



English

During our English lessons this half-term, we will be focussing on writing to explain and will be focussing upon **fears** and **creating suspense**. We will also be writing to entertain and will be retelling a story from another perspective.

Spelling

- Revise words with ough letter string pronounced 'aw'
- Revise words with ough letter string where the sound is /o/ as in boat or 'ow' as in cow.
- Revise words ending in -cial
- Revise words ending in -tial
- Revise generating words from prefixes and roots: dis-, un-, over-, im
- Revise generating words from prefixes and roots bi-,anti-, super-, auto-

Grammar

- Cohesion through a wider variety of devices
- Passive voice
- Appropriate levels of formality demonstrated
- features of explanation texts where appropriate
- Advanced sequential and causal language
- Cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis)
- Use of relative clauses to extend description
- 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
- Colons, semi-colons and dashes used to separate and link ideas.

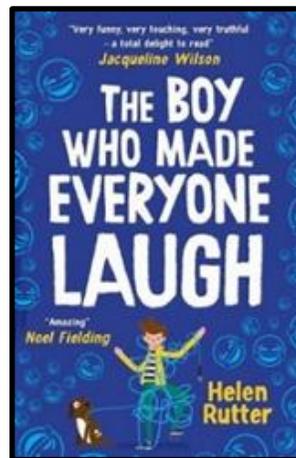
Topic

Wetley Rocks! Local Area Study



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:

- Multiply fractions by integers.
 - Multiply fractions by fractions.
 - Divide fractions by an integer.
 - Divide fractions by fractions.
 - Solving problems involving the above.
 - Finding fractions of an amount.
 - Finding the whole amount from a given fraction.
- We will also look at measure, ratio and decimals 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.
 - Solving problems involving the relative size of two quantities where missing values can be found using multiplication and division facts.
 - Using the language of ratio and understanding the ratio symbol.
 - Make connections between fractions and ratio.
 - Drawing scale diagrams.
 - Using scale factors.
 - Finding similar shapes.
 - Solving ratio and proportion problems involving recipes.
 - Identify the value of each digit within numbers up to 3 decimal places.
 - Round decimal numbers with up to 3 decimal places
 - Add or subtract decimal numbers with up to 3 decimal places.
 - Multiply decimals with up to 3 decimal places by 10, 100 or 1,000.
 - Divide decimal numbers by 10, 100 or 1,000.
 - Multiply decimal numbers by integers.
 - Divide decimal numbers by integers.
 - Multiply and divide decimal numbers in context.

Science

Animals including Humans

In Science, our area of study will be *Animals including Humans*, where we will work on:

- 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.

Geography Wetley Rocks!

This half-term, we will complete a study of our local area as our Geography topic.

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

- Interpret a broad range of maps of the local region and independently apply this information to their understanding of it (including route planning).
- Use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region and how it meets people's needs.
- Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.
- Confidently and persuasively use geographical vocabulary when describing key information about the local region to external audiences, conveying a distinctive sense of place.

By the end of this topic, children should know:

- The location and principal features of their local region when seen at a range of scales, from the global to the immediately local.
- Ways in which human processes (such as economic and political processes, land use, settlement and change) operate within their local region.
- Ways in which the landscape of the region is used by people and affected by human activity.
- Ways in which the location and distinctive features of their local region compare and contrast with those of other places studied (especially regions in Europe and The Americas).

PHSE

Family and Relationships

Pupils will be able to:

- To understand stereotypes and share information about them.
- To resolve disputes and conflict through negotiation and compromise.
- To begin to understand the process and emotions relating to grief.

RE

Why do Hindus Want to be Good?

Pupils will learn:

- Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.
- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc.
- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.
- Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc.
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways.
- Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.
- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

<p style="text-align: center;">Computing Creating Media – 3D Modelling</p> <p>We'll be making use of our new Chromebooks to enable us to achieve the following objectives:</p> <ul style="list-style-type: none"> • To recognise that you can work in three dimensions on a computer • To identify that digital 3D objects can be modified • To recognise that objects can be combined in a 3D model • To create a 3D model for a given purpose • To plan a 3D model • To develop and improve a digital 3D model. 	<p style="text-align: center;">PE Gymnastics</p> <p>Pupils should achieve the following outcomes:</p> <ul style="list-style-type: none"> • I can combine and perform gymnastic actions, shapes and balances with control and fluency. • I can create and perform sequences involving 8-10 elements using compositional devices to improve the quality. • I can lead a small group through a short warm-up routine. • I can use appropriate language to evaluate and refine my own and others' work. • I can work collaboratively with others to create a sequence that includes use of apparatus. • I understand how to work safely when learning a new skill. • I understand what counterbalance and counter tension is and can show examples with a partner. 	<p style="text-align: center;">PE Dodgeball</p> <p>Pupils should achieve the following outcomes:</p> <ul style="list-style-type: none"> • I can officiate and help to manage a game by refereeing. • I can select the appropriate action for the situation and make a decision quickly. • I can use a wider range of skills with increasing control under pressure. • I can use the rules of the game honestly and consistently. • 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;">Art 2D Drawing to 3D Making</p> <p>In this unit, we will explore how 2D drawings can be transformed to 3D objects and work towards a sculptural outcome and will focus on the following key concepts:</p> <ul style="list-style-type: none"> • The relationship between drawing and making • That drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object. • That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. • Methods such as the grid method and looking at negative space to help us draw. • That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. 	<p style="text-align: center;">MFL – German Talking about things and things to do.</p> <p>Phonics: 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>Vocabulary: nouns for people and objects, verbs and nouns for activities.</p> <p>Grammar: 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 style="text-align: center;">Music Ukelele</p> <ul style="list-style-type: none"> • The children will be having ukelele lessons with Mr. Oxborrow.