



English

This half term, we will be working creating information texts on a charity of our choosing to inform and persuade our audience. We will also be completing newspaper report writing and will be working on our journalistic writing skills.

Spelling

- Revise homophones (-ce and -se).
- Revise words with the /i:/ sound spelt 'ei' after 'c'.
- Revise endings that are spelt with -tious.
- Revise endings that are spelt with -cious.
- Revise use of the hyphen.
- Adding suffixes beginning with vowels to words ending in -fer.

Grammar

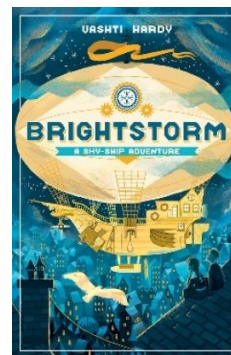
- Revision of the rules and application of direct and indirect speech.
- Using a colon to introduce a list.
- Punctuating bullet points consistently.
- Using brackets, dashes or commas to indicate parenthesis.
- Using semi-colons, colons or dashes to mark boundaries between independent clauses.

Topic

Britain in the Age Revolutions



Brightstorm by Vashti Hardy



Maths

This half term, we will be working on the following areas:

- To identify square and cube numbers and to use them to solve problems.
- Multiply up to a 4-digit number by a 2-digit number using long multiplication where necessary.
- Solve problems involving multiplication
- To revise short division.
- Use factors to solve division problems.
- Long-division to solve problems that do not involve remainders.
- To use long-division where quotient may involve a remainder.
- To solve problems involving division.
- Solve multi-step problems involving all four operations.
- Use the correct order of operations to solve problems.
- Identify the correct unit of metric measure to solve problems.
- Convert different metric units of measure.
- Calculate with metric measures.
- Convert between miles and kilometres.
- Understand and convert imperial measure to metric measures.

Science Electricity

During our work on Electricity, we will be covering the following areas:

- Use recognised symbols when representing a simple circuit in a diagram.
- Compare and give reasons for variations in how components function, including the brightness of bulbs and the on/off position of switches.
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

During our work, we will also be addressing the following areas of *Working Scientifically*.

- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

RE Was Jesus the Messiah?

By the end of the unit, pupils are expected to be able to:

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

Pupils will know that:

- Jesus was Jewish.
- Christians believe Jesus is God in the flesh.
- They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.
- Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)
- Christians see Jesus as their Saviour (See Salvation).

PHSE Happy Healthy Me

Pupils will be able to:

- List the physical, emotional and social changes that take place during puberty.
- Explain strategies to manage their own feelings and experiences during puberty.
- Know the correct names for and functions of the internal organs of the body.
- Know what menstruation is and about the menstrual cycle.
- Know some basic facts about pregnancy and conception.
- Explain key facts about health and well being.

Computing

This half-term, we will be using Google Sites to create our own webpages. We will have the following objectives to cover and achieve on our journey:

- To review an existing website and consider its structure.
- To plan the features of a web page.
- To consider the ownership and use of images (copyright).
- To recognise the need to preview pages.
- To outline the need for a navigation path.
- To recognise the implications of linking to content owned by other people.

<p style="text-align: center;">PE - Netball</p> <p>This half-term, Miss Goodwin will leading Friday PE and it will focus on the skills required to play Netball. Our athletes will learn to:</p> <ul style="list-style-type: none"> • I can pass, receive and shoot the ball with increasing control under pressure. • I can create and use space to help my team. • I can select the appropriate action for the situation and make this decision quickly. • I can use marking, and/or interception to improve my defence. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. 	<p style="text-align: center;">PE - Hockey</p> <p>Mr Redfern will be leading PE sessions on Mondays and will focus on skills required to participate in the wonderful game of hockey! There will be a focus on the following objectives:</p> <ul style="list-style-type: none"> • I can dribble, pass, receive and shoot the ball with increasing control and when under pressure. • I can create and use space to help my team. • I can select the appropriate action for the situation and make this decision quickly. • I can use marking, tackling and/or interception to improve my defence. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. 	<p style="text-align: center;">History Kingdom of Benin</p> <p>We will studying the Kingdom of Benin this half-term as we focus on a civilisation in history that is different to our own. We will organise our learning around five key questions.</p> <p>KQ1: What is Africa's big picture?</p> <p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> • Use sources to find out about Africa's past. • Create a coherent narrative of Africa's past. • Decide the three most significant times in Africa's past. <p>KQ2: If objects could speak what would they tell?</p> <p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> • Use sources to find out about Benin from its bronzes. <p>KQ3: Why was Benin worth visiting in the Tudor and Stuart period?</p> <p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> • Discover what Britain and Europe thought of Benin. • Find similarities and differences between living in Tudor Britain and Benin.
<p style="text-align: center;">DT Electrical Systems: More Complex Switches and Circuits</p> <p>Children will be designing, making and evaluating a security lighting system for the school.</p> <p>By the end of the unit children will:</p> <ul style="list-style-type: none"> • Be able to generate and develop ideas for their product and justify their choices • Formulate a step-by-step plan for how they will make their product • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Evaluate their product for how effectively it met the initial design specifications. • Accurately explain how the components in their design work. 	<p style="text-align: center;">Spanish Los Instrumentos (Instruments)</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name ten instruments in Spanish • Match all the new Spanish words to the appropriate picture • Remember the words for at least five instruments and their correct gender in Spanish, unaided • To say that they play an instrument, of their choice correctly in Spanish <p>Fonetica (Spanish Phonics).</p> <p>In this lesson the children will learn how to:</p> <ul style="list-style-type: none"> • Say sound 6 and 7 (CA/CE) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish. 	<p style="text-align: center;">Music Rhythm</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • To read and perform rhythms accurately and in time using body percussion • To recall vocabulary of different tempos in music and apply them accurately • To compose rhythmic patterns and perform at different tempos • To recognize and define the duration of different note values while maintaining a steady beat • To maintain movement accurately in time to music • To create and perform a rhythmic accompaniment • To experiment with different rhythmic structures