



|  |   |
|--|---|
| <p><b>English and Reading</b></p> <p>In our Reading lessons we will be looking at the book 'Floodland' by Marcus Sedgwick. This will support the children to develop their inference skills and their ability to understand the value of telling stories.</p> <p>We will be looking at 'Floodland' in our English lessons. From this text we will create a persuasive letter, persuasive speech and a balanced argument.</p> <p>In our English lessons we will be focussing on...</p> <ul style="list-style-type: none"> <li>• Descriptive features: expanded noun phrases, hyperbole and powerful adjectives</li> <li>• Organisational devices for coherence and cohesion: fronted adverbials, subordinating and coordinating conjunctions, relative clauses, paragraphs, imperative and modal verbs, second person, repetition, facts and statistics, use of colour and images, subjunctive form.</li> <li>• Punctuation: commas for fronted adverbials, rhetorical questions, short sentences for emphasis</li> </ul> | <p><b>Mathematics</b></p> <p>Our Maths Units this term are Multiplication and Division and Fractions.</p> <p>In our Maths lessons we will...</p> <ul style="list-style-type: none"> <li>• Multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers</li> <li>• Divide up to four digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context</li> <li>• Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</li> <li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li>• Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> </ul>  |
| <p><b>Science</b></p> <p>Our Science Unit for this half term is 'Materials: properties and changes'</p> <p>In our Science lessons we will...</p> <ul style="list-style-type: none"> <li>• Determine the hardness of different materials and link this to their uses.</li> <li>• Determine the transparency of different materials and link this to their uses.</li> <li>• Determine the thermal and electrical conductivity of different materials and link this to their uses.</li> <li>• Demonstrate, identify and describe reversible and irreversible changes.</li> <li>• Evaluate the hardness test to determine the degree of trust in the results.</li> <li>• Plan and draw a table of results.</li> <li>• Write a detailed, organised and easy to follow method.</li> <li>• Write a prediction using prior knowledge of the states of matter.</li> <li>• Analyse observations about rusting and use them to support a conclusion.</li> <li>• Measure accurately in centimetres.</li> </ul>                       | <p><b>Religious Education</b></p> <p>Our Big Question this term is 'What does it mean for a Jewish person to follow God?'</p> <p>In our Religious Education lessons we will...</p> <ul style="list-style-type: none"> <li>• Identify and explain Jewish beliefs about God</li> <li>• Give examples of some texts that say what God is like and explain how Jewish people interpret them.</li> <li>• Make clear connections between Jewish beliefs about the Torah and how they use it</li> <li>• Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>• Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).</li> <li>• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish</li> <li>• Talk about how ideas of tradition, ritual, community and study relate to their own lives, giving good reasons for their views and explaining how their thinking has developed during the unit.</li> </ul> |
| <p><b>History &amp; Geography</b></p> <p><b>History</b></p> <p>Our History unit for this half term is 'Lady of the Mercians'</p> <p>In our History lessons we will learn about...</p> <ul style="list-style-type: none"> <li>• Strange oars on the Trent: Mercia falls</li> <li>• Early Viking raids</li> <li>• Wessex alone</li> <li>• Three surprises and a wedding: Mercia and Wessex unite</li> <li>• Rebuilding Mercia</li> <li>• Bolder and bolder</li> </ul> <p><b>Geography</b></p> <p>Our Geography unit for this half term is 'Migration'</p> <p>In our Geography lessons we will learn about...</p> <ul style="list-style-type: none"> <li>• Danielle's migration story</li> <li>• Semra's migration story</li> <li>• Refugees</li> </ul> <p>We will answer the questions...</p> <ul style="list-style-type: none"> <li>• Why do people migrate?</li> <li>• How does migration change places?</li> <li>• Does it matter where we live?</li> </ul>   | <p><b>Art and Music</b></p> <p><b>Art</b></p> <p>Our Art Unit this term is 'Painting using watercolour to create abstract work on a larger scale. Artist: Stacey-Ann Cole, a local artist'</p> <p>In our Art lessons we will...</p> <ul style="list-style-type: none"> <li>• Explore ideas in a variety of ways.</li> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> </ul> <p><b>Music</b></p> <p>Our Music Unit this term is 'Make you feel my love'</p> <p>In our Music lessons we will...</p> <ul style="list-style-type: none"> <li>• Learn to Sing the Song: Vocal Warm-ups and Singing</li> <li>• Play Instruments with the Song: With or Without Notation</li> <li>• Improvise with the Song: using our voices and instruments</li> <li>• Compose with the Song: using instruments</li> <li>• Perform and share</li> </ul>   |
| <p><b>Computing</b></p> <p>Our Computing Unit this term is 'Computing systems and networks'</p> <p>In our Computing lessons we will...</p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>   | <p><b>Personal, Social, Health and Emotional</b></p> <p>Our Personal, Social, Health and Emotional Unit this term is 'Dreams and Goals'.</p> <p>In our Personal, Social, Health and Emotional lessons we will...</p> <ul style="list-style-type: none"> <li>• Understand that we will need money to help us achieve some of our dreams</li> <li>• Appreciate the contributions made by people in different jobs</li> <li>• Describe the dreams and goals of young people in a culture different to mine</li> <li>• Appreciate the similarities and differences in aspirations between myself and young people in a different culture</li> <li>• Encourage my peers to support young people</li> </ul>   |
| <p><b>Spanish</b></p> <p>Our Spanish Unit this term is 'Mi casa- My Home'.</p> <p>In our Spanish lessons we will...</p> <ul style="list-style-type: none"> <li>• Say and write in Spanish whether we live in a house or an apartment.</li> <li>• Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay...</li> <li>• Use the conjunction y to link two sentences together.</li> </ul>  | <p><b>Physical Education</b></p> <p>Our PE Units this term are 'Cognitive- Judge Performance' and 'Gymnastics Pair Composition'.</p> <p>In our PE lessons we will...</p> <ul style="list-style-type: none"> <li>• Suggest patterns of play which will increase chances of success.</li> <li>• Develop methods to outwit opponents.</li> <li>• I can understand ways (criteria) to judge performance.</li> <li>• Link actions to make sequences of movement</li> <li>• Develop flexibility, strength, technique, control and balance</li> </ul>  |