



Spring Term	Spring Term
<p>The Complete Athlete</p> <p>S - To be able to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>S - To understand the importance of maintaining a healthy mind as well as a healthy body and how these two are linked together</p> <p>S - To be able to understand the functions of the brain and the nervous system</p> <p>P.H.S.E - To understand ways of being able to manage changes of circumstance, stresses and anxiety through life</p>	<p>Romans</p> <p>We will:</p> <ul style="list-style-type: none"> - Ask their own historical questions (Where is the tile from? What could it tell us about the past?) - Develop their knowledge and understanding of the past by piecing together different artefacts / clues and then researching further to discover what they can tell us. • Learn about Roman buildings etc - including Hadrian's Wall and its use in protection against invasion. • Learn about the impact of Roman invasion on Britain, including the life and infrastructure, both then and now. • Learn about Roman architecture and art • Learn about Roman culture and way of life and its impact on Britain then and today • Develop their knowledge and understanding of a key historical figure, Boudicca and the Iceni uprising against the Romans <p>H - Learn about the Roman Empire and its impact on Britain</p> <p>H - Develop a chronologically secure knowledge and understanding of events</p> <p>H - Identify connections, contrasts and trends over time - understand how our knowledge of the past is constructed from a range of sources.</p> <p>Within all objectives taught, develop the appropriate use of historical terms.</p> <p>A & D - learn about great artists, architects and designers in history.</p>
Writing	Writing
<p>Information texts</p> <p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</p>	<p>Stories with flashbacks</p> <p>Recounts</p> <p>Classical Texts</p> <p>semi-colons, colons and dashes to mark the boundary between independent clauses in narratives, describe settings, characters and atmosphere.</p> <p>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>brackets, dashes or commas to indicate parenthesis</p>
Maths	Maths
<p>Use simple formulae</p> <p>Generate and describe linear number sequences (including with fractions).</p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p>	<p>Draw 2D shapes using given dimensions and angles.</p> <p>Compare and classify geometric shapes based on their properties and sizes.</p> <p>Find unknown angles in any triangles, quadrilaterals and regular polygons.</p>



<p>Enumerate possibilities of combinations of two variables. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Interpret and construct line graphs and use these to solve problems Interpret and construct pie charts and use these to solve problems Calculate and interpret the mean as an average.</p>	<p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Recognise, describe and build simple 3D shapes based on their properties and sizes. Illustrate and name parts of circles, including radius, diameter and circumference; know that the diameter is twice the radius. Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane. Reflect shapes in axes on full co-ordinates grid.</p>
<p>Reading</p>	<p>How you can help at home...</p>
<p>Pig Heart Boy The Thieves of Ostia Classical Texts</p>	
<p>RE</p>	

RE - Gospel (Spring 1)

- identify features of Gospel texts
- meanings of Gospel texts and show awareness of different interpretations
- connections between Gospel texts
- relate Gospel texts to own lives and the community today

Salvation (Spring 2)

- Explain connections between biblical texts used at funerals
- use theological terms
- Clear connections between Christian concept of resurrection & what they believe about hope and life after death (how they show this in church)
- Show how Christian belief in resurrection and life after death makes a difference in their lives

Key stage 2

Date	Activity
Monday 13 May	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May	English reading
Wednesday 15 May	Mathematics papers 1 and 2
Thursday 16 May	Mathematics paper 3

SATS Revision Guides (Rising Stars Achieve 100/100+) will be purchased by school but there are lots of others out there that will be useful in the run up to SATS.

A letter will go out after February half term about after school booster groups. This won't be all children but most will be invited once a week for an hour.

Thank you,
Mr Moore, Mrs Copley and Mrs Utley