

Maths

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
- 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.

English

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- punctuating bullet points consistently

Science

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate soda.

Computing

Independently select, use and combine a variety of software to design and create content for a given audience

SUMMER TERM 2
Magnificent Mayans

**PSCHE/RE**

- Jigsaw Scheme – Theme 6 – Changing Me

History

- To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives.
- To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- To consider similarities and differences between ancient religions and different religions today.

Geography**Art & Design**

- Design understand and apply the principles of a healthy and varied diet
- To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

PE

Fitness-circuit training
 Team games

Music