

PLAXTOL PRIMARY SCHOOL

CURRICULUM OVERVIEW Term 5



Otters Teaching Team: Mrs Wright, Mrs Wingfield, Miss Newstead, Miss Turner and Mrs. London.

Maths:

Year 3- fractions B

Step 1 Add fractions

Step 2 Subtract fractions

Step 3 Partition the whole

Step 4 Unit fractions of a set of objects

Step 5 Non-unit fractions of a set of objects

Step 6 Reasoning with fractions of an amount

Year 4 – Decimals A (leading onto Decimals B)

Step 1 Tenths as fractions

Step 2 Tenths as decimals

Step 3 Tenths on a place value chart

Step 4 Tenths on a number line

Step 5 Divide a 1-digit number by 10

Step 6 Divide a 2-digit number by 10

Step 7 Hundredths as fractions

Step 8 Hundredths as decimals

Step 9 Hundredths on a place value chart

Step 10 Divide a 1- or 2-digit number by 100

B – comparing, ordering and partitioning decimals.

Year 3 & 4 mixed on Thursdays – TIME

Tell the time to 5 minutes; read digital clock; convert analogue & digital times; years, months, weeks, days.

English:

Text continued: Oliver and the Seawigs by Philip Reeves and Sarah McIntyre

To focus on correct punctuation and handwriting.

To write in role of character.

To design based on character profiles.

To write a letter giving advice, including reasoning.

To write a diary in role as a character.

To create, draw/make and describe a new character.

To describe a new setting using senses and figurative language.

To collect and use humorous or unusual words.

To write a well sequenced alternative story ending.

Compare to: **The Boy Who Grew Dragons by Andy Shepherd**

– Reading Comprehension

Poetry and descriptive writing.

Class Play performance – Romans

To develop oracy

To explore life in Roman times through drama, working together to rehearse and perform a short play

To develop their speaking and listening skills, learning to use clear speech, expressive voices, and an understanding of character and storyline to bring their performance to life.

Science:

Forces

Explore how objects move differently depending on the surface they are on (for example, smooth vs rough).

Understand that some forces require objects to touch, while magnets can work without contact.

Investigate how magnets can pull objects together (attract) or push them apart (repel).

Sort everyday materials based on whether magnets attract them, and learn which materials are magnetic.

Learn that magnets have two ends, called poles.

Use their knowledge of poles to predict whether magnets will attract or repel each other.

History:

Romans

Enquiry Question 3 (Daily Life & Impact)

What can Roman buildings tell us about everyday life in Roman Britain, and how much did life change for local people? Pupils will be able to:

- Use evidence from a villa or fort (e.g. Caerwent/Fishbourne/Lull- ingstone)
- Describe at least three aspects of Roman daily life
- Explain one way life changed and one way life stayed the same for people in Britain

French:

Re-visit greetings
Re-visit Ordering Food
Parts of the body and how I move
Classroom instructions
Transport to school
Directions

Computing:

Programming A:
Repetition in Shapes

Music Jazz - Explain what rag-time music is. Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a Scat singing performance with sounds and words.

Art: Craft & Design: Fabric in Nature

Create drawings that replicate a selected image. Select imagery and colours to create a mood board with a defined theme and colour palette.

Complete four drawings, created with confident use of materials and tools to add colour.

Understand the work of William Morris.

Create a pattern and understand methods of creating fabric.

PSHE:

Being My Best

What makes me ME

Making choices

SCARF Hotel

Harold's Seven Rs

My School Community

Basic First Aid

Volunteering is cool

RE

What does it mean to be a Christian in Britain today?

Outcomes:

- Place to concepts of God and Creation on a timeline of the Bible's Big story.
- Make clear links between Genesis 1 and what Christians believe about God and Creation.
- Describe what Christians do because they believe God is creator (eg follow God, wonder at how amazing God's creation is, care for the earth in specific ways).

PE:

Tag rugby

Develop skills and knowledge of invasion sports, their differences and similarities

Swimming

Develop water confidence and swimming stroke technique for main strokes