



<p>English</p> <p>We will be looking at the book called Holes by Louis Sachar From this text we will create a newspaper report and a persuasive speech.</p> <p>We will be focussing on...</p> <ul style="list-style-type: none"> • Descriptive features: expanded noun phrases, hyperbole and powerful adjectives • Organisational devices for coherence and cohesion: fronted adverbials, subordinating and coordinating conjunctions, relative clauses, paragraphs to structure, subheadings etc., passive voice, subjunctive form, maintain formal/impersonal tone. • Punctuation: brackets/dashes for parenthesis including, emphasis, semi-colons for related clauses, commas to mark relative clauses, colons and semi-colons to punctuate complex lists, bullet points <p>In our Reading lessons we will be looking also be looking at the book 'Holes' by Louis Sachar 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 'Statistics', 'Shape' and 'Position and Direction'.</p> <p>In our Maths lessons we will...</p> <ul style="list-style-type: none"> • Complete, read and interpret information in tables, including timetables • Understand and use degrees • Classify angles • Estimate angles • Measure angles up to 180° • Draw lines and angles accurately • Calculate angles around a point • Calculate angles on a straight line • Read and plot coordinates • Problem solving with coordinates • Complete questions involving translation with coordinates
<p>Science</p> <p>Our Science Unit for this half term is 'Imbalanced forces'</p> <p>In our Science lessons we will...</p> <ul style="list-style-type: none"> • Describe gravity and its effects. • Describe the relationship between mass and gravity. • Describe air resistance and its effects. • Describe friction and its effects. • Describe water resistance and its effects. • Describe the relationship between surface area and air and water resistance. • Explain how to make an object aerodynamic or streamlined. • Describe the effects of levers, pulleys and simple machines on movement. • Analyse predictions, data and anomalies to write a conclusion. • Plan a fair test to investigate air resistance. 	<p>Religious Education</p> <p>Our Big Question this term is 'What kind of king was Jesus?'</p> <p>In our Religious Education lessons we will...</p> <ul style="list-style-type: none"> • Explain connections between biblical texts and the concept of the Kingdom of God. • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. • Make clear connections between belief in the Kingdom of God and how Christians put our beliefs into practice in different ways, including in worship and in service to the community. • Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of our own lives and the life of our own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.
<p>History & Geography</p> <p>History</p> <p>Our History unit for this half term is 'Changing Rulers, Changing Worlds'</p> <p>In our History lessons we will learn about...</p> <ul style="list-style-type: none"> • Britain in the Viking Age • Jorvik in 910: three errands for Helga • The warriors return to Jorvik • The story of Helga and Arne <p>Geography</p> <p>Our Geography unit for this half term is 'The Amazon'.</p> <p>In our Geography lessons we will learn about...</p> <ul style="list-style-type: none"> • What it is like to live in the Amazon now • The Amazon river • The Amazon's intricate ecosystem • How the ecosystem works • Changes in the ecosystem 	<p>Design and Technology and Music</p> <p>Art</p> <p>Our Artist this term is L.S. Lowry</p> <p>In our Art lessons we will...</p> <ul style="list-style-type: none"> • Practise drawing using perspective to create a Lowry styled piece of art set in Castor after practising with Lego bricks first in their sketchbooks. • Build on the composition, scale and proportion knowledge from Year 4's still life unit. • Use wooden artists mannequins and tinfoil or plasticine models to make observational sketches alongside first hand sketches of their friends playing in the playground in the style of Lowry's matchstick people. • Choose the materials to use to add colour to their final piece. <p>Music</p> <p>Our Music Unit this term is 'Dancing in the Street'</p> <p>All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas - a Motown song from the 1960s.</p> <p>Listen and Appraise the two tunes and other supporting tunes.</p> <ul style="list-style-type: none"> • Learn about the interrelated dimensions of music through: • Playing instruments • Improvising. • Performing and Sharing
<p>Computing</p> <p>Our Computing Unit this term is 'Programming A - Selection in physical Computing'</p> <p>In our Computing lessons we will...</p> <ul style="list-style-type: none"> • Create a simple circuit and connect it to a microcontroller • Program a microcontroller to make an LED switch on • Explain what an infinite loop does • Connect more than one output component to a microcontroller • Use a count-controlled loop to control outputs • Design sequences that use count-controlled loops 	<p>Personal, Social, Health and Emotional</p> <p>Our Personal, Social, Health and Emotional Unit this term is 'Relationships'.</p> <p>In our Personal, Social, Health and Emotional lessons we will learn about...</p> <ul style="list-style-type: none"> • How to keep building our own self-esteem • Recognising when an online community feels unsafe or uncomfortable • Recognising when an online community is helpful or unhelpful to me • Recognising when an online game is becoming unhelpful or unsafe • Identifying things we can do to reduce screen time, so our health isn't affected • Recognising and resisting pressures to use technology in ways that may be risky or may cause harm to myself or others
<p>Spanish</p> <p>Our Spanish Unit this term is 'Me Presento' (Presenting myself)</p> <p>In our Spanish lessons we will...</p> <ul style="list-style-type: none"> • Revise/learn basic greetings in Spanish. How to ask how somebody is feeling and reply when asked to me. • Revise/learn how to ask somebody their name in Spanish and reply when asked to me. • Revise numbers 1-10 in Spanish and learn numbers 11-20 in Spanish. • Learn how to ask somebody how old they are in Spanish and reply when asked to me. • Learn how to ask somebody where they live in Spanish and reply when asked to me. 	<p>Physical Education</p> <p>Our PE Units this term are 'Dance Styles' and swimming.</p> <p>In our PE lessons we will...</p> <ul style="list-style-type: none"> • Explore movements that express and communicate the dance idea/theme • Link characteristics of different dance styles together as an individual and in groups • Create and perform a dance composition in small groups using at least two different dance styles from different eras. • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively - e.g. front crawl, backstroke and breaststroke. • Perform safe self-rescue in different water-based situations.