

### As readers, we will...

- ✓ prepare readings using appropriate intonation to demonstrate their understanding.
- ✓ Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.
- ✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- ✓ Distinguish between fact and opinion.

### We will be reading...

"Room 13" by Robert Swindells

### As writers, we will ...

- ✓ revisit how to use fronted adverbials, metaphors and adjectives to enhance our description.
- ✓ learn how to create complex sentences with embedded relative clauses.
- ✓ use personification to create figurative descriptions
- ✓ plan, write, edit and improve a journey story.

### As artists, we will ...

- ✓ produce a large scale drawing (A2) of a chicken, focussing on a proportionally accurate drawing, by marking the identifiable and defining structure of the animal before adding finer details.
- ✓ focus on Da Vinci's drawings of animals (specifically horses) to study how this technique helps to draw a proportionally accurate and compositionally successful drawing.

**Vocabulary:** scale, proportion, guidelines, intersection

### In P.E., we will ...

- ✓ Gain possession by working as part of a team.
- ✓ Use a number of techniques to pass, dribble and shoot.
- ✓ Choose tactics for defending and attacking.
- ✓ Referee a game, applying knowledge of the rules effectively.
- ✓ Compose my own dances in creative ways.
- ✓ Perform and evaluate a dance which shows fluency, accuracy and consistency.

**Vocabulary:** hockey, interception, outwit, balance, pathway, posture

### As mathematicians, we will ...

- ✓ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- ✓ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- ✓ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- ✓ read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- ✓ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- ✓ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- ✓ add and subtract numbers mentally with increasingly large numbers.
- ✓ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- ✓ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- ✓ establish whether a number up to 100 is prime and recall prime numbers up to 19.
- ✓ multiply and divide numbers mentally.
- ✓ recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- ✓ compare and order fractions whose denominators are multiples of the same number.
- ✓ identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
- ✓ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $>1$  as a mixed number.
- ✓ add and subtract fractions with the same denominator and denominators that are multiples of the same number.

### As historians, we will ...

- ✓ describe where Ancient Greece fits on a timeline compared to other periods of history.
- ✓ locate Greece and a map and extract information, inferring how this location helped the Ancient Greeks.
- ✓ explore the influence of religion, including mythology.
- ✓ compare Athens and Sparta.
- ✓ discuss the influence of the Greeks on our modern world.

**Vocabulary:** timeline, archaeology, sequencing, achievements, influence

### As scientists, we will ...

- ✓ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- ✓ identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- ✓ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- ✓ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- ✓ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

**Vocabulary:** gravity, air resistance, water resistance, friction, surface, force, effect, move, accelerate, decelerate, properties, hardness, solubility, transparency, electrical conductor, dissolve, thermal conductor, response to magnets, reversible changes, separate, solids, liquids, gases, evaporating, solution, dissolving, viscosity, mixing, evaporation, filtering, sieving, melting, irreversible, burning, rusting

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

- ✓ analyse and appraise a range of healthy meals.
- ✓ identify different techniques used to cook a variety of different meals.
- ✓ safely and correctly use an oven, microwave, hob and grill.
- ✓ design a three-course meal.
- ✓ use a range of tools, techniques and cooking methods.
- ✓ evaluate the finished product.

**Vocabulary:** ingredients, healthy, food groups, techniques

### As musicians, we will ...

- ✓ play and perform in solo and ensemble contexts, using their voices and playing musical instruments, including improvising and composing music for a range of purposes.
- ✓ listen with attention to detail and recall sounds with increasing aural memory and use and understand staff and other musical notations.
- ✓ appreciate and understand a wide range of high-quality live and recorded music.
- ✓ develop an understanding of the history of music.

**Vocabulary:** perform, ensemble, pulse, rhythm

### In R.E., we will ...

- ✓ describe some different ways people communicate with their god.
- ✓ consider the meaning of different forms of religious worship and how they are expressions of belief.
- ✓ identify symbols and artefacts which are important for at least two different faiths.
- ✓ explain how artefacts and symbols express the beliefs of faith members.
- ✓ recognise different forms of religious and spiritual expression.
- ✓ identify key events in the lives of faith founders and their impact on those around them.
- ✓ explain the relevance of different faith founders for their followers today.
- ✓ 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 the community.

**Vocabulary:** expression, spiritual, environment, identity, individual, symbol, gospel, Prince of Peace, prophecy

### In computing, we will ...

- ✓ learn what digital systems are.
- ✓ understand how a larger computer system works and how information is transferred.
- ✓ understand how computers allow us to work collaboratively.
- ✓ know how to use information technology safely and responsibly.

**Vocabulary:** system, connection, process, input, output

### In PSHE, we will ...

- ✓ learn what it means to be a citizen, about how we have rights and responsibilities, and about how our behaviour affects others.
- ✓ Celebrate cultural differences, discuss racism and other forms of bullying.

**Vocabulary:** responsibility, citizen, racism, bullying

### As linguists, we will ...

- ✓ use and pronounce effectively Spanish sounds
- ✓ recall the days of the week, months of the year and colours.
- ✓ learn about healthy and unhealthy foods in Spanish.
- ✓ recall numbers 1 to 5

**Vocabulary:** los transportes, fonetica