

English	Maths
<p>'Escape from Pompeii' by Cristina Balit, 'The Promise' by Nicola Davies, 'Iron Man' by Ted Hughes, 'Dear Greenpeace' by Simon James, 'Eric' by Shaun Tan, playscripts and myths and legends.</p> <p>Speaking and listening:</p> <ul style="list-style-type: none"> To ask relevant questions to extend their understanding and knowledge To use relevant strategies to build their vocabulary To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments To speak audibly and fluently with an increasing command of Standard English To gain, maintain and monitor the interest of the listener(s) To select and use appropriate registers for effective communication <p>Reading:</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Use dictionaries to check the meaning of words that they have read Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally 	<p>Fractions:</p> <ul style="list-style-type: none"> Add and subtract fractions Partition the whole Unit fractions of a set of objects Non-unit fractions of a set of objects Reasoning with fractions of an amount <p>Money:</p> <ul style="list-style-type: none"> Pounds and pence Convert pounds and pence Add and subtract money Find change <p>Time:</p> <ul style="list-style-type: none"> Roman numerals to 12 Tell the time to 5 minutes Tell the time to the minute Read time on a digital clock Use a.m. and p.m. Years, months and days Days and hours Hours and minutes - use start and end times Hours and minutes - use durations <p>Shape:</p> <ul style="list-style-type: none"> Turns and angles Right angles Compare angles Measure and draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 2-D shapes

Latchmere School

- Identify themes and conventions in a wide range of books
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise some different forms of poetry [for example, free verse, narrative poetry]
- Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
- Ask questions to improve their understanding of a text
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- Predict what might happen from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise these
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing:

- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

- Draw polygons
- Recognise and describe 3-D shapes
- Make 3-D shapes

Statistics:

- Interpret pictograms
- Draw pictograms
- Interpret bar charts
- Draw bar charts
- Collect and represent data
- Two-way tables

Science

'Plants' and 'Animals including Humans.'

- To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- To investigate the way in which water is transported within plants
- To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Latchmere School

Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Composition:

- Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Plan their writing by: discussing and recording ideas
- Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Draft and write by: organising paragraphs around a theme
- Draft and write by: in narratives, creating settings, characters and plot
- Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
- Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Latchmere School

Vocabulary, grammar and punctuation:

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Use the present perfect form of verbs in contrast to the past tense
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and cause
- Use fronted adverbials
- Use commas after fronted adverbials
- Indicate possession by using the possessive apostrophe with plural nouns
- Use and punctuate direct speech
- Use and understand the grammatical terminology in English accurately and use appropriately when discussing their writing and reading

French

- To be able to compare French with English and identify words that are cognates.
- To make changes to simple phrases and perform a song to an audience.
- To be able to adapt, ask and answer questions about a picture prompt.
- To be able to describe a journey to different French-speaking countries around the world.
- To be able to conduct a survey in French and select an appropriate method to present the results.
- To research a new noun in French and determine its gender.
- To build sentences to describe where something lives or does not live.
- To use knowledge about language to solve a science-based puzzle.
- To describe a food chain in French.
- To write a range of sentences in French to describe a food

Religious Education

How and why do people mark the significant events of life?
Christians, Hindus, Muslims, non-religious

- To describe what happens in ceremonies of commitment and say what these rituals mean.
- To identify some differences in how people celebrate commitment.
- To compare and contrast how two different faiths mark these celebrations

Judaism

- How do festivals and family life show what matters to Jewish people?
- To identify some Jewish beliefs about God, sin and forgiveness and describe what they mean
- To describe how Jews show their belief through worship in festivals both at home and in wider community

Latchmere School

<p>chain.</p>	
History – The Romans	
<ul style="list-style-type: none"> • To place the Roman Empire in a chronological frame. • To understand the reasons for the Roman invasion of Britain. (linking to the end of the Iron Age) • To understand the features of the Roman army. • To know the reasons for the revolt of Boudicca and understand why she is an important figure of the time. • To describe daily life for the Romans and identify some of their inventions 	
D.T – Making a seasonal recipe	
<ul style="list-style-type: none"> • To know that climate affects food growth • To create a recipe that is healthy and nutritious using seasonal vegetables • To understand the advantages of eating seasonal foods grown in the UK. • To safely follow a recipe when cooking 	Art – Drawing ‘Growing artists’
Physical Education	
<p>Dodgeball</p> <ul style="list-style-type: none"> • To apply rules to a game situation. • To develop throwing at a moving target. • To use jumps, dodges and ducks to avoid being hit. • To develop catching a dodgeball at different heights. • To learn how to block using the ball. • To understand the rules of dodgeball and use them to play in a 	PSHE – Citizenship, RSE and Safety
<ul style="list-style-type: none"> • To begin to understand the UN convention on the rights of the child. • To understand the responsibilities of both children and adults to help all children benefit from their rights. • To understand the environmental benefits of recycling. • To understand the groups which make up the community. • To understand that charities care for others and how people can support them. • To begin to understand how democracy works in the local 	

