

#### As readers we will...

- ✓ ...develop ways to unlock our prior knowledge in order to better comprehend texts
- ✓ ...continue to develop our fluency through whole-class practise
- ✓ ...dig deeper at sentence and word level to understand how authors choose vocabulary for specific reasons
- ✓ continue to answer a range of question styles, developing our comprehension

**We will be reading...** Street Child by Berlie Doherty and other related texts including poetry and non-fiction



#### As writers, we will...

- ✓ Describe settings, characters integrate dialogue to convey character and advance the action in our narrative writing unit 'A Chilli Day'
- ✓ Use devices to build cohesion, including adverbials of time, place and number and use commas to clarify meaning or avoid ambiguity in writing in our Diary writing unit 'Diary of Neil Armstrong'
- ✓ Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun in our Biography writing unit 'Katherine Johnson'
- ✓ Use a wide range of devices to build cohesion within paragraphs, including causal conjunctions in our Persuasive writing unit 'A Greener Future'
- ✓ Use further organisational and presentational devices to structure text and to guide the reader and use brackets, dashes or commas to indicate parenthesis in our Explanation writing unit 'The Life Cycle of a Frog'
- ✓ Ensure the consistent and correct use of tense throughout a piece of writing in our narrative writing unit 'Stuck'

#### As scientists we will...

- ✓ Through our unit, 'Everyday Materials', develop our understanding of materials and why specific properties make them suitable for their use  
**VOCABULARY:** properties, materials, natural, manufactured, decompose, strong, durable, waterproof, thermal, conductor, insulator, temperature, criteria, fair test, variables
- ✓ Through our unit, 'The Earth and Beyond', develop our understanding of the Earth's (and other planets') place in the solar system, and their relationship with other bodies in space, in particular the Sun  
**VOCABULARY:** British Summer Time, Greenwich Meridian, Jupiter, Mars, Mercury, Saturn, Sun, Neptune, Uranus, Venus, seasons, Full Moon, gibbous, waning, waxing, hemisphere, horizon, equator
- ✓ Through our unit, 'Feel the Force', build on our Year 3 understanding of contact and non-contact forces with an understanding of gravitational attraction and drag forces affect movement
- ✓ Learn how mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect  
**VOCABULARY:** air resistance, balanced, force, gears, cogs, effort, friction, force arrow, gravity, lever, lift, machine, Newton, Newton meter, push, pull, pulley, unbalanced, upthrust, water resistance

#### As mathematicians we will...

- ✓ Multiply and divide whole numbers by 10, 100 and 100
- ✓ Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication
- ✓ Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- ✓ Measure and calculate the perimeter of composite rectilinear shapes in cm and m
- ✓ Convert between different units of metric measure (for example, km and m; cm and m; cm and mm; g and kg; l and ml)
- ✓ Compare and order fractions whose denominators are multiples of the same number
- ✓ Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths

#### As historians we will...

- ✓ Place events on a timeline in relation to other periods of history and use more accurate dates when describing and sequencing events
- ✓ Explain differences in the lives of people from different social classes and undertake research to find similarities and differences between two periods of history
- ✓ Understand the impact of historical events on later periods of history
- ✓ Evaluate the impact of key historical people and events and the usefulness of sources
- ✓ Present a historical argument and understand that some facts and opinions lead to different conclusions.  
**VOCABULARY:** timeline, events, period, sequence, social class, research, historical, argument, decade, BC, AD, duration, interval, concurrence, Romans, Greeks, pyramids, pharaohs, mummification, worship, ceremonies, language, farming, civilisations, significance

#### As artists we will...

- ✓ Apply our mathematical knowledge of geometry into abstract art based around famous artists.  
**VOCABULARY:** artists, designers, history, express, emotion, chosen, tone, depth, reasons, choice, revisit, ideas, techniques, improve, artistic

#### In RE we will...

- ✓ Understand the challenges posed by choosing to live a life of faith.
- ✓ Know what faith in action looks like, for example through the work of faith-based charities.
- ✓ Compare similarities and differences in prayer across religions.
- ✓ Know what it means to have vocation  
**VOCABULARY:** vocation, inspiration, influence, significant, dharma, campaigned, faith

#### In computing we will...

- ✓ Understand what makes a video effective.
- ✓ Use digital devices to capture video using a range of techniques.
- ✓ Store, retrieve and export media files in order to edit and improve.
- ✓ Control simple circuits connected to a computer.
- ✓ Write programs that include count-controlled loops.
- ✓ Design physical projects that include selection.

**VOCABULARY:** online sharing, multimedia effects, multimedia modification, transitions, hyperlinks, editing tools, refining, online sharing

#### In PSHE we will...

- ✓ Through our unit 'Dreams and Goals', understand the importance of money, jobs and careers; reflect on our dream job and how to get there; investigate goals from people in different cultures; think about charity work and its impact; and consider the importance of motivation when striving to achieve these dreams and goals
- ✓ Through our unit, 'Healthy Me', understand the impact of smoking, alcohol and anti-social behaviour, think about emergency aid and body image; consider our relationships with food and healthy choices; and reflect on our own motivation and behaviour  
**VOCABULARY:** money, job, career, dream, goal, passion, motivation, culture, determination, strive, achieve, smoking, alcohol, anti-social behaviour, emergency aid, motivation, behaviour

#### In PE we will...

- ✓ Develop skills in hockey, including dribbling, passing, receiving, and shooting
- ✓ Learn the positions in hockey and how to contribute to attacking and defending
- ✓ Play games tactically, honestly and fairly  
**VOCABULARY:** pass, receive, shoot, dribble, defend, attack, position, opposition, rules, tactics