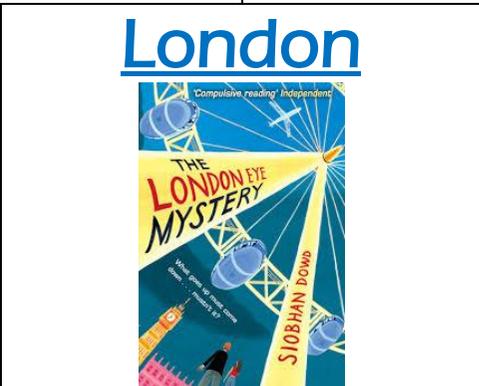


**Literacy**  
**Daily:** Spelling, Punctuation and Grammar.  
 Independent and whole class reading/reading activities.  
**Main Text: The London Eye Mystery**  
**Skills:** Make predictions – what is the story about, what may happen next, make predictions about the main plot.  
 Editing and improving work.  
**Capturing ideas:** ‘What if?’ activities, hot seating characters, freeze frame key point in the story, story mountain planning.  
**Writing Opportunities:** Mystery stories that create suspense using daily spelling and grammar lessons to further improve extended writing.

**Mathematics**  
 Daily arithmetic opportunities as well as regular times table recall, using these skills in everyday Maths  
 Reading and writing decimals, dividing and writing fractions as decimals, multiplying and dividing decimals by 1 and 2 digit numbers  
 Converting units of length, mass, volume and time  
 Solving word problems  
 Regular SATs questions and papers to familiarise children with the layout and style of questioning

**Physical Education**  
 Invasion games-develop a range of techniques for passing a ball, perform actions of travelling with, sending and receiving a ball, with greater speed and efficiency, understand and apply rules in games, develop a better understanding of attack and defence.  
 Gymnastics; choreograph, perform and evaluate a sequence of rolls, jumps and balances to create a sequence.  
*PE will take place on Monday and Tuesday PM.*



**Topic**  
 Using and understanding tube maps  
 The Royal Family  
 Famous buildings and Landmarks  
 Looking at the Artist Lowry, and using cityscapes to create our own based on London  
 The geography of London-it’s location and co-ordinates, compared to other capital cities  
 Design T-Shirts based on London to take to London!

**P4C**  
 Using objects, stories, pictures and games to explore opinions, choice, reflection, thinking differently and concepts.  
**RE:**  
**Gospel.** Understanding Christianity. What kind of a world did Jesus want?

**Science**  
 Living Things and their Habitats  
 -Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.  
 -Give reasons for classifying plants and animals based on specific characteristics.  
 -Find out about Linnaeus and learn about his classification system. Explore other classification systems.

Children should be reading at least 3 times per week at home.

Spellings will be tested each Friday, so children will need to bring in their orange book.

Homework will be sent home on Fridays, and must be returned by the following Thursday.