



### English

By the end of this half term, pupils will be able to:

#### Writing

- To write to explain: explanations.
- To revise writing to inform: newspapers.

#### Spelling

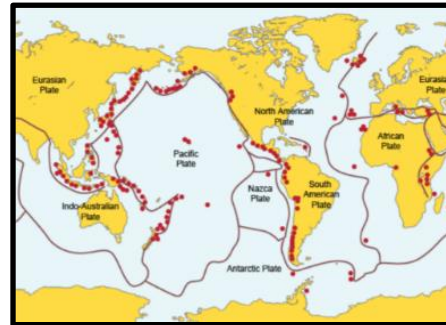
- Apostrophe for possession & rare GPC's
- Words ending 'ably', 'ibly'
- Homophones
- Spellings for everyday etymology

#### Grammar

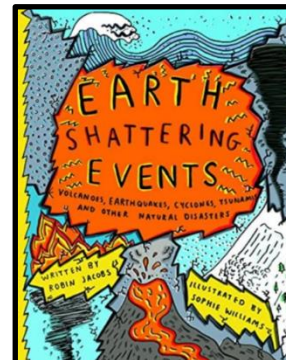
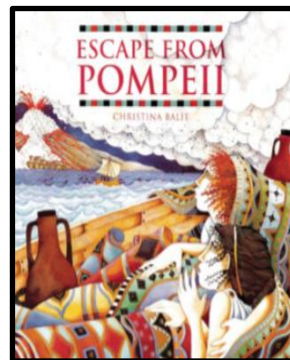
- Time conjunctions and adverbials
- Causal conjunctions and adverbials
- Using technical vocabulary
- Parenthesis (brackets, dashes and commas)

### Topic

## Volcanoes and Earthquakes



### Class Books



### Maths

This half term we are studying Multiplication & Division and Fractions. We will be recapping learning from previous years and building on the children's knowledge of multiplication and division

- Multiplying using different written methods.
- Problem solving using multiplication.
- Short division
- Finding efficient ways to multiply and divide.
- Multiplying fractions
- Calculating fractions of amounts
- Use fractions as operators.

<p style="text-align: center;"><b>Science</b> <b>Materials and Their Properties</b></p> <p>In this unit the children will build upon their knowledge of solids, liquids and gases to develop their knowledge of materials further.</p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>• Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes.</li> <li>• associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Netball</b></p> <p>In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To develop passing and moving</li> <li>• To attack and defend</li> <li>• To develop shooting skills</li> <li>• To use their skills in a game</li> </ul> <p style="text-align: center;"><b>Gymnastics</b></p> <p>In this unit, pupils create longer sequences individually, with a partner and a small group. Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To be able to perform symmetrical and asymmetrical balances.</li> <li>• To develop the straight, forward, straddle and backward roll.</li> <li>• To be able to explore different methods of travelling, linking actions in both canon and synchronisation.</li> <li>• To be able to perform progressions of inverted movements.</li> <li>• To explore matching and mirroring using actions both on the floor and on apparatus.</li> <li>• To be able to create a partner sequence using apparatus.</li> </ul>	<p style="text-align: center;"><b>PHSE</b> <b>Me and My Relationships</b></p> <p>In this unit the children will be learning about the variety of different relationships and people they may interact with on a daily basis.</p> <ul style="list-style-type: none"> <li>• To recognise and challenge gender stereotyping.</li> <li>• To understand the impact of the media on forming attitudes.</li> <li>• To discuss their feelings about secrets and friendship in class group; know that some secrets are unhealthy and that it is OK to ask for help.</li> <li>• To appreciate the value of friendship and the importance of building good friendships throughout life.</li> <li>• To discuss that family relationships can sometimes make you feel unhappy or unsafe and what to do.</li> <li>• To appreciate that other families might be different to their own but that these are characterised by love and care.</li> </ul>
<p style="text-align: center;"><b>Computing</b> <b>Vector Drawing</b></p> <p>This half term we will be creating vector drawings. We will learn how to use different drawing tools to help us create images. Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To identify that drawing tools can be used to produce different outcomes.</li> <li>• To create a vector drawing by combining shapes</li> <li>• To use tools to achieve a desired effect.</li> <li>• To recognise that vector drawings consist of layers.</li> <li>• To group objects to make them easier to work with</li> <li>• To apply and evaluate what I have learned about vector drawings.</li> </ul>	<p style="text-align: center;"><b>Spanish</b> <b>Revision</b></p> <p style="text-align: center;">This half term we will be revising and consolidating learning from the Autumn term:</p> <ul style="list-style-type: none"> <li>• Qué tiempo hace? (What is the weather?)</li> <li>• La clase (The classroom)</li> </ul>	<p style="text-align: center;"><b>Music</b> <b>Music and Words</b></p> <p>Through a variety of songs, pupils will learn:</p> <ul style="list-style-type: none"> <li>• To develop an understanding of the inter-related dimensions and musical vocabulary.</li> <li>• To improvise musical patterns.</li> <li>• To explore jazz.</li> <li>• To compose and notate music inspired by lyrics and poetry.</li> </ul>

## **ART**

### **Mixed Media land and cityscapes**

We will explore how artists use a variety of media to capture the spirit of a place. By the end of the unit children will learn:

- To understand that artists often work outside, finding inspiration from the land and cityscapes.
- To extend my sketchbook by adding pages of different sizes and ratios to make my drawings more interesting.
- To create lots of mixed media drawings/paintings in my sketchbook that capture the spirit and energy of my environment.
- To display the work made through the half term and reflect on the outcomes.

## **RE**

### **What are the 5 pillars of Islam?**

We will be learning about the 5 pillars of Islam. By the end of this unit, pupils are expected to know that:

The 'pillars' (or duties) are:

- Shahadah - 'There is no God but Allah and Muhammad is his messenger'.
- Salat - Prayer five times a day.
- Zakah – Almsgiving.
- Sawm – Fasting during Ramadan
- Hajj - Pilgrimage Explore how these pillars influence Muslims' daily lives.

Key celebrations for Muslims are linked with two pillars:

- Id-ul-Fitr – celebrating the end of Ramadan
- Id-ul-Adha - celebrating the end of Hajj

## **Geography**

### **Volcanoes and Earthquakes**

In this unit children will be finding out about volcanoes and earthquakes and what effect it has on the local population.

- Find out about the structure of the Earth and label a diagram.
- Describe what happens at the boundaries between the Earth's plates.
- Describe and explain the key features of a volcano and locate famous volcanoes.
- Identify what happens when a volcano erupts.
- Locate famous earthquakes and link this to the Ring of Fire.
- Identify the effects of earthquakes on land and people.
- Evaluate the advantages and disadvantages of living near a volcano.