



## English

We will be writing a discussion text. We will be looking at the features of these texts and using them to produce our own.

To do this we will do the following:

- Cohesion within paragraphs using adverbials.
- Layout devices to provide additional information and guide the reader.
- Modal verbs to indicate degrees of possibility.

The children will also be writing a diary entry linked to our class text. The diary will be a narrative of events.

- Precise vocabulary choices will be used.
- Action and dialogue will be used within the diary entry.

## Spelling

- Problem suffixes ('-ous', '-ing', '-ed', '-es' or '-ies')
- Words with the /ei/ sound spelt 'ei' or 'eigh'
- Words with the long /e/ spelt 'ei' after 'c'
- Revision of homophones or near homophones

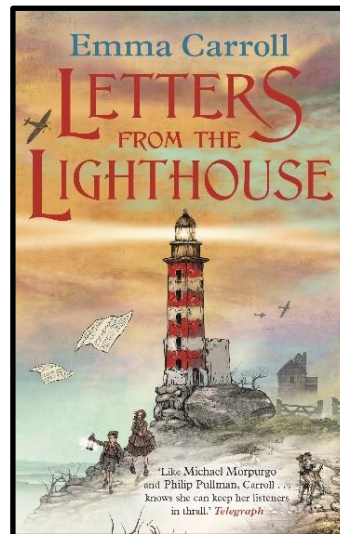
## Grammar

- Relative clauses
- Parenthesis (using commas, brackets and dashes)
- Revision of all grammatical features introduced so far.

## The Blitz



## Class Book Letters From The Lighthouse



## Maths

### Decimals, Negative numbers and converting units.

We will be looking at the following small steps:

- To use known facts to add and subtract decimals within 1
- Decimals that complement to 1
- Add and subtract decimals across 1
- Add and subtract decimals with the same number of decimal places.
- Add and subtract decimals with different numbers of decimal places.
- Efficient strategies for adding and subtracting.
- Decimal sequences
- Multiplying and dividing decimals by 10, 100 and 1000
- Understand negative numbers.
- Count through zero in 1s.
- Count through zero in multiples.
- Compare and order negative numbers.
- Find the difference between positive and negative numbers.
- Kilograms and kilometres
- Millimetres and millilitres
- Convert units of length
- Convert between metric and imperial units.
- Convert units of time
- Calculate with timetables.

<p style="text-align: center;"><b>Science</b> <b>Living things and their habitats</b></p> <p>We are learning about the different lifecycles of living things and how they reproduce this half-term.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Describe the life cycle of different mammals.</li> <li>• Describe the life cycle of an amphibian, an insect and a bird.</li> <li>• Compare the lifecycles of mammals, amphibians, insects and birds.</li> <li>• Describe the life process of reproduction in some plants (including sexual and asexual) and animals.</li> </ul>	<p style="text-align: center;"><b>RE</b> <b>People of God: How can following God bring freedom and justice?</b></p> <p>By the end of this unit, pupils are expected to know that:</p> <ul style="list-style-type: none"> <li>• The Old Testament pieces together the story of the People of God.</li> <li>• The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.</li> <li>• Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</li> <li>• Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</li> </ul>	<p style="text-align: center;"><b>PHSE</b> <b>Me and Others</b></p> <p>We will be spending time this half-term discussing how we are all individuals and how we can contribute positively to our local community. This ties in closely with British Values which we will be discussing as a class and as a school.</p> <p>Learning Aims:</p> <ul style="list-style-type: none"> <li>• Talk about different people's points of view on different issues.</li> <li>• Contribute positively to their local community.</li> </ul>
<p style="text-align: center;"><b>Computing</b> <b>Programming: Selection in quizzes</b></p> <p>We are discovering how programming can be used to create a quiz using the If...Then...Else... structure.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To explain how selection is used in computer programs.</li> <li>• To relate that a conditional statement connects a condition to an outcome.</li> <li>• To explain how selection directs the flow of a program.</li> <li>• To design a program that uses selection.</li> <li>• To create a program that uses selection.</li> <li>• To evaluate their program.</li> </ul>	<p style="text-align: center;"><b>Music</b> <b>Song ingredients – exploring melody, harmony and lyrics.</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Explore melodic layers in a variety of music.</li> <li>• Explore scales, intervals and chords.</li> </ul>	<p style="text-align: center;"><b>History</b> <b>The Blitz</b></p> <p>This unit links to previous units on Remembrance and Walter Tull.</p> <ul style="list-style-type: none"> <li>• How significant was the Blitz and how does it relate to the rest of the war?</li> <li>• What happened? Whose war was it?</li> <li>• What was the impact of World War 2 to the people in our locality?</li> <li>• What was it like to be a child in World War 2? What was it like to be an evacuee?</li> <li>• How significant was World War 2 on the roles of women?</li> <li>• What did men do in the war? Did all men fight?</li> </ul>

**D&T**  
**Food Technology:**  
**What could be healthier?**

Pupils will learn to:

- Understand how beef gets from the farm to our plates.
- Present a subject as a poster with clear information in an easy-to-read format.
- Contribute ideas as to what a 'healthy meal' means.
- Notice the nutritional differences between different products and recipes.
- Recognise nutritional differences between two similar recipes and give some justification as to why this is.
- Work as a team to amend a Bolognese recipe with healthy adaptations.
- Follow a recipe to produce a healthy Bolognese sauce.
- Design packaging that promotes the ingredients of the Bolognese.

**MFL – Spanish**  
**Revision and Consolidation.**

This half term, the focus is on revision and consolidation of the previous units.

**Fonetica (Spanish Phonics)**

This half term, the children will learn how to: Say sounds 19 and 20 (**QU/Z**) 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.

**PE**  
**Outdoor and Adventurous Activities**

Pupils will work individually, collaboratively in pairs and groups to solve problems.

Pupils will be taught:

- To develop communication and negotiation skills.
- To develop strong communication and negotiation skills to solve challenges.
- To develop planning and problem-solving skills.
- To share ideas and work as a team to solve problems.
- To develop navigation skills and map reading.
- To create and follow a key and route on a map.

**Handball**

Pupils will work to develop their handball skills.

Pupils will be taught:

- To use a variety of passes to maintain possession under pressure.
- To select the appropriate skill to create space, move towards goal and away from defenders.
- To use defending skills to prevent an opponent from scoring.
- To select and apply the appropriate skill to score goals.
- To use defensive skills to gain possession.
- To apply rules, skills and principles to play in a tournament.