



English

Written Texts:

This half term we will be studying the following genres:

- Haiku and Senryu poems.
- Narrative – Warning Stories.

Grammar and Punctuation:

We will be studying the following skills:

- Revision of word classes/sentence types
- Basic sentence punctuation.
- Expanded noun phrases.
- Similes, metaphors and personification.
- Direct speech punctuation.
- Perfect forms of verbs.
- Fronted adverbials

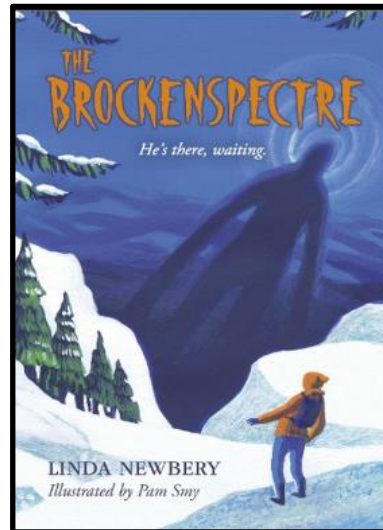
Spelling

- Strategies for learning words, including: Pyramid words; Trace, copy and replicate; Look, say, cover, write, check; Drawing around the word to show the shape; Drawing an image around the word; Words without vowels
- Common Exception Words
- 'ough' words
- -ible and -able suffixes
- Revision of silent letter words
- Revision of homophones

Mountains



Class Book



Maths

This half term we are studying place value, addition and subtraction. We will be recapping learning from previous years and building on this following these small steps:

- Roman Numerals to 1,000.
- Place value up to and including 1,000,000.
- Powers of 10.
- Partitioning numbers to 1,000,000.
- Number lines to 1,000,000.
- Comparing and Ordering numbers to 1,000,000.
- Rounding numbers withing 1,000,000 to the nearest 10, 100 or 1,000.
- Recap mental strategies for addition and subtraction.
- Add and subtract whole numbers with more than 4 digits.
- Using rounding to check answers.
- Use inverse operations (add & subtract) to check answers.
- Multi-step addition and subtraction problems
- Compare calculations.
- Find missing numbers from calculations.

Science Forces

We are looking at the force this half term, including planning and carrying out investigations.

Pupils should be taught to:

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

RE

Creation and Science: conflicting or complementary?

We will be exploring how some Christians view the creation story (Genesis 1) and how it can be interpreted. We will begin to understand why many Christians believe science and faith go together. By the end of this unit, pupils are expected to know that:

- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.
- These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?
- There are many scientists throughout history and now who are Christians.
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

PHSE

Me & My School

We will be spending time this half-term discussing:

- What makes us unique and recognising our worth as individuals?
- Setting ourselves personal goals and planning how we can work towards achieving them.
- Democracy and understanding how decisions are made within the government, for example, through voting.
- How the school council works, the contributions we have made to the school, the qualities a school council representative needs and voting in new school council representatives.

Computing Systems and Networks: Sharing Information

We will learn:

- To explain that computers can be connected to form systems.
- To recognise the role of computer systems in our lives.
- To identify how to use a search engine.
- To describe how search engines select results.
- To explain how search results are ranked.
- To recognise why the order of results is important, and to whom.

Music Ukelele

The children will be having ukelele lessons with Mr. Oxborrow.

Geography Mountains

By the end of this unit pupils will be able to:

- Describe what a mountain is and locate the world's 'Seven Summits' on a map.
- Describe the key features of mountains and how they are formed.
- Describe the climate of the mountains and explore mountain life.
- Explore and locate the UK's highest mountains.
- Recognise the importance of the Himalayas for people living in the region.
- Share their knowledge about a world-famous mountain or mountainous region – homework project.

ART **Typography and Maps**

Children are introduced to typography design and they explore how they can create their own fonts and designs. They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories.

By the end of the unit children will know:

- That when designers work with fonts and layout it is called Typography.
- That we can use the way words look to help us communicate ideas and emotions.
- That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.

German **Describing Me and Others**

Vocabulary

Greetings, personal pronouns, question words, nouns for people, adjectives to describe things, colours, nouns for possessions, 'That is not my...' story.

Phonics

The SSC (sound-symbol correspondences) taught this term are: long & short forms of [a] [e] [i] [o] [u]; [ei] & [ie]; [w] [z]; soft & hard [ch].

Grammar

Sein (singular), subject-verb inversion with questions, definite and indefinite articles (singular, nominative), possessive adjective (singular), negation (nicht + adverb / definite article / possessive adjective), capitalisation of nouns.

PE **Athletics**

Pupils will be taught:

- To be able to apply different speeds over varying distances.
- To develop fluency and co-ordination when running for speed.
- To develop technique in relay changeovers.
- To develop technique and co-ordination in the triple jump.
- To develop throwing with force for longer distances.
- To develop throwing with greater control and technique.

Fitness

Pupils will be taught to:

- To develop an awareness of what your bodies' capabilities.
- To develop speed and stamina.
- To develop strength using my own body weight.
- To develop co-ordination through skipping.
- To perform actions that develop agility.
- To develop control whilst balancing.