

Maths

- To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths,
- To add and subtract fractions with the same denominator, and denominators that are multiples of the same number,
- To recognise mixed numbers and improper fractions and convert from one from to the other
- To read and write decimal numbers as fractions.

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

EnglishReading Comprehension

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

Writing

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

Using further organisational and presentational devices to structure text and to guide the reader.

Myths and Legends**Debate****PSCHE / RE**

- Dreams & Goals (JIGSAW scheme)

SPRING TERM 1 WHO LET THE GODS OUT?

**Computing**

Coding - Use logical reasoning to explain how increasingly complex algorithms work to ensure a programs efficiency.

Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.

Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user

Science**Animals Including Humans**

- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate;
 - recording data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs;
 - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations;
- identifying scientific evidence that has been used to support or refute ideas or arguments

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

Art / DT**Design & make Greek Pottery**

Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping) and then painting finished products.

MFL

Family Tree
Ma famille

Music**Charanga Scheme****PE**

- **Sport** – Olympics (Sportshall Athletics)
- **Fitness** – Step to the Beat