



English

During our English lessons this half-term, we will be focussing upon writing balanced arguments and writing a review of a theatrical show.

Spelling

- Adding prefixes: dis-, un-, over-, im and understand particular meaning: dis –reverse; un –not; over –above or more; im– opposite
- Words with the long vowel sound /i/ spelt with a 'y'.
- Adding prefix '-over' to verbs
- Convert nouns or verbs into adjectives
- Words with an /o/ sound spelt 'ou' or 'ow'
- Words with a 'soft c' spelt /ce/.

Grammar

We will be focussing upon, and revising, the following skills.

- Cohesion through a wider variety of devices
- adverbials for cohesion
- Modal verbs and adverbs
- Advanced, technical language chosen to provide further detail
- Appropriate levels of formality applied
- Ase of semi-colons and colons to control sentence structure
- Subjunctive form to hypothesise.

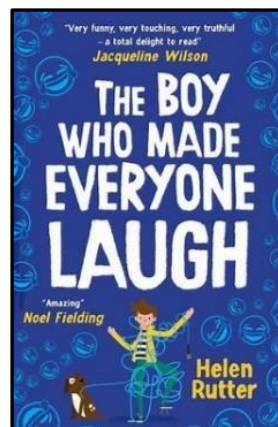
Topic

Britain in the Age Revolutions



Class Book

The Boy Who Made Everyone Laugh by Helen Rutter



Maths

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

Fractions, Decimals and Percentages

- Find fraction and decimal equivalence
- Find fractions using division
- Understand percentages by understand the value of each part of a whole
- To convert fractions into percentages
- Find equivalent fractions, percentages and decimals
- Order fractions, decimals and percentages
- Find percentages of amounts
- Find percentages of amounts with missing values.

Algebra

- Find missing values in one and two-step equations
- Identify where expressions can simplified
- To use substitution to express missing number problems algebraically
- To create formulae that solve problems and find an output
- Form equations
- Solve 1 and 2-step missing number problems
- Find pairs of numbers to complete equations with two unknowns.

We will also look at **measure** and will cover the following areas:

- 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 Light

In our Science sessions this half-term, pupils will be taught to:

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

RE

What difference does resurrection make for Christians?

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

- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.
- Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.
- Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.
- Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.
- Show how Christians put their beliefs into practice in different ways.
- Explain why some people find belief in the Resurrection makes sense and inspires them.
- Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in 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.
- Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
- This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).

PHSE

Me and My Safety

This unit involves the children researching and learning about the effects and dangers of drugs on individuals and communities. Children will also explain consequences of decisions made and understand the sources of help that they could access in this area.

Objectives include:

- Explain some of the effects and dangers of drugs on the individual
- Explain some of the effects and dangers of drugs on communities and the environment
- Explain some consequences of decisions
- List some sources of help and advice available to them.

History

Britain in the Age of Revolutions

This half-term, we will conclude our study of *Britain in the Age of Revolutions*, understanding what Britain situation was in this 1700s era. Our lessons will focus on the following key questions:

KQ4: How did you come to join the army?

KQ5: Who contributed more to the victory at Waterloo and was Waterloo the most important event that happened?

<p style="text-align: center;">Computing Spreadsheets</p> <p>We'll be making use Microsoft Excel and Google sheets to understand, interpret and create spreadsheets. We'll be working towards achieving the following objectives:</p> <ul style="list-style-type: none"> • To identify questions which can be answered using data. • To explain that objects can be described using data. • To explain that formula can be used to produce calculated data. • To apply formulas to data, including duplicating. • To create a spreadsheet to plan an event. • To choose suitable ways to present data. 	<p style="text-align: center;">PE Dance</p> <p>Pupils should achieve the following outcomes:</p> <ul style="list-style-type: none"> • To copy and repeat a dance phrase showing confidence in movements. • To work with others to explore and develop the dance idea. • I can lead a small group through a short warm-up routine. • To use changes in dynamics in response to the stimulus. • To demonstrate a sense of rhythm and energy when performing. 	<p style="text-align: center;">PE Tag Rugby</p> <p>Pupils should achieve the following outcomes:</p> <ul style="list-style-type: none"> • To select the appropriate skill, choosing when to run and when to pass. • To move into space to support a teammate abiding by the rules. • To use defending skills to gain possession. • To work as a defending unit to prevent attackers from scoring. • To use a variety of attacking skills to beat a defender. • To apply rules, skills and tactics learnt to play in a tag rugby tournament.
<p style="text-align: center;">D&T Mechanical Systems – Automata Toys</p> <p>We will continue with our D&T work this half-term- we will conclude a project centred around mechanical systems. Objectives will include:</p> <ul style="list-style-type: none"> • Create neat, decorated follower toppers with some accuracy. • Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata. • Decorate and finish the automata to meet the design criteria and brief. • Evaluate their finished product, making descriptive and reflective points on function and form. 	<p style="text-align: center;">Spanish La fecha (The date)</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Remember, recall and spell the 7 days of the week • Remember, recall and spell the 12 months of the year • Remember, recall and spell numbers 1-31 • Ask and answer the question '¿Qué fecha es hoy?' (What is the date today?) in Spanish • Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date • Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is. <p style="text-align: center;">Fonetica (Spanish Phonics)</p> <p>This half term, the children will learn how to: Say essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish.</p>	<p style="text-align: center;">Music Musical Effects and Moods</p> <p>At the end of this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> • To use instruments and voices creatively, making subtle changes to tempo and dynamics to achieve an effect • To use the inter-related dimensions expressively when composing • To create and follow a graphic score (with timeline).