

### Maths – Fractions, Decimals and Percentages

- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- compare and order fractions whose denominators are all multiples of the same number
- read, write, order and compare numbers with up to three decimal places
- round decimals with two decimal places to the nearest whole number and to one decimal place
- add and subtract fractions with the same denominator and multiples of the same number
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- read and write decimal numbers as fractions (e.g. 0.71 =  $\frac{71}{100}$ )
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- 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 as a decimal fraction
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- solve problems involving numbers up to three decimal places
- solve problems which require knowing percentage and decimal equivalence

### English

#### Reading Comprehension – Who Let The Gods Out?

To increase familiarity with a wide range of books, including myths, legends.

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

retrieve, record and present information from non-fiction

identifying how language, structure and presentation contribute to meaning

#### Writing – Myths and Legends

Noting and developing initial ideas, drawing on reading and research where necessary

Considering how authors have developed characters and settings in what pupils have read and listened to

Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Using a wide range of devices to build cohesion within and across paragraphs

Assessing the effectiveness of their own and others' writing and proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

#### Oracy – Debate (Athens V Sparta)

listen and respond appropriately to adults and their peers

use relevant strategies to build their vocabulary

speak audibly and fluently with an increasing command of Standard English

participate in discussions. presentations. performances. roleplay/improvisations and debates

### Science

#### Properties and changes of materials

- I will compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets).
- I will describe how a material dissolves to form a solution, explain the process of dissolving.
- I will describe and show how to recover a substance from a solution.
- I will demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).
- I will know and demonstrate that some changes are reversible and some are not.
- I will explain how some changes result in the formation of a new material and that this is usually irreversible.
- I will discuss reversible and irreversible changes.
- I will give evidenced reasons why materials should be used for specific purposes.

### Art

#### Drawing and sketching skills

- I know how to successfully draw from observation
- I know how to select a suitable area from my previous house drawing using cropping methods
- I know the work of Hundertwasser and can recognise it
- I know how to use my stamp to create prints
- I know how to design a building based on an architectural style
- I know how to design a building based on a theme or to suit a specified purpose
- I understand the purpose of a monument  
I know what a legacy is

### SPRING TERM 1 WHO LET THE GODS OUT?



### History

#### Ancient Greece

- I can place the Ancient Greek civilisation on a timeline (in relation to other periods studied)
- I know the Ancient Greek civilisation was 2,500 years ago
- I know that the Ancient Greeks were an advanced civilization
- I know what a city state was in ancient Greek times
- I know the main differences between Athens and Sparta
- I can recall the main characters and events of a key ancient Greek Battle
- I know that historical artefacts help us to learn about what life was like in Ancient Greece
- I know that Ancient Greeks believed in a number of Gods
- I know some facts about some Ancient Greek gods and know some features of Greek myths
- I know that the Ancient Greeks were responsible for starting the Olympic movement.
- I know that Ancient Greeks have been associated with the birth of democracy.

### PSCHE

Dreams & Goals (JIGSAW Scheme)

### MFL

Family Tree  
Ma famille

### Computing

CODING  
Using Scratch

### RE

If God is everywhere,  
why go to a place of  
worship?

### Music

Charanga Scheme

### PE

- 5S – Forest School
- 5W – Swimming