

ENGLISH: Reading:

Read a range of fiction and non-fiction texts.

Maintain positive attitudes to reading and an 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 text-books.

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.

Identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books.

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, and justifying inferences with evidence.

Predicting what might happen from details stated and implied.

Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

Identifying how language, structure and presentation contribute to meaning.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using

SCIENCE: Light

Explain how light travels to enable us to see.

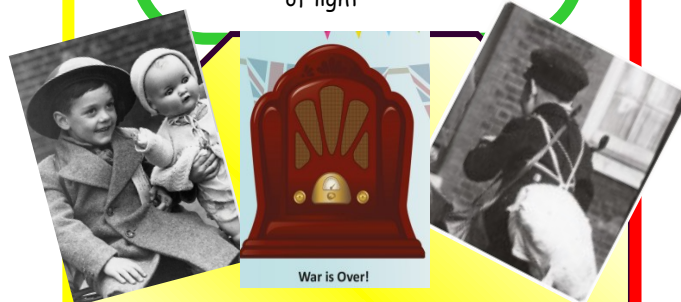
Understand that all objects reflect light.

Identify the angles of incidence and reflection.

Understand refraction as light bending or changing direction.

Explain how a prism allows us to see the visible spectrum.

Understand that colours are a result of light



CURLEW CLASS

AUTUMN 1 19

WW2: A Child's War

Writing

Diaries and Journalistic Texts

Plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 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 a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, 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

MATHS:

Place Value

Read, write, order and compare numbers up to ten million

Round any whole or decimal number to a required degree of accuracy.

Use negative numbers in context and to calculate intervals across zero.

Solve number and practical problems involving all of the above.

Four Operations

Solve multi-step addition and subtraction problems in context.

Multiply four digit number by two digits using long multiplication.

Divide four digit numbers by two digits using long division.

Perform mental calculations including mixed operations.

Identify common factors, multiples and prime numbers.

Use estimation to check answers to calculations.

R.E (Mrs Clarke)

World Religions: Christianity.

Christian Values

Commitment: Monastic life and marriage

Christian festivals and rituals

PE- Swimming

Pupils will be taught to:

Swim competently, confidently and proficiently over a distance of at least 25 metres.

Use a range of strokes effectively [for example, front crawl, back-stroke and breaststroke].

***All sessions will be led by**

qualified swimming teachers at Wadebridge Swimming Pool.

P.S.H.E and Citizenship

TIS planned activities, Citizenship assemblies and Circle Times as needed throughout the year.

Topic: World War Two: A child's War

- Our topic for this term is WW2 and we will be focusing on the impact it had on children of the time. As part of our History curriculum we will be learning about the key events of WW2 and why these occurred. In Geography, we will be finding out where the evacuees were sent and why. In Art and DT, we will be looking making Anderson Shelters and producing a WW2 inspired mural. During ICT sessions, we will use different