



English

Class Text:

Asha and the Spirit Bird by Jasbinder Bilan

Writing Genres:

- Explanation text (Mountains, Volcanoes or Earthquakes)
- Cinquain poem (based on volcano erupting)
- Setting description (setting and atmosphere)

Converting nouns or adjectives into verbs using suffixes [-ate, -ise, -ify]

Relative clauses beginning with an omitted relative pronoun

Indicating degrees of possibility using adverbs [perhaps, surely]

Linking ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly]

Linking ideas across paragraphs using tense choices [he had seen her before]

Dashes (pair of or single) to indicate parenthesis

Explanation texts

Immerse:

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Participate in discussions, presentations, performances, role play, improvisations etc.

Use relevant strategies to build their vocabulary.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Analysis:

N/C discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To identify features of an explanation text.

Skills:

Converting nouns or adjectives into verbs using suffixes [-ate, -ise, -ify]

Linking ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly]

Indicating degrees of possibility using adverbs [perhaps, surely]

Plan and write:

Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.

Draft and write explanation texts, describing detailed descriptions of what is happening.

Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.

Proofread for punctuation errors.

Review:

Proof-read for spelling and punctuation errors

Evaluate and edit by ensuring the correct use of tense throughout a piece of writing

Evaluate and edit by proposing changes to grammar and vocabulary to enhance effects and clarify meaning

Evaluate and edit by assessing the effectiveness of their own and others' writing

Poetry – Cinquian poems

Immerse:

Use relevant strategies to build their vocabulary.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Gain, maintain and monitor the interest of the listener(s).

Analysis:

N/C discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To identify features of poetry

Skills:

Linking ideas across stanzas using tense choices [he had seen her before]

Dashes (pair of or single) to indicate parenthesis

Verb prefixes [dis-, de-, re-, mis-, over-, re-]

Plan and write:

Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.

Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.

Proofread for punctuation errors.

Review:

Proof-read for spelling and punctuation errors

Evaluate and edit by ensuring the correct use of tense throughout a piece of writing

Evaluate and edit by proposing changes to grammar and vocabulary to enhance effects and clarify meaning

Evaluate and edit by assessing the effectiveness of their own and others' writing

Setting descriptions (setting and atmosphere)

Immerse:

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Participate in discussions, presentations, performances, role play, improvisations etc.

Use relevant strategies to build their vocabulary.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Analysis:

N/C discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To identify features of an explanation text.

Skills:

Converting nouns or adjectives into verbs using suffixes [-ate, -ise, -ify]

Linking ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly]

Indicating degrees of possibility using adverbs [perhaps, surely]

Plan and write:

	<p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.</p> <p>Draft and write explanation texts, describing detailed descriptions of what is happening.</p> <p>Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.</p> <p>Proofread for punctuation errors.</p> <p><u>Review:</u></p> <p>Proof-read for spelling and punctuation errors</p> <p>Evaluate and edit by ensuring the correct use of tense throughout a piece of writing</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to enhance effects and clarify meaning</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p>
<p>Maths</p>	<p><u>Fractions and decimals</u></p> <ul style="list-style-type: none"> • Read, write, order and compare decimals • Round decimals to the nearest whole number • Represent, identify, name, write, order and compare fractions (including improper and mixed numbers) • Calculate fractions of amounts <p><u>Angles</u></p> <ul style="list-style-type: none"> • Classify, compare and order angles • Measure and draw angles with a protractor • Understand and use angle facts to calculate missing angles
<p>Science</p>	<p><u>Properties and Changes of Material</u></p> <p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> • materials can be grouped based on their properties including hardness, solubility, transparency and conductivity • what we mean by 'dissolving' and whether certain substances dissolve in water to form a solution • whether the rate at which a substance dissolves can be altered by heat or stirring • mixtures can be sometimes be separated by sieving, filtering and/or evaporation • the difference between a reversible and an irreversible change • examples of reversible and irreversible changes

