



## English

This half term, we will be writing advanced persuasive letters, engaging with performance poetry and writing scary stories from an alternative perspective using Shakespeare's *Macbeth* as a vehicle for writing.

### 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

- cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis)
- sustained register with well-rounded ending
- ensure correct subject and verb agreement.
- atmosphere and mood created through effective word choice, sentence structure and literary devices.
- past perfect tense to link events, including past perfect progressive.
- action, dialogue and description used to move events forward.
- subjunctive form to hypothesise.
- colons, semi-colons and dashes used to separate and link ideas.
- adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text.
- subjunctive form to hypothesise.
- cohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbs.
- persuasive writing features (e.g., DAFOREST).
- hyphens to avoid ambiguity.

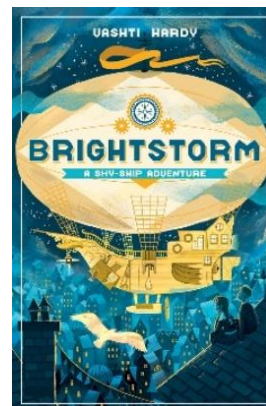
## Topic

### Kingdom of Benin



## Classbook

### *Brightstorm* by Vashti Hardy



## Maths

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

- 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.
- Find equivalent fractions and simplify.
- Find equivalent fractions on a number line.
- Compare and order fractions by denominator.
- Compare and order fractions by numerator.
- Add and subtract fractions.
- Add and subtract mixed numbers.
- Solve multi-step problems involving fractions.
- Multiply fractions by integers.
- Multiply fractions by fractions.
- Divide any fraction by an integer.
- Find fractions of an amount.
- Find the whole from a fraction of an amount.
- Identify the correct unit of metric measure to solve problems.
- Understand different metric measures.
- Convert different metric units of measure.
- Calculate with metric measures.
- Convert between miles and kilometres.
- Understand and convert imperial measure to metric measures.

## Science

### Animals including Humans

In Science, our area of study will be *Animals including Humans*, where we will work on:

- Identifying and naming the main parts of the human circulatory system
- Describe the functions of the heart, blood vessels and blood.
- Recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describing the ways in which nutrients and water are transported within animals, including humans.

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

### Web Page Creation

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.

We will also focus on the **Project Evolve** online safety objective of understanding copyright and ownership.

<p style="text-align: center;"><b>P.E. Netball</b></p> <p>This half-term, Mr Redfern will be leading Thursday PE sessions and will focus on the skills required to play invasion games such as Netball. Our athletes will focus upon the following learning objectives:</p> <ul style="list-style-type: none"> <li>• I can pass, receive and shoot the ball with increasing control under pressure.</li> <li>• I can create and use space to help my team.</li> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can use marking, and/or interception to improve my defence.</li> <li>• I can use the rules of the game consistently to play honestly and fairly.</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> </ul>	<p style="text-align: center;"><b>P.E. Hockey</b></p> <p>PE sessions on Mondays 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"> <li>• I can dribble, pass, receive and shoot the ball with increasing control and when under pressure.</li> <li>• I can create and use space to help my team.</li> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can use marking, tackling and/or interception to improve my defence.</li> <li>• I can use the rules of the game consistently to play honestly and fairly.</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> </ul>	<p style="text-align: center;"><b>History Kingdom of Benin</b></p> <p>We will be 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><b>KQ1: What is Africa's big picture?</b> - Use sources to find out about Africa's past.</p> <p><b>KQ2: If objects could speak what would they tell?</b> - Use sources to find out about Benin from its bronzes.</p> <p><b>KQ3: Why was Benin worth visiting in the Tudor and Stuart period?</b> - Discover what Britain and Europe thought of Benin.</p> <p><b>KQ4: When did Benin become part of the British Empire?</b> - Use sources to find out about the British invasion.</p> <p><b>KQ5: Why is Eweka so important?</b> - Compare Eweka's Benin with Saxon and Norman Britain.</p>
<p style="text-align: center;"><b>D&amp;T Food: Come Dine With Me</b></p> <p>By the end of the unit children will show an understanding and knowledge of how to:</p> <ul style="list-style-type: none"> <li>• Find a suitable recipe for their course.</li> <li>• Record the relevant ingredients and equipment needed.</li> <li>• Follow a recipe, including using the correct quantities of each ingredient.</li> <li>• Write a recipe, explaining the process taken.</li> <li>• Explain where certain key foods come from before they appear on the supermarket shelf.</li> </ul>	<p style="text-align: center;"><b>Spanish La Clase (The Classroom)</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Remember, recall and spell 12 classroom objects with their indefinite article.</li> <li>• Replace an indefinite article (a) with a possessive adjective (my).</li> <li>• Ask / answer the question, '¿Qué tienes en tu estuche?' What do you have in your pencil case?</li> <li>• Say and write what they have / don't have in their pencil case.</li> </ul> <p style="text-align: center;"><b>Fonética (Spanish Phonics)</b></p> <p>This half term, the children will learn how to:</p> <ul style="list-style-type: none"> <li>• say sounds 11 and 12 (GA/GE) 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 Rhythm</b></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• To read and perform rhythms accurately and in time using body percussion and instruments.</li> <li>• To recall vocabulary of different tempos in music and apply them accurately.</li> <li>• To compose rhythmic patterns and perform at different tempos.</li> <li>• To recognise and define the duration of different note values while maintaining a steady beat.</li> <li>• To maintain movement accurately in time to music.</li> <li>• To create and perform a rhythmic accompaniment.</li> <li>• To experiment with different rhythmic structures.</li> </ul>