



## English

### Writing

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

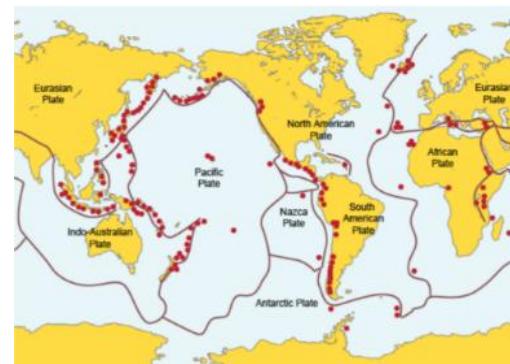
### Spelling

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

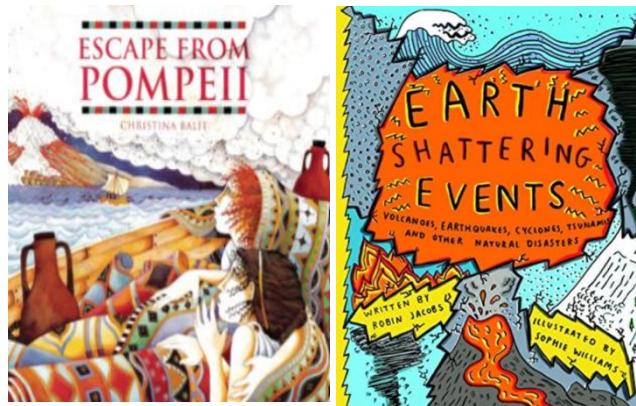
### Grammar

- 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><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 associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	<p><b>RE</b> <b>Why is the Torah so important to Jewish people?</b></p> <ul style="list-style-type: none"> <li>• Identify and explain Jewish beliefs about God</li> <li>• Give examples of some texts that say what God is like and explain how Jewish people interpret them</li> <li>• Make clear connections between Jewish beliefs about the Torah and how they use and treat it</li> <li>• Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>• Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice)</li> <li>• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> <li>• Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish</li> </ul>	<p><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.</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><b>Gymnastics</b></p> <p>In this unit, pupils create longer sequences individually, with a partner and a small group.</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><b>Computing</b> <b>Video Production</b></p> <p>We are learning to produce videos and the skills involved in capturing, editing, and manipulating video. Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To explain what makes a video effective.</li> <li>• To use a digital device to record video.</li> <li>• To capture video using a range of techniques</li> <li>• To create a storyboard.</li> <li>• To identify that video can be improved through reshooting and editing.</li> <li>• To consider the impact of the choices made when making and sharing a video.</li> </ul>	<p><b>PHSE</b> <b>Economic Wellbeing</b></p> <p>In this unit the children will be learning about the risks associated with handling money and online purchases.</p>	<p><b>Geography</b> <b>Volcanoes and Earthquakes.</b></p> <p>In this unit children will be finding out about volcanoes and earthquakes and what effect it has on the local population.</p> <ul style="list-style-type: none"> <li>• Find out about the structure of the Earth and label a diagram.</li> <li>• Describe what happens at the boundaries between the Earth's plates.</li> <li>• Describe and explain the key features of a volcano and locate famous volcanoes.</li> <li>• Identify what happens when a volcano erupts.</li> <li>• Locate famous earthquakes and link this to the Ring of Fire.</li> <li>• Identify the effects of earthquakes on land and people.</li> <li>• Evaluate the advantages and disadvantages of living near a volcano.</li> </ul>

<p><b>ART</b> <b>Mixed Media land and cityscapes</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• To understand that artists often work outside, finding inspiration from the land and city scapes.</li> <li>• To extend my sketchbook by adding pages of different sizes and ratios to make my drawings more interesting.</li> <li>• To create lots of mixed media drawings/paintings in my sketchbook that capture the spirit and energy of my environment.</li> <li>• To display the work made through the half term and reflect on the outcomes.</li> </ul>	<p><b>MFL – German</b> <b>Talking about things and things to do.</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) taught this term are: [ä] [ö] [ü] [au] [eu   äu] [sch] [sp] [st] [s-] [-s-] [ß] [ss] [-s]</p> <p><b>Vocabulary:</b> nouns for people and objects, verbs and nouns for activities.</p> <p><b>Grammar:</b> Negation with 'kein', feminine person nouns (+in), 'haben' (singular), definite and indefinite articles (singular, accusative), compound nouns, present tense weak verbs (singular), plural noun patterns.</p>	<p><b>Music</b> <b>Ukelele</b></p> <p>The children will be having ukelele lessons with Mr. Oxborrow.</p>
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