

### Science

We will be covering two topics in autumn term.

#### **Living things and their habitats**

- Know how living things are classified (taking account of similarities and differences in observable characteristics (include plants, animals and microorganisms))

#### **Evolution and inheritance**

- Know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Know how animals and plants have adapted to suit their environment in different ways and that adaptation may lead to evolution.

### History

#### **What happened when the Romans left Britain?**

- To understand the reasons for the end of Roman rule.
- To know the invasions and migrations of Angles, Saxons and Jutes.
- To know the key features of Anglo axon life – power, beliefs, farming, conflict and later invaders.

We will be selecting, investigating and analysing different sources, making links between events, looking at similarities and differences and making comparisons.

### Geography

This term we will be completing some local fieldwork.

- Using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Using the eight points of a compass, four and six-figure grid references, symbols and keys to build knowledge of the UK and the wider world.
- Using fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### Art, Design & Technology

This term we will:

- Identify and draw objects and use marks and line to produce texture.
- Develop fine brush strokes.
- Build on previous work with colour by exploring intensity.
- Explain the style of my work and how it has been influenced by a famous artist.
- Use feedback to make amendments and improvement to my art.

# Class 3H

### Computing

This term we will:

- Design, write and debug programs that accomplish specific goals.
- Use sequence, selection, and repetition in programs.
- Use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs.
- Understand computer networks, including the internet; how they can provide multiple services.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### Music

This term we will:

- Listen for and describe instrumentation.
- Play/sing a melody heard on an instrument.
- Improvise music around a given genre or theme to a given audience.
- Listen to, and critically evaluate, pieces of music from an increasingly broad range of artists, nations, cultures and genres.
- Compare, contrast and discuss cultural significance and historical impact.

## English

### **Reading**

Reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Reading books structured in different ways and reading for a range of purposes

Increasing familiarity with a wide range of books, including myths, legends and traditional stories

Making comparisons within and across books

Learning a wider range of poetry by heart

Checking that a book makes sense, discussing their understanding and exploring the meaning of words in context

Asking questions to improve understanding

Drawing inferences such as feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predicting what might happen from details stated and implied

Summarising the main ideas

Retrieve, record and present information from non-fiction

## English

### **Writing**

Identifying the audience for and purpose of the writing, Noting and developing initial ideas, drawing on reading and research where necessary

Considering how authors have developed characters and selecting appropriate grammar and vocabulary,

Understanding how such choices can change and enhance meaning

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

Evaluate and edit by assessing the effectiveness of their own and others' writing

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Ensuring the consistent and correct use of tense throughout a piece of writing.

## Maths

Counting in multiples of 6, 7, 9, 25 and 1,000

Finding 1000 more or less than a given number

Reading and using Roman Numerals to 100 (to 1,000 for Year 5) Count backwards through zero to include negative numbers

Recognising the place value of each digit in a four-digit number

Ordering and comparing numbers beyond 1000 (up to 1 million for Year 5)

Adding and subtracting numbers with up to 4 digits (more than 4 digits for Year 5)

Solving addition and subtraction problems (multi-step for Year 5)

Recalling and using multiplication and division facts

Recognising and using factor pairs & commutativity in mental calculations

Multiplying two-digit and three-digit numbers by a one-digit number

Calculating and measuring perimeter

Comparing and calculating area

## PE

### Invasion games

Throwing and catching with greater accuracy

Isolation and combination

Working well as a team in competitive games

Applying principles of attacking and defending

Develop an understanding of fair play

## MFL

Greetings

Colours

Days and months

Parts of the body

Numbers

Clothing

Expressing opinions

Responding to stories

## PHSE and RSE

Assessing and managing risks

Building resilience

Exploring feelings and their intensity

Celebrating achievements and seeing aspirations

Discussing changes to their body as they approach and move through puberty

Being prepared for puberty

## RE

Our key questions this term are:

- What can we learn about religious diversity in our area?
- What can we find out about a local Muslim community?
- What do the gospels tell us about the birth of Jesus?