

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 scientists we will...

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

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.

VOCABULARY: 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 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 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

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 D&T we will...

- ✓ ... appraise and analyse a range of toys and identify if the form follows its function.
- ✓ ... create a range of electrical circuits and identify their components
- ✓ ... practice using a range of tools and techniques to create a part of a product.
- ✓ ... generate ideas and design a product that meets the design brief.
- ✓ ...evaluate their own ideas and product against their own design and consider the views of others to improve their work.

As artists we will...

- ✓ ... research the piece titled, "Just what makes today's homes so different?" by Richard Hamilton
- ✓ ... use the internet to search for appropriate images that represent what makes today's home so different
- ✓ ... use these images to experiment with composition and collage to create an up-to-date version of Hamilton's
- ✓ ... explore ideas in creative and expressive ways to convey their artistic intention

In PE we will...

Striking and Fielding- Cricket

- ✓ ...develop the range and quality of striking and fielding skills and their understanding of cricket.
- ✓ ...learn how to play the different roles of bowler, wicket keeper, fielder and batter.
- ✓ ...think about how they use skills, strategies and tactics to outwit the opposition.
- ✓ ...be given opportunities to work in collaboration with others, play fairly demonstrating an understanding of rules

Outdoor Adventures

- ✓ ...individually, collaboratively in pairs and groups to solve problems
- ✓ ... orientate and navigate using a map

Athletics

- ✓ ...think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best
- ✓ ...be given opportunities to lead when officiating as well as observe and provide feedback to others

In computing we will...

- ✓ ...use our understanding of variables and algorithms to create our own games on Scratch
- ✓ ...identify bugs and use strategies to debug their own coding

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