

Mathematics	Literacy	Science
Written methods for multiplication and division Comparing, ordering and simplifying fractions Multiplying decimals by 10, 100 and 1000 Order of operations 2D and 3D shapes	Fiction Check that the book makes sense, discussing understanding and exploring the meaning of words in context. Recommend books to peers, giving reasons for choices. Identify and discuss themes and conventions in and across a wide range of writing. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading. Note, develop and research ideas. Plan, draft, write, edit and improve. Use the techniques that authors use to create characters, settings and plots. Interweave descriptions of characters, settings and atmosphere with dialogue. Journalistic Writing Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. Retrieve and record information from non-fiction. Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve. Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation and propose changes to improve clarity. • Ensure correct use of tenses throughout a piece of writing. Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length.	This term, the children will be learning about Classifying Organisms. • Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. The children might work scientifically by: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments.

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