

#### As readers we will...

- ✓ ...through reading our whole class text and accompanying extracts, deepen our comprehension skills, providing answers to a wide-range of big questions
- ✓ ...continue to develop our fluency through 'Fresh Start' and whole-class practise.
- ✓ ...continue to develop our understanding of reading genres, noting our own preferences.



#### We will be reading...

- ✓ *Skellig* by David Almond
- ✓ Books by our significant authors (Louis Sachar and Malorie Blackman)
- ✓ A range of extracts from fiction, non-fiction and poetry within our guided reading sessions.

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

- ✓ ...consolidate our writing styles through a range of genres including using sentence structures and vocabulary to create suspense in narratives, developing characterisation through the use of dialogue, write formally in both journalistic styles and in letters to suit our intended audiences and purposes.

#### As mathematicians we will...

- ✓ ...be able to read and construct line graphs, using them to solve problems
- ✓ ...be able to read increasingly difficult tables, including timetables
- ✓ ...be able to read pie charts and use them to solve problems
- ✓ ...continue to develop our mathematical fluency and problem solving through consolidation projects

#### As geographers we will...

- ✓ ...understand that climate is the usual condition of weather, rainfall, humidity and wind in a place.
- ✓ ...collect and accurately measure information (e.g., rainfall, temperature, wind speed etc.).
- ✓ ...use different types of mapping to locate countries and describe physical and human features.
- ✓ ...describe and explain the key physical features of different climate zones, biomes and vegetation belts.
- ✓ ...explain the key features of each of the 6 main climates and landscapes (polar, temperate, arid, tropical, Mediterranean and tundra).
- ✓ ...understand what longitude and latitude means and how they relate to time zones around the world.
- ✓ ...compare places (including North or South America) in relation to their human and physical features.
- ✓ ...present findings from fieldwork using appropriate terminology graphs, tables and draw conclusions based on evidence.
- ✓ ...understand the concept and impact of deforestation on a local and global scale.

**VOCABULARY:** atlas, longitude, latitude, time zone, continents, countries, border, symbols, humidity, biome, climate, vegetation, polar, temperate, arid, tropical, Mediterranean, tundra, deciduous forest, desert, rainfall, population, deforestation, sustainability, tectonic plates, volcanoes, mountains, tourism

#### In RE we will...

- ✓ ...identify what makes some questions ultimate
- ✓ ...offer answers to an ultimate question from different faith perspectives
- ✓ ...explain how people of different faiths describe what God is like
- ✓ ...identify what different sacred writings say about the attributes of God

**VOCABULARY:** purpose, meaning of life, hope, ambition, mission

#### In computing we will...

- ✓ ...use our understanding of variables and algorithms to create our own games on Scratch.

**VOCABULARY:** variable, change, name, value, set, design, event, algorithm, code, task, artwork, program, project, test, debug, improve, evaluate, share

#### In D&T we will...

- ✓ ...know how to safely prepare a three-course meal
- ✓ ...understand how food is reared and caught

**VOCABULARY:** accompaniment, collaboration, cookbook, cross-contamination, equipment, farm, flavour, illustration, imperative verb, ingredients, method, nationality, preparation, processed, reared, recipe, research, storyboard, target audience, unit of measurement

#### As scientists we will...

##### Light Up Your World

- ✓ ...recognise that light appears to travel in straight lines
- ✓ ...use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- ✓ ...explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- ✓ ...use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

**VOCABULARY:** light, straight, reflection, refraction, light source, object, shadows, mirrors, periscope, rainbow, filter, transparent, translucent, opaque

##### Everything Changes

- ✓ ...recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- ✓ ...recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- ✓ ...identify how animals and plants are adapted to suit their environment in different ways and adaptation may lead to evolution

**VOCABULARY:** evolution, adaptation, inherited traits, adaptive traits, natural selection, inheritance, Charles Darwin, DNA, genes, variation, mutation, parent, offspring, fossil, environment, habitat, fossilisation

##### Danger! Low Voltage

- ✓ ...associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- ✓ ...compare and give reasons for variation in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- ✓ ...use recognised symbols when representing a simple circuit in a diagram

**VOCABULARY:** voltage, brightness, volume, switches, danger, series circuit, safety, sign, circuit diagram, switch, bulb, buzzer, motor, symbols

#### In PSHE we will...

- ✓ ...through our unit 'Relationships', consider mental health and sources of support, love and loss, managing feelings, power and control, assertiveness, and using technology safely
- ✓ ...through our unit 'Changing Me', consider self-image, body image, puberty and feelings, conception to birth, physical attraction, respect and consent, boyfriends/girlfriends, sexting and transition

#### As artists we will...

- ✓ ...develop our painting techniques to create a piece inspired by #nofilter

**VOCABULARY:** identify, appraise, express, explore, improve, mastery, design, techniques

#### In PE we will...

- ✓ ...be able to combine a range of running, jumping, throwing and catching techniques with control
- ✓ ...evaluate performances, discussing improvements to deliver a better performance

**VOCABULARY:** control, power, stamina, perseverance, determination, personal best, technique