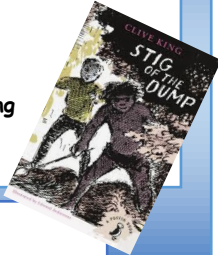


### As readers we will...

- ✓ Identify main ideas drawn from more than one paragraph and summarising these.
- ✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with appropriate evidence.
- ✓ Identify how language, structure, and presentation contribute to meaning
- ✓ Participate in discussions about books and other works

### We will be reading...

"Stig of The Dump" by Clive King



### As artists we will...

- ✓ have an understanding of Alexander Calder and explain the techniques and materials he uses to create his mobile art sculptures.
- ✓ Use these techniques and take inspiration from his art to create their own mixed media.

### VOCABULARY:

Mixed media, sculpture, technique, mobile art.

### In PSHE we will...

- ✓ Know how it feels to belong to a range of different relationships and identify what I contribute to each of them
- ✓ Understand how it feels when they lose someone or something they love
- ✓ Understand that we can remember people even when we no longer see them
- ✓ Express opinions and feelings
- ✓ Understand coping with loss
- ✓ Understand loving and being loved

### VOCABULARY:

Relationship, close, distant, belonging, caring, loss, numb, disbelief, denial, anger, sadness, pain, despair, relief, memorial, loss, special, remember, opinion, respect, debate, cope, strategies, feelings, appreciation, symbol, care,

### As writers, we will...

- ✓ Explore text types such as recount, narrative and persuasive texts.
- ✓ Organise paragraphs around a theme and sequence them logically
- ✓ Use extended noun phrases, including with prepositions
- ✓ Create settings, character, and plot in narratives.
- ✓ Use conjunctions, adverbs and prepositions to express time and cause (place) -
- ✓ Fully punctuate direct speech and powerful speech verbs.
- ✓ Use 'ed' clauses as starters
- ✓ Know the difference between plural and possessive -s
- ✓ Use rhetorical questions -
- ✓ Drop in '-ing' clauses conditionals
- ✓ Start sentences with a simile

### As Geographers we will...

- ✓ explain how energy use in settlements has changed over time and the responsibility that humans have for sustainable energy in the future.
- ✓ use the 8 points of a compass to plan a journey from my town or city to another place in the UK.
- ✓ use ordnance survey maps to explore the local area and identify key features.
- ✓ use different types of fieldwork to observe, measure and record both human and physical features in the local area.
- ✓ explain trends or patterns observed by making comparisons or by noting cause and consequence.
- ✓ describe the difference between renewable and non-renewable sources of energy.
- ✓ explain how energy use in settlements has changed over time and the responsibility that humans have for sustainable energy in the future.

### VOCABULARY:

Renewable, energy, non-renewable, responsibility, sustainability, climate change, north, north east, east, south east, south, south west, west, north west, county, maps, human features, physical features, trends, comparisons, town, city, journey

### As mathematicians we will...

- ✓ compare numbers with the same number of decimal places up to two decimal places
- ✓ recognise and write decimal equivalents to 1/4, 1/2 and 3/4.
- ✓ find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- ✓ identify acute and obtuse angles and compare and order angles up to two right angles by size
- ✓ describe positions on a 2D grid as coordinates in the first quadrant.
- ✓ describe movements between positions as translations of a given unit to the left/ right and up/ down.
- ✓ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

### As scientists we will...

- ✓ Recognise that living things can be grouped in a variety of ways.
- ✓ To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- ✓ To recognise that environments can change and that this can sometimes pose dangers to living things.
- ✓ To construct and interpret a variety of food chains, identifying producers, predators and prey.

### VOCABULARY

- ✓ Environment, flowering, non-flowering, plants, animals, vertebrate, environmental dangers, fish, amphibians, reptiles, birds, mammals, invertebrate, snails, slugs, worms, spiders, insects, human impact.

### In PE we will...

- ✓ Increase accuracy in throw and catch skills
- ✓ Explore skills of bowl, hit, throw and catch
- ✓ Adapt tactics and skills to a game
- ✓ Run over different distances
- ✓ Work in a team to use a map and solve problems

### VOCABULARY

Bat, ball, bowl, fielder, stump, strike, wicket, rounder, post, stance, opposition, barrier, direction, travel, sprint, jog, strength, power, further, pace, control, Perseverance, determination, personal best

### In computing we will...

- ✓ examine devices capable of recording digital audio.
- ✓ include identifying the input device (microphone) and output devices (speaker or headphones) if available.
- ✓ discuss the ownership of digital audio and the copyright implications of duplicating the work of others.
- ✓ use Audacity to produce a podcast, which will include editing our work, adding multiple tracks, and opening and saving the audio files.
- ✓ evaluate our work and give feedback to our peers.

### VOCABULARY:

Creating + modifying, Specific purpose, Photo modifying, Keyboard shortcuts, Bullet points, Spell check, Constructive feedback

### In RE we will...

- ✓ offer answers to an ultimate question from different faith perspectives
- ✓ compare different beliefs about how the universe began making reference to sacred texts
- ✓ compare religious teachings to see how faith members should care for the Earth
- ✓ explain how people of different faiths describe what god is
- ✓ identify what different sacred writings say about the attributes of God

VOCABULARY: stewardship, Khalifah, environment, ecology, habitat, Climate Action, Eco Warriors, Friends of the Earth, extinction rebellion, Greenpeace, Eco Schools, Eco Churches