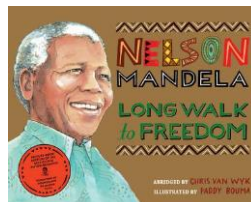


## TRIPS &amp; VISITS – Science Museum – Wonderlab

Class Text – Nelson Mandela – Long Walk to Freedom by Chris Van Wyk



Genres for writing – Explanation text/ debate- equality, Speech

### Writing

- I can use organisational and presentational devices (headings, sub-headings, bullet points, diagrams).
- I can evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.
- I can make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.
- I can ensure consistent and correct use of verb tense throughout a piece of writing.

### Reading

- I can recognise themes within and across texts e.g. hope, peace, fortune, survival.
- I can make comparisons within and across texts e.g. being an evacuee in Carrie's War and Goodnight Mr Tom.
- I can infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point;Evidence;Explanation.
- I can predict what might happen from information stated and implied.
- I can distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.
- I can explain and discuss my understanding of what I have read, including through presentations and debates, maintaining a focus on the topic and using notes where necessary by:



### Unit 1&2 - Place Value

The children will recap their understanding of numbers up to 10,000 and begin using numbers in the 100,000s. They will develop their fluency with these numbers by partitioning and recombining them in different ways. Children will develop their understanding of number by using a number line to find and identify numbers up to 1,000,000, going on to compare and order them. They will then develop their understanding of rounding numbers, with particular focus on numbers in the 100,000s. Children will develop their understanding of negative numbers and how they relate and compare to positive numbers. They will use this understanding to calculate with both negative and positive numbers. Finally, they will use their ability to count in regular steps to help them identify rules in number Sequences and accurately follow and complete them.

### Unit 3 -Addition and Subtraction

The children will apply the formal methods of addition and subtraction to numbers with up to 5 digits. The range of problem solving questions involving adding and subtracting, including mentally, will develop confidence and flexibility when exploring the most efficient ways to add and subtract.

### Computing

#### Computing systems and networks - Systems and searching

Recognising IT systems in the world and how some can enable searching on the internet.

## ART and Design & Technology

**Artist:** Dave McKean

**Skills:** Drawing (line, tone, colour), sketching, mark making

**DT:** Children develop their understanding of structures, learning how to strengthen, stiffen and reinforce more complex structures.

## French

**Topic: Moi:** Listen and show understanding of more complex sentences which might contain unfamiliar words. Ask and answer more complex familiar questions with a scaffold of responses; including an opinion. Use familiar vocabulary to say more complex sentences (positive and negative). Start to use range of conjunctions, show some understanding of how to conjugates regular -er verbs

## Physical Development

**Invasion Games-** NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

### Netball

Children will learn to develop passing and moving to maintain possession. Use a variety of attacking skills to lose a defender. They will move into and create space to support a teammate and use defending skills to gain possession. They will develop accuracy in the shooting action under pressure.

### Football

Children will learn to maintain possession when dribbling and to dribble with control under pressure. They will select the appropriate skill, choosing when to pass and when to dribble and move into and create space to support a teammate. They will gain greater awareness to use the appropriate defensive technique for the situation and apply rules, skills and principles to play in a tournament.

## Religious Education

Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. Give reasons why a Christian believes in God and one why an atheist does not. Outline clearly a Christian understanding of what God is like, using examples and evidence. Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. Present different views on why people believe in God or not, including their own ideas. Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples.

## PSHE

### Being me in my world: Who am I and how do I fit?

Face new challenges positively and know how to set personal goals. Know what they value most about school and can identify hopes for the school year. Understand their rights and responsibilities as a citizen of UK and can empathise with people in this country. Understand their rights and responsibilities as a citizen and as a member of the school. Understand how an individual's behaviour can impact on a group. Know I have a voice and can contribute to the school.

## Humanities

### History- Black and British:

Children will discover how Black British is an important part of British history. Looking back over 2000 years of British history they will see that black people played a varying part in British life, but were always present. It was not just after 1948 with the arrival of Jamaicans on the SS Windrush that black people were a significant group in British society. After all, they played an important role in both world wars. But it is in the last 75 years that the presence of black people in Britain has become much more conspicuous and has led to moments of tension leading the government to pass laws to stop discrimination.

L1: How shall we tell the story of the first Black Britons in Britain?

L2: What part did Black people play in British life when they started to settle 500 years ago?

L3: What difference did the slave trade make to the experience of the Black people?

L4: When so many Black people fought in the two world wars, why is it only recently bring recognised?

L5: How did the arrival of the Empire Windrush change the way Black People were treated in Britain?

L6: How far has life improved for Black people living in Britain in the last 60 years?