

HISTORY/GEOGRAPHY

- To be able to locate the world's countries, using maps.
- To find out how the kingdom of Benin developed.
- To develop a chronologically secure knowledge and understanding of world history.
- To describe what the people of Benin believed in.
- To find out how Benin's past is recorded through a range of sources.
- To find out about the story of how Eweka came to be the Oba of the Benin Kingdom.
- To examine and evaluate different sources of evidence about Benin and say what they can teach us about Benin culture.
- To explain how and why the kingdom of Benin became powerful and successful and also how and why the empire came to an end.
- To note connections, contrasts and trends over time and develop the appropriate use of historical terms.

COMPUTING

- To enter data and formulae into a spreadsheet.
- To order and present data based on calculations.
- To add, edit and calculate data.
- To use a spreadsheet to solve problems.
- To plan and calculate a spending budget.
- To design a spreadsheet for a specific purpose.

SCIENCE

- To explain that unsupported objects fall towards the Earth because of the force of gravity.
- To explore the effect gravity has on objects and how gravity was discovered.
- To investigate the effects of air resistance.
- To explore the effects of water resistance.
- To investigate the effects of friction.
- To explore and design mechanisms.

ART/DT

- To investigate free standing structures.
- To apply my understanding of structures.
- To use a wider range of tools and equipment to perform practical tasks accurately.
- To develop a range of practical skills to create bends in a marble run.
- To investigate and analyse a range of existing products in the context of investigating commercially bought marble runs.
- To select from and use a wider range of materials and components according to their functional properties and aesthetic qualities in the context of selecting and using materials and components to make a marble run.
- To evaluate their ideas against their own design criteria and consider the views of others to improve their work in the context of evaluating their marble run.

Spring 1 Topic 2022 Benin

RE

- Justice and Conflict.
- To examine the concept of freedom and justice.
- To compare concepts of justice.
- To describe the influence of religious and non-religious world views on the human rights movement.
- To examine the concepts of freedom and justice and how they might conflict.

PSHCE

- To recognise their own strengths and skills and understand how they are perceived by others.
- To recognise influences on their decision making, including the media.
- To be able to evaluate a group work task, learning from their mistakes and suggesting changes to make in the future.
- To be able to give and receive positive and constructive feedback which can be applied to future learning.

MUSIC

- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- To improvise and compose music for a range of purposes.

FRENCH

- To ask and answer questions about drink choices.
- To interpret a chart written in French.
- To write a sentence to express my choices.
- To write sentences expressing my preferences.
- To use adjectives to describe nouns.
- To use the correct French form for 'some'.

ENGLISH – to include...

Speaking and Listening:

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates

Reading:

- 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 one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Writing:

- 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
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- 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]
- 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 throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

ENGLISH – to include...

Grammar and Punctuation:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Spelling:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

MATHS

- Read and write numbers with up to 7-digits, understanding what each digit represents; work systematically to find out how many numbers round to 5000000; solve subtraction of 5- and 6-digit numbers using written column method
- Multiply and divide by 10, 100 and 1000; compare and order numbers with up to three decimal places; know common fraction / decimal equivalents; multiply pairs of unit fractions and multiply unit fractions by non-unit fractions
- Use partitioning to mentally multiply 2-digit numbers with one decimal place by whole 1-digit numbers; multiply numbers with two decimal places; use short multiplication to multiply amounts of money; use estimation to check answers to calculations; use long multiplication to multiply 3-digit and 4-digit numbers by numbers between 10 and 30.
- Name, classify and identify properties of quadrilaterals; explore how diagonal lines can bisect quadrilaterals; understand what an angle is and that it is measured in degrees; know what the angles of triangles, quadrilaterals, pentagons, hexagons and octagons add to and use these facts and mathematical reasoning to calculate missing angles; recognise and identify the properties of circles and name their parts; draw circles using pairs of compasses; draw polygons using a ruler and a protractor
- Add and subtract numbers using mental strategies; solve addition of 4- to 7-digit numbers using written column addition; identify patterns in the number of steps required to generate palindromic numbers; solve subtraction of 5-, 6- and 7-digit numbers using written column method (decomposition); solve additions and subtractions choosing mental strategies or written procedures as appropriate; read, understand and solve word problems
- Identify common factors and common multiples; understand that a prime number has exactly two factors and find prime numbers less than 100; understand what a composite (non-prime) number is; use long division to divide 3- and 4-digit numbers by 2-digit numbers, giving remainders as a fraction, simplifying where possible
- Solve addition and subtraction multi-step problems in shopping contexts, and add and subtract money using column addition and counting up; add and subtract decimal numbers choosing an appropriate strategy, and add decimal numbers with different numbers of places using column addition; use mathematical reasoning to investigate and solve problems, and solve subtractions of decimal numbers with different numbers of places (2-places) using counting up
- Calculate and understand the mean average; construct and interpret distance/time line graphs where intermediate points have meaning, including conversion line graphs; understand pie charts are a way of representing data using percentages, interpret and construct pie charts
- Read and plot coordinates in all four quadrants, draw and translate simple polygons using coordinates and find missing coordinates for a vertex on a polygon; draw and reflect simple polygons in both the x-axis and y-axis using coordinates; find unknown angles around a point, on a line, in a triangle or vertically opposite and in polygons where diagonals intersect
- Multiply 4-digit numbers including those with two decimal places by 1-digit numbers; use long multiplication to multiply 4-digit numbers by numbers between 10 and 30, including those with two decimal places; revise using short division to divide 4-digit by 1-digit and 2-digit numbers including those which leave a remainder, and divide the remainder by the divisor to give a fraction, simplifying where possible, and make approximations; use long division to divide 4-digit by 2-digit numbers, and use a systematic approach to solve problems
- Generalise a relationship between pairs of numbers, express simple formulae in words, then using letters; describe and continue sequences, generalise to predict the tenth term, begin to generalise a term in a sequence using n to stand for the number of the term in a sequence; describe ratio and use ratio to solve problems; find fractions and simplify ratios
- *Use counting up on a number line to subtract 2-place decimals from 2-place decimals*
- Check that all solutions have been found
- Solve problems involving addition, subtraction, multiplication and division and a combination of these
- Solve problems involving addition and subtraction of measures using decimal notation