



## English

During our English lessons this half-term, we will be focussing on writing to create suspense. We will analyse model texts to identify key features of suspense writing before planning, writing and editing our own suspense-filled short stories. We will then turn our attention to a persuasive argument and attempt to convince an audience that a certain point of view is the only point of view that needs to be considered!

## Spelling

- Revise words with ough letter string pronounced 'aw'
- Revise words with ough letter string where the sound is /o/ as in boat or 'ow' as in cow.
- Revise words ending in -cial
- Revise words ending in -tial
- Revise generating words from prefixes and roots: dis-, un-, over-, im
- Revise generating words from prefixes and roots bi-, anti-, super-, auto-

## Grammar

- using expanded noun phrases to convey complicated information concisely
- using commas to clarify meaning or avoid ambiguity in writing
- in narratives, describing settings, characters and atmosphere to convey character and advance the action
- revising the use of adverbial phrases to better inform the reader
- linking ideas across paragraphs using grammatical connections.

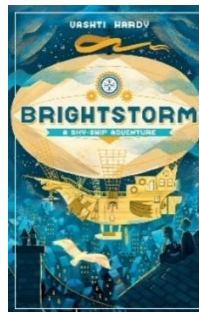
## Topic

### ***Britain in the Age of Revolutions***



## Class Book

### ***Brightstorm by Vashti Hardy***



## Maths

In Maths this half-term, we will be focussing upon the following areas of learning:

- Finding equivalence between fractions
- Simplifying fractions into their simplest form
- Finding equivalent fractions on a number line
- Compare and order fractions with the same denominator
- Compare and order fractions with the same numerator
- Add and subtract simple fractions
- Add and subtract fractions by finding a common denominator
- Add mixed number fractions
- Subtract mixed number fractions
- Solve multi-step problems involving addition and subtraction of fractions
- Multiply fractions by integers
- Multiply fractions by fractions
- Divide fractions by an integer
- Divide fractions by fractions
- Solving problems involving the above
- Finding fractions of an amount
- Finding the whole amount from a given fraction.

We will also look at ratio and will cover the following areas:

- Solving problems involving the relative size of two quantities where missing values can be found using multiplication and division facts
- Using the language of ratio and understanding the ratio symbol
- Make connections between fractions and ratio
- Drawing scale diagrams
- Using scale factors
- Finding similar shapes
- Solving ratio and proportion problems involving recipes.

## Science

### *Living Things and their Habitat*

In Science, our area of study will be *Living Things and their Habitat*, where we will work on:

- Describe how living things are classified into broad groups according to common observable characteristics
- Group living things into groups based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants based on specific characteristics and identify how they can be divided into groups e.g. flowering and non-flowering.
- Give reasons for classifying animals based on specific characteristics and that animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates).
- Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals. Each group has common characteristics.
- Identify that invertebrates can be divided into a number of groups, including insects, spiders, snails and worms.

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

- Use classification keys to identify plants in the local environment.
- Create classification keys to identify different animals according to their characteristics.

## RE

### **What does it mean to live as a Jew today?**

Pupils will learn:

- Judaism has its origins in the land of Israel
- Jews believe in one God who is creator and carer
- That Jews believe they are descendants of Abraham, chosen by God to show what He is like
- That Abraham, Moses & David are important figures in the Jewish faith.
- The importance of Shema as a core statement of belief
- That Jews believe the Torah is law, teaching & guidance.
- That the Torah is part of the Tenakh.

Pupils should be able to:

- Describe the key beliefs and teachings of Judaism, and the impact they have on the lives of Jews.
- They may also be able to explain how the Jewish belief in one God compares to the key beliefs of other religions.

## PHSE

### **Me in the World**

This unit involves the children researching about pressure groups and organisations. Throughout the unit, pupils will learn to:

- Explain a range of groups and identify local examples.
- Explain the role of a pressure group
- Plan appropriate actions to address an issue of interest to them
- Ask appropriate questions to find out more information on a given topic
- Explain how the media present information
- Take part in appropriate action or activity

## History

This half-term, we will be concluding our study of the Kingdom of Benin as we continue to focus on a historical civilisation different to our own.

KQ4: When did Benin become part of the British Empire?

Learning Objectives –

- Use sources to find out about the British invasion.

KQ5: Why is Eweka so important?

Learning Objectives –

- Compare Eweka's Benin with Saxon and Norman Britain.
- Decide the importance of Eweka's story on Benin's past.

<p style="text-align: center;"><b>Computing</b> <b>Creating Media – 3D Modelling</b></p> <p>We'll be making use of our new Chromebooks to enable us to achieve the following objectives:</p> <ul style="list-style-type: none"> <li>• To use a computer to create and manipulate three-dimensional (3D) digital objects.</li> <li>• To compare working digitally with 2D and 3D graphics.</li> <li>• To construct a digital 3D model of a physical object.</li> <li>• To identify that physical objects can be broken down into a collection of 3D shapes.</li> <li>• To design a digital model by combining 3D objects.</li> <li>• To develop and improve a digital 3D model.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Gymnastics</b></p> <p>Pupils should achieve the following outcomes:</p> <ul style="list-style-type: none"> <li>• I can combine and perform gymnastic actions, shapes and balances with control and fluency.</li> <li>• I can create and perform sequences involving 8-10 elements using compositional devices to improve the quality.</li> <li>• I can lead a small group through a short warm-up routine.</li> <li>• I can use appropriate language to evaluate and refine my own and others' work.</li> <li>• I can work collaboratively with others to create a sequence that includes use of apparatus.</li> <li>• I understand how to work safely when learning a new skill.</li> <li>• I understand what counterbalance and counter tension is and can show examples with a partner.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Basketball</b></p> <p>Pupils should achieve the following outcomes:</p> <ul style="list-style-type: none"> <li>• I can create and use space to help my team.</li> <li>• I can dribble, pass, receive and shoot the ball with increasing control under pressure.</li> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can use the rules of the game honestly and consistently.</li> <li>• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I understand when to use different styles of defence in game situations.</li> </ul>
<p style="text-align: center;"><b>ART</b> <b>Activism</b></p> <p>Through our Art this half-term, we will be exploring the following question: How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better? We will be using our printing, collage and drawing skills to achieve the following objectives.</p> <ul style="list-style-type: none"> <li>• To understand that art can be used to express the opinions of artists, who in turn speak for sectors of society.</li> <li>• To learn that artists can be activists, and many artists choose print as a way to make their art</li> <li>• To identify and explore my own personal voice or message.</li> <li>• To identify what I care about and make a poster or zine that communicates that message.</li> <li>• To display the work made through the half term and reflect on the outcomes.</li> </ul>	<p style="text-align: center;"><b>Spanish</b> <b>Me Presento (Presenting Myself)</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Count to 20</li> <li>• Say their name and age</li> <li>• Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul> <p style="text-align: center;"><b><u>Fonetica (Spanish Phonics)</u></b></p> <p><u>In this lesson the children will learn how to:</u></p> <ul style="list-style-type: none"> <li>• Say sounds 8 and 9 (CI/CO) 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.</li> </ul>	<p style="text-align: center;"><b>Music</b> <b>Musical Effects and Moods</b></p> <p>At the end of this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• To experiment with vocal sounds, varying pitch, articulation, timbre and dynamics</li> <li>• To experiment with vocal and instrumental sounds, varying pitch, articulation, timbre and dynamics</li> <li>• To improvise on instruments in response to a stimulus</li> <li>• To describe music using appropriate musical vocabulary</li> <li>• To explore musical techniques used in film music</li> </ul>