



English

This half term we will be working on the skills needed to:

- To write a non-chronological report

Spelling

- Building words from root words
- Homophones
- 'ei' and 'ie' words
- Common exception words

Grammar

This half term, we'll work on:

- Relative Clauses
 - Recognising relative clauses
 - Using relative clauses
 - Omitting relative clauses
- Modal Verbs
 - Recognising modal verbs
 - Using modal verbs
- Parenthesis
 - Recognising relative clauses
 - Using brackets to indicate parenthesis
 - Using dashes to indicate parenthesis
 - Using commas to indicate parenthesis
- Conjunctions
 - Recap what a clause is
 - Co-ordinating conjunctions
 - Subordinating conjunctions
 - Use conjunctions to express time, place and cause

Topic

Sow, Grow and Farm



Class Book

The Boy in the Girl's Bathroom



Maths

Fractions

Pupils will learn to:

- Identify and find equivalent fractions
- Recap fractions bigger than 1 (inc. improper and mixed number fractions)
- Convert improper to mixed numbers and vice versa
- Compare and order fractions less than 1
- Compare and order fractions more than 1
- Add & subtract fractions with the same denominator
- Add two or more fractions with different denominators
- Solve problems involving adding fractions
- Add mixed numbers
- Subtract two or more fractions with different denominators
- Subtraction – breaking the whole
- Subtract 2 mixed numbers
- Multiply unit fractions by an integer
- Multiply non-unit fractions by an integer
- Multiply mixed numbers by integers
- Recap Calculate fractions of a quantity
- Fraction of an amount
- Using fractions as operators
- New content Fraction problem solving

Decimals and Percentages

- Decimals up to 2 d.p.
- Decimals as fractions
- Understand thousandths
- Thousandths as decimals
- Rounding decimals
- Order and compare decimals
- Understand percentages
- Percentages as fractions and decimals
- Identify equivalent fractions, decimals & percentages

Geography

Pupils will study our Geography topic 'Sow, Grow and Farm'. We will focus on the following areas of learning:

- Explain how the topography and soil type affect the location of different agricultural regions.
- Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps.
- Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.
- Identify and describe some key physical features and environmental regions of North and South America
- Describe how soil fertility, drainage and climate affect agricultural land use.
- Identify some of the problems of farming in a developing country and report on ways in which these can be supported.
- Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.

Science

Human reproduction & ageing

In Science, we will be focusing on human reproduction and ageing. Pupils will be able to:

- Describe the 5 key characteristics of mammals
- Sort vertebrates into mammals and non-mammals from given information
- Describe the stages of a mammal's life cycle
- Describe the changes as humans develop to old age
- Describe the process of human reproduction

RE

What did Jesus do to save human beings?

By the end of this unit, pupils are expected to:

- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- Suggest meanings for narratives of Jesus' death/resurrection, comparing their 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.
- Show how Christians put their beliefs into practice.
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

Pupils will know that:

- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give accounts of Jesus' death and resurrection.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.
- Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

PHSE

Happy & Healthy Me

We will be working on the following objectives during PHSE this half term:

- To understand what makes a happy and healthy lifestyle
- What positively and negatively affects their physical, mental and emotional health (including the media)
- To explore the emotional and physical changes that occur during puberty
- To know why menstruation happens
- To know the importance of keeping clean during puberty

Children will be able to:

- Identify components of a healthy lifestyle
- List things which have a positive and negative impact on their physical health
- Identify factors which affect their emotional health
- Recognise how the media might influence physical and emotional health
- Explain the main physical and emotional changes which occur during puberty
- Explain what menstruation is, why menstruation only happens to females and how it happens
- Know how to stay clean during puberty

Music

Timbre

During music lessons, pupils will study the following objectives:

- Explore how percussion instruments are classified and sort some of our own sound sources from home based on their timbre.
- learn to perform some of Leonard Bernstein's 'Mambo'.
- revise rhythmic ostinatos.
- compose our own call and response patterns.
- structure a Mambo-inspired performance.

<p style="text-align: center;">Art Natures Art</p> <p>This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials.</p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques. • Learn about great artists, architects and designers in history- Andy Goldsworthy • Create a relief form. • Create sketchbooks to record their observations and use them to review and revisit ideas. 	<p style="text-align: center;">DT Eat the Seasons – Seasonality /Origins of Food</p> <p>During this unit, pupils will cover the following:</p> <p>Skill:</p> <ul style="list-style-type: none"> • Describe what seasonality means and explain some of the reasons why it is beneficial. <p>Knowledge:</p> <ul style="list-style-type: none"> • Seasonality is the time of year when the harvest or flavour of a type of food is at its best. • Buying seasonal food is beneficial for many reasons: the food tastes better; it is fresher because it hasn't been transported thousands of miles; the nutritional value is higher; the carbon footprint is lower, due to reduced transport; it supports local growers and is usually cheaper. 	<p style="text-align: center;">Computing DATA AND INFORMATION Flat-file databases</p> <ul style="list-style-type: none"> • To use a form to record information • To compare paper and computer-based databases • To outline how grouping and then sorting data allows us to answer questions • To explain that tools can be used to select specific data • To explain that computer programs can be used to compare data visually • To apply my knowledge of a database to ask and answer real-world questions
<p style="text-align: center;">Spanish</p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> • Fonetica (Phonics): CH/J/Ñ/LL/RR • Los Animales (Animals) <ul style="list-style-type: none"> ○ To say and match ten animals to their appropriate picture. ○ To consolidate and retain all ten animal nouns with a variety of memorising activities. ○ To learn how to spell the animals we have learnt. 	<p style="text-align: center;">PE Tennis</p> <ul style="list-style-type: none"> • To develop returning the ball using a forehand groundstroke. • To develop returning the ball using a backhand groundstroke. • To work cooperatively with a partner to keep a continuous rally. • To develop the underarm serve and understand the rules of serving. • To develop the volley and understand when to use it. • To use a variety of strokes to outwit an opponent. 	<p style="text-align: center;">PE Dance</p> <ul style="list-style-type: none"> • To create a dance using a random structure and perform the actions showing quality and control. • To understand how changing the dynamics of an action changes the appearance of the performance. • To understand and use relationships and space to change how a performance looks. • To work with a group to create poses and link them together using transitions. • To use choreographing devices when working as a group. • To copy and repeat movements in the style of Rock 'n' Roll.