



<p>English</p> <p>We will be looking at the book called Viking Boy by Tony Bradman. From this text we will create a piece of descriptive writing and a piece of narrative.</p> <p>We will be focussing on...</p> <ul style="list-style-type: none"> • Descriptive features: expanded noun phrases, similes, metaphors, synonymous references • Organisational devices for coherence and cohesion: fronted adverbials, subordinate clauses, paragraphs, relative clauses, repetition for emphasis, synonymous references • Punctuation: speech, tense (to indicate changes in time), commas for fronted adverbials and clauses, brackets for incidentals, dashes to emphasise information, colons to add extra information, semi-colons to join related clauses <p>In our Reading lessons we will be looking also be looking at the book 'Viking Boy' by Tony Bradman. This will support the children to develop their inference skills and their ability to understand the value of telling stories.</p>	<p>Mathematics</p> <p>Our Maths units this term are 'Decimals and percentages', 'Perimeter and area' and 'Statistics'</p> <p>In our Maths lessons we will...</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers with up to 3 decimal places • Read and write decimal numbers as fractions • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes • Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables
<p>Science</p> <p>Our Science Unit for this half term is 'Living things and their habitats'</p> <p>In our Science lessons we will...</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals • describe the habitat of living things 	<p>Religious Education</p> <p>Our Big Question this term is 'What did Jesus do to save human beings?'</p> <p>In our Religious Education lessons we will...</p> <ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. • Suggest meanings for narratives of Jesus' death/ resurrection, comparing ideas with ways in which Christians interpret these texts. • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. • Weigh up the value and impact of ideas of sacrifice in our own lives and the world today. • Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.
<p>History & Geography</p> <p>History</p> <p>Our History unit for this half term is 'Norse Culture'</p> <p>In our History lessons we will learn about...</p> <ul style="list-style-type: none"> • Freydis and her courage • The saga of Erik the Red • The great tree and the Gods • How the Norse travelled by sea, river and land • The story of Beowulf <p>Geography</p> <p>Our Geography unit for this half term is 'North and South America'</p> <p>In our Geography lessons we will learn about...</p> <ul style="list-style-type: none"> • Megacities • The use of satellite images • Rural-to-urban migration in Brazil • The effects of rapid growth in Sao Paulo • Using four-figure grid references • Challenging the stereotype of the favela 	<p>Design and Technology and Music</p> <p>Design and Technology</p> <p>Our Design and Technology Unit this term is 'Mechanical Systems: Making a pop-up book'</p> <p>In our Design and Technology lessons we will...</p> <ul style="list-style-type: none"> • Produce a suitable plan for each page of their book. • Produce the structure of the book. • Assemble the components necessary for all their structures/mechanisms. • Hide the mechanical elements with more layers using spacers where needed. • Use a range of mechanisms and structures to illustrate their story and make it interactive for the users. • Use appropriate materials and captions to illustrate the story. <p>Music</p> <p>Our Music Unit this term is 'Reflect, rewind and replay'</p> <p>All the learning is focused around the song 'The Fresh Prince of Bel-Air' Old-School Hip Hop by Will Smith</p> <p>In our music lessons we will...</p> <ul style="list-style-type: none"> • Listen and Appraise the two tunes and other supporting tunes. • Learn about the interrelated dimensions of music through: • Playing instruments • Improvising. • Performing and Sharing
<p>Computing</p> <p>Our Computing Unit this term is 'Data and information - Flat-file databases'</p> <p>In our Computing lessons we will...</p> <ul style="list-style-type: none"> • look at how a flat-file database can be used to organise data in records. • Use tools within a database to order and answer questions about data. • Create graphs and charts from our data to help solve problems. • Use a real-life database to answer a question, and present work to others. 	<p>Personal, Social, Health and Emotional</p> <p>Our Personal, Social, Health and Emotional Unit this term is 'Healthy Me'</p> <p>In our Personal, Social, Health and Emotional lessons we will learn about...</p> <ul style="list-style-type: none"> • The health risks of smoking and know how tobacco affects the lungs, liver and heart • Some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • Putting into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • How the media, social media and celebrity culture promotes certain body types • Different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures • What makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy
<p>Spanish</p> <p>Our Spanish Unit this term is 'La ropa' (Clothes)</p> <p>In our Spanish lessons we will...</p> <ul style="list-style-type: none"> • Recognise and recall from memory 21 items of clothing. • Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. • Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour. 	<p>Physical Education</p> <p>Our PE Units this term are 'Creative- Express ideas' and 'Dance on the Beach'</p> <p>In our PE lessons we will...</p> <ul style="list-style-type: none"> • Link actions and develop sequences of movements that express our own ideas. • Change tactics, rules or tasks to make activities more fun or more challenging. • Respond imaginatively to different situations. • Adapt and adjust our skills, movements or tactics so they are different to others. • Perform a group dance using rhythm, timing, levels, dynamics, gesture and formation.