



English

During our English lessons this half-term, we will be focussing upon writing balanced arguments and creating an information text.

Spelling

- Adding prefixes: dis-, un-, over-, im and understand particular meaning: dis –reverse; un –not; over –above or more; im– opposite
- Words with the long vowel sound /i/ spelt with a 'y'.
- Adding prefix '-over' to verbs
- Convert nouns or verbs into adjectives
- Words with an /o/ sound spelt 'ou' or 'ow'
- Words with a 'soft c' spelt /ce/.

Grammar

We will be focussing upon, and revising, the following skills.

- Cohesion through a wider variety of devices
- adverbials for cohesion
- Modal verbs and adverbs
- Advanced, technical language chosen to provide further detail
- Appropriate levels of formality applied
- Use of semi-colons and colons to control sentence structure
- Subjunctive form to hypothesise.

Topic

Black and Bristish Diversity Study



Walter Tull

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:

Fractions, Decimals and Percentages

- Find fraction and decimal equivalence
- Find fractions using division
- Understand percentages by understand the value of each part of a whole
- To convert fractions into percentages
- Find equivalent fractions, percentages and decimals
- Order fractions, decimals and percentages
- Find percentages of amounts
- Find percentages of amounts with missing values.

Ratio and Proportion

- 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 and finding similar shapes.
- Solving ratio and proportion problems involving recipes.
- Identify the value of each digit within numbers up to 3 decimal places.

Algebra

- Find missing values in one and two-step equations
- Identify where expressions can be simplified
- To use substitution to express missing number problems algebraically
- To create formulae that solve problems and find an output
- Form equations
- Solve 1 and 2-step missing number problems
- Find pairs of numbers to complete equations with two unknowns.

Science

Living Things and their Habitats

In Science, our area of study will be *Living Things and their Habitat*, where we will work on:

- Describe how living things are classified into broad groups according to common observable characteristics
- Group living things into groups based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants based on specific characteristics and identify how they can be divided into groups e.g. flowering and non-flowering.
- Give reasons for classifying animals based on specific characteristics and that animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates).
- Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals. Each group has common characteristics.
- Identify that invertebrates can be divided into a number of groups, including insects, spiders, snails and worms.

During our work, we will also be addressing the following areas of *Working Scientifically*.

- Use classification keys to identify plants in the local environment.
- Create classification keys to identify different animals according to their characteristics.

Geography

Black and British

This half-term, we will complete our History study by looking at **Key Questions (KQ)**:

KQ1: How shall we tell the story of the first Black people in Britain?

- Understand that the first Black people on the landscape of Britain were Roman soldiers. (links to Roman Unit Y3)

- Make deductions from clues, knowing how to cite evidence to prove an assertion.
- Identify the most significant ideas that need covering and select the most compelling evidence.

KQ2: What part did Black people play in British life when they started to settle 500 years ago?

- Understand that there had been no Black people in Britain since Roman times and that there were only a few hundred Black Britons living in Tudor times.

- Investigate a range of sources to draw inferences, especially about the status of featured individuals.
- Learn to read documents in context, working out what can be said with certainty and what cannot.

KQ3: What difference did the slave trade make to the experience of Black people?

- Explain the nature of the transatlantic slave trade and how it worked to Britain's benefit, as one of the world's biggest slave-trading nations.

- Understand that more than 3 million people were forced into slavery by British traders and appreciate the extent of the horrific suffering this caused to the Black Peoples of Africa.

- Understand that whole islands such as Barbados were given over to sugar plantations because people in Britain had developed a 'sweet tooth'.

- Deduce the role Black people played in rich households.

- Understand that Britons, including Black campaigners, led the way in making the slave trade illegal.

KQ4: When Black people rushed to enlist, why has Black peoples' role in World War One and Two rarely been celebrated?

- Understand that there was a bar on Black soldiers fighting in the army in WWI and that this was less stringent in WWII.

- Explain why Walter Tull was an exception.

KQ5: How did the arrival of the Empire Windrush change the way Black people were treated in Britain?

Learning Objectives

- Understand why people emigrated to Britain from the Caribbean.

- Grasp the range of differing reactions immigrants experienced.

- Make generalisations based on specific evidence.

KQ6: How far has life improved for Black people living in Britain in the last 60 years?

Learning objectives

- Interpret the likely effects of new laws on Black people.

- Make judgements about the relative significance of relevant events, e.g., Brixton riots.

- Explain the extent to which the experience for Black people living in Britain has improved in the last 60 years.

<p style="text-align: center;">Computing Spreadsheets</p> <p>We'll be making use Microsoft Excel and Google sheets to understand, interpret and create spreadsheets. We'll be working towards achieving the following objectives:</p> <ul style="list-style-type: none"> • To identify questions which can be answered using data. • To explain that objects can be described using data. • To explain that formula can be used to produce calculated data. • To apply formulas to data, including duplicating. • To create a spreadsheet to plan an event. • To choose suitable ways to present data. 	<p style="text-align: center;">PE Dance</p> <p>Pupils should achieve the following outcomes:</p> <ul style="list-style-type: none"> • To copy and repeat a dance phrase showing confidence in movements. • To work with others to explore and develop the dance idea. • I can lead a small group through a short warm-up routine. • To use changes in dynamics in response to the stimulus. • To demonstrate a sense of rhythm and energy when performing. 	<p style="text-align: center;">PE Tag Rugby</p> <p>Pupils should achieve the following outcomes:</p> <ul style="list-style-type: none"> • To select the appropriate skill, choosing when to run and when to pass. • To move into space to support a teammate abiding by the rules. • To use defending skills to gain possession. • To work as a defending unit to prevent attackers from scoring. • To use a variety of attacking skills to beat a defender. • To apply rules, skills and tactics learnt to play in a tag rugby tournament. •
<p style="text-align: center;">RE What difference does the resurrection make for Christians?</p> <p>Pupils are expected to be able to:</p> <ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. • Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. • Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways. • Explain why some people find belief in the Resurrection makes sense and inspires them. 	<p style="text-align: center;">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 Musical Effects and Moods</p> <p>At the end of this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> • To experiment with vocal sounds, varying pitch, articulation, timbre and dynamics • To experiment with vocal and instrumental sounds, varying pitch, articulation, timbre and dynamics • To improvise on instruments in response to a stimulus • To describe music using appropriate musical vocabulary • To explore musical techniques used in film music

- Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.

Pupils will know that:

- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give accounts of Jesus' death and resurrection.
- Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
- • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).