.</p>	<p>Introduction to database. Entering data into a database. Link to topic or science. Save for next lesson.</p>	<p>Searching and sorting data to find answers to questions. Assessment.</p>
<b>DT</b>	<p>Designing boats that float- link with science materials.</p>					
<b>History</b>	<p>Anglo-Saxons</p>					
<b>Geog.</b>	<p>Rivers and mapping. Link to history-</p>					
<b>History/Geog plan</b>	<p>Starter: How was water important to Anglo Saxons? Evidence from Sutton Hoo. Where can we find water locally? Where is water in the world? Locate world rivers, and determine names and continent. Map / atlas skills.</p>	<p>Identify major European rivers. Determine river's name based on clues about their journey.</p>	<p>Identify major rivers in the British isles. Draw and label main British rivers on a map of British isles using atlas to support.</p>	<p>Study the journey of local river (Severn) How is it formed? Where does it flow? Where does it end up? Parts of a river. Link with water cycle in science.</p>	<p>What do we use water for? How does it get to our homes? Is all water usable? How can it be made usable? What happens to water once it has been used?</p>	<p>Conservation Using the information they collected for home learning, make group posters about how we can reduce the amount of water we use. Link with PSHE: responsibilities for the wider world.</p>

<b>Art</b>	<b>Pattern &amp; Design</b> - printing, water. Ken Marshchall inspired art work- pastels.	Art inspired by the celebration of Easter including Easter cards.
<b>Music</b>	<b>Music Express 4 - Play it again.</b> Exploring rhythmic patterns. Listen to, compose & perform rhythmic patterns using percussion instruments. Learn Rap song and compose own lyrics in same style, based on looking after our school.	
<b>P.E.</b>	<b>Games</b> - Sportscoach <b>Games</b> -Football	
<b>R.E.</b> <b>Wilts</b>	Unit of study: <b>Beliefs and Questions</b> - Main Focus: What matters to Christians about Easter? Short focus: What do different people believe God is like? Exploring what Christians think God and Jesus are like-stories of Moses, Jesus and John the Baptist, Palm Sunday and the Last Supper-link to Eucharist	
<b>P.S.H.E.</b>	<b>Learning for Life- Looking Forward</b> -revisiting goals from last term, Fair Trade- discussion of payment to farmers' overseas, journey of crops such as sugar cane. Looking at Projects to raise money in poorer countries for orphanages.	
<b>French</b>	Story Making-The Very Hungry Caterpillar	