



Beech Class

Term 3



English

Spelling

- Use further prefixes and suffixes and understand the guidance for adding them
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.

Writing - Vocabulary, Grammar and Punctuation

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using the perfect form of verbs to mark relationships of time and cause
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Learning the grammar for years 5 and 6 in English Appendix 2

Writing - Composition

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form
- Noting and developing initial ideas, drawing on reading and research where necessary

Draft and write by:

- 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]

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing

- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spoken Language

- Listen and respond appropriately and selectively to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build a vocabulary of increasing breadth and depth
- Maintain attention, being able to participate actively in collaborative conversations, staying on topic; initiate and respond to the comments of others; raise questions in a group
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations and performances; further develop skills in role play and improvisation; participate in debates
- Consider and evaluate different viewpoints; attend to and build on the contributions of others.

*(*Taken from the Kent Spoken Language Progression Guidance)*

Reading

Maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our Literary heritage, and books from other cultures and traditions
- Making comparisons within and across books
- Learning a wider range of poetry by heart

Understand what they read by:

- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Retrieve, record and present information from non-fiction
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views.

Maths

Mental and Oral Calculation

- Read and write decimal numbers to one place and know what each number represents.
- Count on or back in steps of 0.01, 0.1, 1, 10, 100 or 1000 from any number including decimals
- Count on and back in fractions
- Know by heart facts for all multiplication tables up to 12×12
- *Use facts to 12×12 and partitioning to multiply larger numbers or divide numbers larger than 144 mentally or supported by jottings*
- *Use partitioning to double or halve any number, including decimals to one decimal place.*
- Derive related facts from known facts (e.g. 6×0.2 linked to 6×2 or $1 + 9 = 10$ linked to $0.1 + 0.9 = 1$)
- Multiply and divide whole numbers and decimals with up to one decimal place mentally by 10 or 100-*link to scaling up or down,*
- Round a number with up to one decimal places to the nearest whole number-*link to number line.*

Multiplication and Division

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Multiply and divide numbers mentally drawing upon known facts
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.

Fractions

- Compare and order fractions whose denominators are all multiples of the same number
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Science

Forces

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Computing

Games Creator

- Review and analyse a computer game
- Design a setting for their game
- Design characters for their game
- Make their game more unique by selecting the appropriate options to maximise the playability
- Evaluate their own and peers' games to improve their game.

Humanities

South America

- Locate the countries of South America using maps, atlases, globes and digital computer mapping
- Identify the different regions of South America
- Research the key human and physical features of South America
- Explain some of the issues faced by the city of Lima
- Make comparisons between Lima, Lake Titicaca and a region in the UK
- Understand the environmental issues affecting the continent.