History	<u>Topic not taught this half term.</u>
Geography	<p><u>Asia: Mountains, Volcanoes and Earthquakes</u></p> <p><i>Through this unit, pupils will:</i></p> <ul style="list-style-type: none"> • identify Asia on maps and on a globe • identify and locate some of the key physical features across Asia • understand the climate across Asia • identify and locate some of the key physical features across Asia including countries and major cities • explore the range of cultures and people across Asia • understand how different mountain ranges form • explore the Himalayas as a significant mountain range • understand how volcanoes form and explore the different types of volcanoes • explore how and why natural disasters occur • understand the impact of volcanoes and other natural disasters on people through case studies • compare these localities to their own
Art	<p><u>Sculpture and 3D: Interactive Installation</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Group images together, explaining their choices. • Answer questions about a chosen installation thoughtfully and generate their own questions. • Show that they understand what installation art means. • Justify their opinions of installation artworks. • Evaluate their box designs, considering how they might appear as full-sized spaces. • Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. • Create an installation plan, model or space. • Describe their creations and the changes they made as they worked. <p>Describe how their space conveys a particular message or theme.</p>
Design Technology	<u>Topic not taught this half term.</u>

<p>Computing</p>	<p><u>iCrypto</u></p> <p>Understand that information in the form of text, sound and pictures can be combined to make digital content and communicate with an audience</p> <p>Recognise the audience when creating and designing digital content</p> <p>Create digital content that incorporates text and images</p> <p>Choose and use the appropriate advanced features of word processing or presentation software to increase their efficiency when matching their work to an audience</p> <p>Carry out multi-conditioned searches in databases to find answers to a variety of questions with support</p> <p>Use the sort facility of a database to answer questions</p> <p>Create own questions to be answered by searching a database</p>
<p>PE</p>	<p><u>Gymnastics</u></p> <p>By the end of this unit pupils will have developed balances, rolls, jumps and inverted movements. They will explore partner relationships such as canon, synchronisation and matching and mirroring. Pupils will be given the opportunity to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils will develop their performance skills while considering the quality and control of their actions.</p>
<p>RE</p>	<p><u>Hear</u></p> <p>By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> • The Beatitudes from the Sermon on the Mount (Matt 5:1-12) • Jesus summarises the law (the great commandment) (Matt 22:36-40, Lk 10:27) • A parable about living out Jesus' law (e.g., The Good Samaritan (Lk 10:25-37)) • The Transfiguration (Matt 17:1-13) • Our Father prayer (Matt 6:7-13) <p><u>Believe</u></p> <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> • The Beatitudes show the loving face of Christ. • The Beatitudes describe how faithful Christians should aim to live their lives. • Christian hope and charity unfold from the Beatitudes as they show the path to a life in Christ. • The Our Father is the perfect prayer given to us by Jesus himself. It is composed of seven petitions. • At the Transfiguration Jesus revealed his divine glory. <p><u>Celebrate</u></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • A petition is a form of prayer.

	<ul style="list-style-type: none"> • The Our Father is the perfect prayer given to us by Jesus. • The theological virtues help Christians follow Jesus' great commandment. <p><u>Live</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • That the virtues of faith, hope and love help Christians to live out the Beatitudes. • Examples of some artists who have imagined the Transfiguration.
Spanish	<p><u>Do you have a pet? (I)</u> Pupils will learn how to...</p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. • Tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. • Tell somebody in Spanish the name of their pet. <p>Attempt to create a longer phrase using the conjunctions y ("and") or pero ("but").</p>
Music	<p><u>Blues</u> Pupils will be able to:</p> <ul style="list-style-type: none"> • Name three key features of Blues music. • Sing in tune, using vocal expression to convey meaning. • Explain what a chord is and play the chord of C sixteen times. • Play the twelve bar blues correctly. • Play the notes of the Blues scale in the correct order, ascending and descending. <p>Play a selection of Blues scale notes out of order in their own improvisation.</p>
RSE	<p>Body Image Funny Feelings Emotional Changes Seeing Stuff Online Making Babies (Part One Only) Menstruation</p>

Immersive
Events/Visits/Visitors
etc

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