

As readers we will continue to develop our decoding, fluency, comprehension and inference skills.

To understand texts, we will:

- Discuss events.
- Predict events.
- Link reading to our own experiences.
- Check that reading makes sense and self-correct.
- Infer what characters are like from actions.
- Ask and answer questions about texts.
- Discuss favourite words and phrases.
- Discuss the significance of events and the title.
- Make inferences based on what is being said and done.

As writers we will be exploring a variety of stories with predictable phrases. We will also be looking at recounts linked to the astronauts travelling to the moon and poetry linked to the Gunpowder Plot.

To write with purpose, we will:

- Say first and then write to tell others about ideas.
- Write for a variety of purposes.
- Use some of the characteristic features of the type of writing used.
- Write, review and improve.

To use imaginative description, we will:

- Use well-chosen adjectives to add detail.
- Use names of people, places and things.

To organise writing appropriately, we will:

- Re-read writing to check it makes sense.

To use sentences appropriately, we will:

- Write so that other people can understand the meaning of sentences.
- Sequence sentences to form clear narratives.
- Convey ideas sentence by sentence.
- Join sentences with conjunctions and connectives.

As computer scientists we will be learning to:

- Understand that a programmable toy can be controlled by inputting a sequence of instructions.
- Develop and record sequences as an algorithm.
- Program a toy to follow an algorithm.
- Debug their program.
- Predict how their programs will work.

As scientists we will be investigating materials.

To investigate materials, we will:

- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.

Great and Ghastly events Autumn Term

As mathematicians we will:

- Count and calculate in a range of practical contexts.
- Use and apply mathematics in everyday activities and across the curriculum.
- Explore numbers and place value up to at least 100.
- Add and subtract using mental and formal written methods in practical contexts.
- Explore the properties of shapes.
- Use language to describe position, direction and movement.
- Use and apply in practical contexts a range of measures, including time.
- Handle data in practical contexts.

As historians we will be learning about different Great and Ghastly events including the Moon Landings, the sinking of the Titanic, the Great Fire of London and the Gunpowder Plot.

To investigate and interpret the past, we will:

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented

To build an overview of world history we will:

- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

To understand chronology we will:

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Use dates where appropriate.

To communicate historically we will:

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

As design technologists we will be making our own Lunar Rovers.

To design, make, evaluate and improve, we will:

- Design products that have a clear purpose and an intended user.
- Make products, refining the design as work progresses.

To take inspiration from design throughout History, we will:

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.

To master practical skills, we will:

- Cut materials safely using tools provided.

Global Knowledge

We will develop our global knowledge through learning about different world wide historical events. We will also read stories from different cultures and learn about different celebrations from around the world.

Resilience

The children will develop emotional intelligence through their understanding of what people endured during different Great and Ghastly events.

First-hand Experiences

We will gain experience of what it is like to be a historian through an interactive day of historical events.

Values

Compassion
Resilience
Friendship
Hope