

**End of term:**

**Thursday 29th Marxh**

**Maths**

**Number sense** – A focus on reasoning to make appropriate decisions about when and how to use (including counting below zero), place value and rounding for solving problems including adding, subtracting, multiplying and dividing.

**Multiplicative reasoning –** Multiply and Divide numbers up to three digits; estimate the answer to a calculation and use inverse operations to check answers and solve problems, including missing number problems, using number facts, place value, and more complex multiplication and division.

**English**

**Extreme Animals** – In this sequence we will be learning how to make clear links between paragraphs, Use pre and post modification of nouns. Use a range of punctuation to aid clarity and convey humour. Use modal verbs or adverbs to indicate degrees of possibility and use a wide range of clause structures, sometimes varying their position in a sentence.

**Our theme this term:**

**Ordanance Survey**

**map reading skills**

**Science**: Properties and change of matter

**Art/DT:** Perspectives

**History/Geography**: Maps and navigation

**PHSCE:** Drugs, Emotional health and wellbeing, Careers

**MFL:** Telling the time

**Music:** Classroom jazz



**Reading and Spelling**

* Children should **read for a**
* **minimum of 15 mins** at home

every day.

* Reading books and home school diaries should come in every day.
* Children should know common words and target spellings.

**Tell your children to look out for these newly published books in the School Library:**

 **A sheepdog called Sky**

**Bundle with the Britons**

**Letters from the lighthouse**

**PE**

Net and racquet skills

PE Unit 3:

Dance –

West Side Story

**Computing**

‘We are architects’ Using the program SPEX to create areas.



Please ensure that your child has their PE kit.

Kit should stay in school all week: Black shorts, white t-shirt & trainers.

Our Skill for Success this term is: **Understanding yourself**

Homework:

Set on Fridays

In on Wednesday