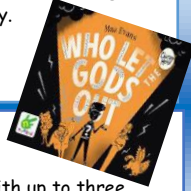


As readers we will...

- ✓ Draw inferences such as inferring character's feelings, thoughts and motives and explain them by selecting appropriate evidence to justify.
- ✓ Retrieve, record and present information from non-fiction.
- ✓ Predict what might happen offering an explanation and evidence.
- ✓ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

We will be reading...

Who Let the Gods Out? By Maz Evans



As mathematicians we will...

- ✓ Children read, write, order and compare numbers with up to three decimal places.
- ✓ Children recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- ✓ Children round decimals with two decimal places to the nearest whole number and to one decimal place.
- ✓ Children recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- ✓ Children solve problems which require knowing percentage and decimal equivalents of and those fractions with a denominator of a multiple of 10 or 25.
- ✓ Children solve problems involving numbers up to three decimal places. Children multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- ✓ Children identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed.
- ✓ Children know angles are measured in degrees, estimate and compare acute, obtuse and reflex angles. Children draw given angles, and measure them in degrees (°).
- ✓ Children identify angles at a point and one whole turn, (total 360°), angles at a point on a straight line and $\frac{1}{2}$ a turn, (total 180°) and other multiples of 90°.
- ✓ Children identify 3D shapes, including cubes and other cuboids, from 2D representations.
- ✓ Children use the properties of rectangles to deduce related facts and find missing lengths and angles. Children distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

In PSHE we will...

- ✓ Develop accurate pictures of who we are
- ✓ Understand the impact of being online
- ✓ Consider the rights and responsibilities when I am online
- ✓ Explain how to use technology safely

VOCABULARY:

Rights, responsibilities, communicate, online, social media

As writers, we will...

- ✓ Develop our understanding of basic writing skills.
- ✓ Use our historical understanding of the Victorian Period, especially in the lives of children, and our work on Street Child to write a new narrative for Berlie Doherty to review.
- ✓ Recall our understanding of the Roman Period and make links with other periods of history we have learned about to write a non-chronological report.
- ✓ Practise creating recipes to write a series of instructions for a new cookbook.
- ✓ Use our understand of previously read texts (The Dragonfly) to write an explanation text about the Life Cycle of a Frog.
- ✓ Use imaginative and create language to write a new narrative based on Joseph and the Technicolour Dreamcoat.

In Geography, we will...

- ✓ Identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn.
- ✓ Use digital mapping technology (GIS) to trace physical features of an area.
- ✓ Describe how some places are similar and dissimilar in relation to their human features.
- ✓ Understand a range of strategies that can be used to reduce the native impact that humans can have on the environment.
- ✓ Use Ordnance Survey symbols and use 4 figure grid references.
- ✓ use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge.

VOCABULARY:

Northern, Southern, hemisphere, tropic, Cancer, Capricorn, Equator, Europe, South America, countries, physical features, human features, major cities, food miles, environment, fieldwork, Ordnance Survey, symbols, 4 figure grid references, scale factor, water cycle, rivers, erosion, deposition, evaporation, condensation

In RE we will...

- ✓ compare the experience of participating in a religious festival or celebration around the world
- ✓ reflect and share how religious celebrations and rituals have an impact on community
- ✓ understanding of what is sacred for believers in religious places
- ✓ compare key places of pilgrimage and identify why a faith member might go there

In computing we will...

- ✓ use a form to record information.
- ✓ compare paper and computer-based databases.
- ✓ outline how grouping and then sorting data allows us to answer questions.
- ✓ explain that tools can be used to select specific data.
- ✓ explain that computer programs can be used to compare data visually.
- ✓ apply my knowledge of a database to ask and answer real-world questions.

As scientists we will...

- ✓ Investigate scientific evidence about how gravity affects objects
- ✓ Investigate how forces make things change direction
- ✓ Describe and explain air resistance
- ✓ Describe and explain the effects of water resistance and upthrust
- ✓ Understand how mechanisms work, including pulleys and gears
- ✓ Compare and contrast different animal life cycles, including those of amphibians, insects and birds
- ✓ Explain how humans are using science help endangered animals complete their life cycles

VOCABULARY

Scientific, evidence, gravity, falling, Isaac Newton, forces, push, pull, air resistance, water resistance, upthrust, float, sink, mechanisms, pulleys, gears, life cycle, amphibians, insects, birds, stages, endangered

As artists we will...

- ✓ recall who Da Vinci was and explain why he is a significant artist in history.
- ✓ identify and indicate the structure of an animal, using an image of a chicken to add guidelines to the body.
- ✓ plan a proportionally accurate drawing, using guidelines to map out the composition beforehand.
- ✓ identify elements of my work that are successful and which areas could be improved/ done differently.

VOCABULARY:

Da Vinci, significant, structure, guidelines, proportionally, composition, reflect, critique

VOCABULARY:

Festivals, rituals, journeys, sacred, pilgrim, community, celebration, believers, pilgrimage, pilgrim

In PE we will...

- ✓ develop the bowling action and understand the role of the bowler.
- ✓ develop batting technique.
- ✓ make decisions about where and when to send the ball to stump a batter out.
- ✓ develop a variety of fielding techniques and when to use them in a game.

VOCABULARY

Batting, fielding, techniques, throwing, catching, long barrier, bowling, stump, wicket