Mathematics

- To read, write, order and compare numbers at least to 10,000,000 and determine the value of each digit.
- To round any whole number to a required degree of accuracy.
- To solve number problems and practical problems that involve all of the above.
- To perform mental calculations, including with mixed operations and large numbers.
- To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- To perform mental calculations, including with mixed operations and large numbers.
- To identify common factors, common multiples and prime numbers.
- To solve problems involving addition, subtraction, multiplication and division.
- To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication.
- To divide numbers up to 4 digits by a two-digit whole number using the efficient written method of long division, and interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the context.
- To solve problems involving addition, subtraction, multiplication and division.
- To use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- To illustrate and name parts of circles, including radius, diameter and circumference.
- To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- To solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate.
- To use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa using decimal notation to three decimal places.
- To convert between miles and kilometres.

Literacy

Creation Myths and Class Novel 'Holes'.

Read fiction related to the time of Mayan Civilisation

2. Imagine what it would be like to live during that time
3. Think from the perspective of a character in a story
4. Identify the features of myths, legends and fables
5. Use examples to inspire own Mayan myths

Non-fiction revision – Persuasion, informal letter, formal letter, newspaper report, compare and contrast of a character, non-chronological report.

1. Understand and use a variety of ways to criticise constructively and respond to criticism
2. Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words
3. Appraise a text quickly, deciding on its value, quality or usefulness
4. Understand how writers use different structures to create coherence and impact
5. Recognise rhetorical devices used to argue, persuade, mislead and sway the reader
6. In non-narrative, establish, balance and maintain viewpoints
7. Select words and language drawing on their knowledge of literary features and formal and informal writing
8. Use varied structures to shape and organise texts coherently
9. Use paragraphs to achieve pace and emphasis
10. Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways
11. Use punctuation to clarify meaning in complex sentences

Biography and Autobiography

Discuss the differences between biographies and autobiographies. Research information about main character from class novel 'Holes' to write a biography based on his adventure in the story.

Use children's own life experiences to write an autobiography.

Science

This term, the children will be learning about Light.

Recognise that light appears to travel in straight lines.

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

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

reporting and 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.
