



# Beech Class

Term 4



## English

### Spelling

- Use further prefixes and suffixes and understand the guidance for adding them
- 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
- Use the first three or four letters of a word to check spelling, meaning or both in a dictionary
- Use a thesaurus.

### 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
- Using hyphens to avoid ambiguity
- Using brackets, dashes, or commas to indicate parenthesis
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

### 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
- proof-read for spelling and punctuation errors.

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
- Articulate and justify answers, arguments and opinions with increasing confidence
- Give well-structured descriptions, explanations and narratives for different purposes; express feelings appropriately
- 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
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- 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
- Gain, maintain and monitor the interest of the listener/s
- Consider and evaluate different viewpoints; attend to and build on the contributions of others
- Be more confident to select and use appropriate registers for effective communication

*(\*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
- Recommending books that they have read to their peers, giving reasons for their choices
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,

- Distinguish between statements of fact and opinion
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- 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

- Order and compare whole numbers up to 1 000 000, negative numbers and decimals with up to one decimal places on a number line.
- Record using < or >
- 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
- Add and subtract numbers mentally including decimals to one decimal place *with jottings*.
- Use partitioning to double or halve any number, including decimals to one decimal place.
- Derive related facts from known facts (e.g.  $6 \times 0.2$  linked to  $6 \times 2$  or  $1 + 9 = 10$  linked to  $0.1 + 0.9 = 1$ )
- Round a number with up to one decimal places to the nearest whole number-*link to number line*.
- Link scales on measuring tools or graphs to number lines and read scales.

## 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.

(\*Topic covered over 2 terms [3 & 4])

## Computing

### Databases

- To learn how to search for information in a database

- Pupils understand the different ways to search a database
- Pupils can search a database to answer questions correctly.
- To contribute to a class database
  - Pupils have designed an avatar for a class database
  - Pupils have successfully entered information into a class database.
- To create a database around a chosen topic
  - Pupils can create their own database on a chosen topic
  - Pupils can add records to their database
  - Pupils know what a database field is and can correctly add field information
  - Pupils understand how to word questions so that they can be effectively answered using a search of their database.

## 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.

(\*Topic covered over 2 terms [3 & 4])