

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 = 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

EnglishReading 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**Earth and Space**

- I will describe and explain the movement of the Earth and other planets relative to the Sun.
- I will describe and explain the movement of the Moon relative to the Earth.
- I will explain and demonstrate how night and day are created.
- I will describe the Sun, Earth and Moon (using the term spherical).

Art**3D Art**

- I can discuss the work of Halima Cassell
- I can use the work of an artist to inspire my design
- I can make coils to form a pot
- I can use the appropriate tools to add texture to clay
- I can reflect on my artwork and discuss improvements

SPRING TERM 1
Meet the Greeks**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.

PSHE**Dreams & Goals (JIGSAW Scheme)****French**
Au marché
At the market**RE****Important women in Judaism and Christianity****Computing**
CODING
Using Scratch**PE**

- 5S – Gymnastics and dance
- 5M – Swimming