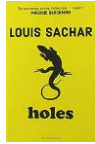


As readers we will...

- ✓ ...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...

- ✓ Holes by Louis Sachar and
- ✓ other related texts including
- ✓ poetry and non-fiction



As writers, we will...

- ✓ ...continue to develop characters and integrate dialogue within narratives based on Aesop's fables
- ✓ ...use a range of cohesive devices to develop our paragraphing in reports on micro-organisms and discursive writing about the pros and cons of plastic
- ✓ ...use ellipsis to create tension in narratives based on Charles Darwin's adventures
- ✓ ...use passive verbs to present our reports on the peppered moth in a formal style
- ✓ ...consolidate our learning through writing in role as Volta
- ✓ ...develop characterisation through varying formality in dialogue (including the use of contracted forms), and continue to interweave this with settings to create atmosphere in narratives inspired by the eruption of Mount Vesuvius

As scientists we will...

- ✓ ...through our unit, 'Body Pump', learn about the human circulatory system and how it enables our bodies to function.

VOCAB: aorta, artery, atrium, blood, blood vessel, body temperature, capillaries, carbon dioxide, cells, chamber, chest cavity, circulation, circulatory system, deoxygenated blood, heart, heart valves, lungs, nutrients, oxygen, oxygenated blood, plasma, platelets, pump, red blood cells, transport, vein, waste, white blood cells

- ✓ ...through our unit, 'Body Health', build on our learning from Year 3 about the types of food that humans need to stay alive.
- ✓ ...explore the effects of exercise on the body as well as how drugs can help us as well as cause harm.

VOCAB: alcohol, asthma, athlete, balanced diet, beats per minute (bpm), caffeine, calories, carbohydrates, cigarettes, consequences, dairy, diet, drugs, Eatwell plate, energy, exercise, fats, fibre, illegal, impact, legal, lifestyle, long-term effect, medicine, mineral, nutrition, oxygen, protein, RDA (recommended daily allowance), recovery rate, resting rate, tobacco, vitamin

As mathematicians we will...

- ✓ ...develop our understanding of decimal place value to 3dp and apply our knowledge of the four functions to solve problems that involve them.
- ✓ ...recap percentages and be able to recall fraction, decimal percentage equivalences.
- ✓ ...be able to work out a percentage of an amount.
- ✓ ...be able to use simple and more complex formulae to solve algebraic equations.
- ✓ ...be able to convert between units of measure (including imperial and metric).
- ✓ ...be able to work out the perimeter and area of a range of shapes, including parallelograms and triangles.
- ✓ ...understand the concept of ratio.

In computing we will...

- ✓ ...become aware of the positives and negatives of communicating online.
- ✓ ...demonstrate a knowledge of how webpages are ranked when using a search engine.
- ✓ ...develop our understanding of software used to present data.
- ✓ ...be able to use spreadsheets with algorithms to complete mathematical equations at speed.

VOCABULARY: software, communication, social media, consent, parent advisory, ranking, schema, algorithms, blog, creator, content, crawler, private, SMS, data, cell, application, format, manipulation, formula, output, duplicating, calculate

As historians we will...

- ✓ ...make chronological links between our new study of the Maya and those periods already covered.
- ✓ ...understand the locality of the Maya and consider how this would have impacted them and whether they would have had contact with other periods we have studied.
- ✓ ...extract and interpret information from sources about the Maya.
- ✓ ...draw conclusions and comparisons about the achievements of the Maya.
- ✓ ...pursue a line of enquiry related to the Maya and comparison with Viking Britain.

VOCAB: chronology, period, duration, concurrent, primary source, secondary source, similarity, difference, line of enquiry

In RE we will...

- ✓ ...account for diversity in different forms of rites of passage, making links between them in different faiths and show an understanding of how they impact on a believer's life.
- ✓ ...show an understanding of why festivals matter to followers through questioning of a believer.

VOCAB: rites of passage, milestones, worship, ritual, tradition, identity, belonging

In PSHE we will...

- ✓ ...through our JIGSAW unit 'Dreams and Goals', set achievable goals and understand the steps we need to take to achieve them.
- ✓ ...consider our dreams for a better world.
- ✓ ...through our JIGSAW unit 'Healthy Me', understand how to keep ourselves healthy, through consideration of some pressures on young people in the world today (including, drug use, managing stress and avoiding exploitation).

VOCAB: responsibility, choice, immunisation, prevention, restricted, illegal, prescribed, exploited, vulnerable, pressure, reputation, anti-social behaviour, health, symptoms, stress

In D&T we will...

- ✓ ...research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.

VOCAB: apparatus, mark out, modify, natural materials, plan view, prototype, reinforce, structure, user

In PE we will be working with the coaches from Hull FC. This term, we will...

- ✓ ...play competitive games to agreed rules.
- ✓ ...explain rules to others
- ✓ ...communicate plans to our teammates
- ✓ ...apply basic principles suitable for attacking and defending in a variety of ball games

VOCAB: attack, defend, rules, agreed, tactics, warm-up