

**Maths – Properties of Shape/Position and Direction/Angles**

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- draw given angles, and measure them in degrees
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- know angles are measured in degrees:
- estimate and compare acute, obtuse and reflex angles
- Identify angles at a point and on a straight line
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

*We will also be applying our knowledge of the curriculum taught so far to improve our reasoning and problem solving skills.*

**PSCHE**

Jigsaw Scheme – Relationships

**Computing**

Net Searching  
Networks  
Communicating Safely

**DT****Mechanisms- Automatic Animals**

- I can evaluate existing products.
- I can use science learning to help design and make products work.
- I understand that mechanical systems have an input, process and output.
- I can use vocabulary correctly.
- I can generate a design from research; develop a specification, model and communicate ideas.
- I can develop an idea in depth.
- I can record ideas using annotated exploded diagram.
- I can produce a list of tools and materials to make a well assembled product.
- I know what a CAM mechanism is and how it works.
- I can design and make a functional product which meets the design brief.
- I can evaluate and reflect on my final product against the design brief.

**Music**

- Charanga Scheme

**PE**

Sport – Nimble Nets  
Fitness - Pilates

**English****Reading Comprehension – Class Novel – Journey To The River Sea/Poetry**

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- drawing inferences such as inferring characters' 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 drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- retrieve, record and present information from non-fiction

**Explanation Text – The Water Cycle**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- noting and developing initial ideas, drawing on reading and research where necessary
- using a wide range of devices to build cohesion within and across paragraphs
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses

**SUMMER TERM 1**  
**Water World**
**Geography****Rivers and The Water Cycle**

- Understand water can be found in different forms around the world.
- Explain where water is found on our planet.
- Explain the different bodies of water found on earth.
- Understand why the water cycle is an important process on our planet.
- Understand the steps involved in the water cycle.
- Explain the water cycle in their own words.
- Understand how water gets to their homes.
- Explain how and why they use water.
- Understand what water conservation is and why it is important.
- Compare water use and availability in two countries. Understand water access around the world differs.
- Understand limited access to water causes huge problems in communities.
- Understand what a sustainable future is.
- Explain how water contributes to a sustainable future.
- Describe what hydropower is and how it can benefit and be detrimental to the environment.

**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.

**RE**

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

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U2.6 What does it mean to be a Muslim in Britain today?

- Mosque Visit