Latchmere School

tournament.

Athletics

- To develop the sprinting technique and improve on your personal best.
- To develop changeover in relay events.
- To develop jumping technique in a range of approaches and take off positions.
- To develop throwing for distance and accuracy.
- To develop throwing for distance in a pull throw.
- To develop officiating and performing skills.

Fundamentals

- To develop balancing and understand the importance of this skill.
- To understand how to change speed and be able to demonstrate good technique when running at different speeds.
- To demonstrate a change of speed and direction to outwit others.
- To develop technique and control when jumping, hopping and landing.
- To develop skipping with a rope.
- To apply fundamental skills to a variety of challenges.

Cricket

- To develop overarm throwing and catching.
- To develop underarm bowling.
- To learn how to grip the bat and develop batting technique.
- To be able to field a ball using a two-handed pick up and a short barrier.
- To develop overarm bowling technique.
- To play apply skills learnt to mini cricket.

area.

- To understand why we have rules and the consequences of breaking rules at school and home.
- To understand the role I can take in and emergency situation.
- To understand how to help if someone has been stung or bitten.
- To understand the importance of being kind online and what this looks like.
- To understand that cyberbullying involves being unkind online.
- To understand that not all emails are genuine.
- To understand the choices people can make and those which are made by others.
- To begin to recognise who and what can influence our decisions.
- To develop an understanding of safety on or near roads.
- To identify that people are unique and to respect those differences. To explore the differences between male and female bodies.
- To consider appropriate and inappropriate physical contact and consent.
- To explore different types of families and who to go to for help and support.

Computing - icompute	Music
<p style="text-align: center;">'iProgramme' and 'iDowedo'</p> <ul style="list-style-type: none"> • To understand that a program is a sequence of statements written in a programming language (Scratch) • To program an animation that executes a sequence of statements. • To understand that programs with graphics use x/y coordinates. • To program a sequence of instructions that create visual effects. • To understand that algorithms and programs can involve repetition. • To use a repeat function to draw a 2D shape. • To combine images, sounds and movement to create a personal animation. • To understand that physical devices can be programmed • To understand that computer programs consist of a set of instructions that can be followed by a robot. • To use sequence and repetition in programs. • To understand that robots can respond to surroundings using sensors. • To understand that behaviour can be programmed to respond to data from sensors. • To understand that objects in the real-world move using gears. • To demonstrate their understanding and skills about robotics 	<p>Summer 1: Adapting and Transposing Motifs (Theme: Romans)</p> <ul style="list-style-type: none"> • To be able to sing in tune and in time. • To understand what a musical motif is. • To be able to compose and notate a motif. • To be able to develop and transpose a musical motif. • To combine and perform different versions of a musical motif. • To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). • To know that 'transposing' a melody means changing its key, making it higher or lower pitched. • To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. <p>Summer 2: South Africa (Instrumental lessons on tuned percussion)</p> <ul style="list-style-type: none"> • To identify the basic key features of staff notation • To recognise and play minims by ear and by staff notation, moving up and down by step. • To recognise and play semibreves by ear and staff notation. • To recognise and play crotchets and crotchet rests by ear and staff notation. • To compose rhythmic patterns for a gumboot dance. • To know the key features of South African Gumboot music. • To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown. • To know the correct technique for playing tuned percussion instruments.

Latchmere School

Geography – Kingston and beyond to Italy

- Name and locate Kingston and Surrey on a map of the United Kingdom
- Look at human and physical characteristics and key topographical features of Kingston
- To understand geographical similarities and differences through the study of human and physical geography of Kingston and Italy.
- To use maps, atlases, globes and digital/computer mapping to locate Kingston and describe features studied