



Beech Class

Term 3

Mrs Johnson, Mrs Black and Ms Rae



English

Spelling

- Words ending in -ant, -ance/-ancy,
- Words ending in -ent, -ence/-ency
- 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, paragraphs, 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.
- 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.
- 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.

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.
- Reading books that are structured in different ways and reading for a range of purposes.
- 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.
- 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.
- 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.
- 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.

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

Spreadsheets

Digital Literacy

- Can use technology purposefully to create and present digital content using an increasing range of devices and programs showing an awareness of audience and purpose.

Programming

- To use formulae within a spreadsheet to convert measurements of length and distance.
- To use the count tool to answer hypotheses about common letters in use.
- To use a spreadsheet to model a real-life problem. • To use formulae to calculate area and perimeter of shapes.
- To create formulae that use text variables.
- To use a spreadsheet to help plan a Beech Class cake sale.

E-Safety

- Uses technology safely, responsibly and respectfully.
- Knows the importance of keeping online identities private and the dangers of revealing personal details online.

History

The Vikings

Knowledge and understanding of events, people and changes in the past

Chronological Understanding

- Is beginning to develop historical perspective between two periods of history.
- Uses historical terms appropriately when discussing and understanding concepts (e.g. local, regional, national and international)
- Can place historical events or changes on a timeline independently, remembering key facts from a period of history studied.

Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- Place the Vikings in context of time and place
- Identify, analyse and explain turning points in Viking fortunes
- Understand how there can be different interpretations of the same event
- Analyse sources to determine whether the Vikings were raiders or traders.

Historical Interpretation and Enquiry Skills

- Can follow more independent lines of enquiry and make informed responses based on this.
- Understands why contrasting arguments and interpretations occur.

Geography

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.