



English

As **writers** we are learning to write to report (newspaper reports) and to enthral (extended story and personal recounts). This means that we are going to be exploring lots of text types which present these genres in different ways. We will be writing newspaper reports based on the text *The Island* by Armin Greder.

As **readers**, we are reading *Clockwork* as a class.

During guided reading, we will be using extracts from the following texts:

The Other Side of Truth – Beverley Naidoo

The Island at the End of Everything – Kiran Hargrave

Through these texts we are focussing on developing **inference and summary** skills, as well as **explaining an author's use of vocabulary**. We will also practise **predicting** and **summarising**.

You can support your child by asking them lots of questions when listening to them read.

Maths

As **mathematicians** we are learning to... understand 'Ratio and Proportion'.

Step 1	Add or multiply?
Step 2	Use ratio language
Step 3	Introduction to the ratio symbol
Step 4	Ratio and fractions
Step 5	Scale drawing
Step 6	Use scale factors
Step 7	Similar shapes
Step 8	Ratio problems

In our **core skills** sessions we will be using 'Fluent in Five' to improve our recall of important number facts and calculations.

A. $294 + 70 =$	B. $4,697 + 2,534 =$
C. $3 \times 8 =$	D. $564 \times 8 =$
E. $80 \times 5 =$	

Science

As **scientists**, we will be studying **Electricity**:

Pupils should be able to:

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



Geography

As **Geographers** we are learning about **Volcanoes and Earthquakes:**

What changed after Mount Vesuvius erupted?

What human and physical features of Pompeii changed?

What causes a volcano to erupt?

Physical Education

As **sports people** we will be learning skills in the following curriculum areas:

- Invasion Games (Dodgeball)
- Net and Wall Games (Badminton)
- Tchoukball
- Tri-golf

Personal, Social, Health and Economic education

In **PSHE** we will learn about '**Being Responsible**' during which we will discuss the issues of 'Coming Home On Time', 'Looking Out For Others', and 'Stealing'.

Artists

As **artists** we are learning how to create sculptures:

Develop techniques including controlling and using materials with creativity.

Understanding of how different materials can be manipulated into artwork.

Skills:

Use recycled materials to create a range of art pieces.

Use wire and clay to model body positions.

Understand the importance of pattern, design and texture.

Computing

We are learning about **Programming – Selection in Quizzes**

Learners will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming,

They will construct programs in the Scratch programming environment.

They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given.

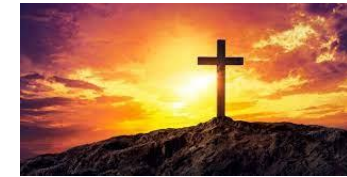
To conclude the unit, learners evaluate their program.

Religious Education

As **theologians** we are learning...

What does it mean to be a Muslim in Britain today?

- What helps Muslims through the journey of life?
- What is the key belief of Muslims? How does this affect their life?
- Where do people get advice and guidance from?
- How is charity important to Muslims?
- Why is Hany El Bana an inspiration to Muslims?



Collective Worship

In our **worship** this half-term we are focussing on the values of **Respect** and **Courage**. We will be reflecting upon how we can treat each other as equals and celebrate differences in our school community.



Opening doors with learning, faith and care.