



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.

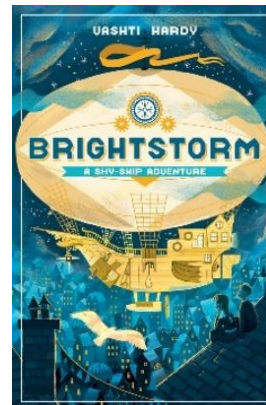
Topic

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;">P.E. Netball</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"> • I can pass, receive and shoot the ball with increasing control under pressure. • I can create and use space to help my team. • I can select the appropriate action for the situation and make this decision quickly. • I can use marking, and/or interception to improve my defence. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. 	<p style="text-align: center;">P.E. Hockey</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"> • I can dribble, pass, receive and shoot the ball with increasing control and when under pressure. • I can create and use space to help my team. • I can select the appropriate action for the situation and make this decision quickly. • I can use marking, tackling and/or interception to improve my defence. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. 	<p style="text-align: center;">History Kingdom of Benin</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>KQ1: What is Africa's big picture? - Use sources to find out about Africa's past.</p> <p>KQ2: If objects could speak what would they tell? - Use sources to find out about Benin from its bronzes.</p> <p>KQ3: Why was Benin worth visiting in the Tudor and Stuart period? - Discover what Britain and Europe thought of Benin.</p> <p>KQ4: When did Benin become part of the British Empire? - Use sources to find out about the British invasion.</p> <p>KQ5: Why is Eweka so important? - Compare Eweka's Benin with Saxon and Norman Britain.</p>
<p style="text-align: center;">D&T Food: Come Dine With Me</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"> • Find a suitable recipe for their course. • Record the relevant ingredients and equipment needed. • Follow a recipe, including using the correct quantities of each ingredient. • Write a recipe, explaining the process taken. • Explain where certain key foods come from before they appear on the supermarket shelf. 	<p style="text-align: center;">German Describing Me and Others</p> <p>Vocabulary Greetings, personal pronouns, question words, nouns for people, adjectives to describe things, colours, nouns for possessions, 'That is not my...' story.</p> <p>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].</p> <p>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.</p>	<p style="text-align: center;">Music Rhythm</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • To read and perform rhythms accurately and in time using body percussion and instruments. • To recall vocabulary of different tempos in music and apply them accurately. • To compose rhythmic patterns and perform at different tempos. • To recognise and define the duration of different note values while maintaining a steady beat. • To maintain movement accurately in time to music. • To create and perform a rhythmic accompaniment. • To experiment with different rhythmic structures.