

TRIPS & VISITS – The Natural History Museum  
School Captain speeches

Class Text – Holes – Louis Sachar

Additional Texts – Fuzzy Mud: Louis Sachar & Friendship Bench: Wendy Meddour

Genres for writing – Narrative, non-chronological report

### Writing

- Report
- Speeches
- Character descriptions
- Setting Descriptions
- Diary reflection

### Reading

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

### Speaking and Listening

use relevant strategies to build their vocabulary  
articulate and justify answers, arguments and opinions  
give well-structured descriptions and narratives for different purposes, including for expressing feelings  
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  
use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas  
participate in discussions, role play and debates  
consider and evaluate different viewpoints, attending to and building on the contributions of others  
select and use appropriate registers for effective communication.

### Power Maths

#### Place Value

This unit develops children's understanding of place value and properties of numbers up to 10,000,000. It is an important unit as the number sense they develop now will support their learning in future units. Children will recap their understanding of place value and properties of numbers to 1,000,000 before investigating the same properties of numbers up to 10,000,000. They will investigate the partitioning of larger numbers and will use them in different contexts. Following this, children will develop their understanding and use of number lines up to 10,000,000 and will plot numbers on partially completed number lines.

#### Four Operations

This unit allows children to develop fluency with efficient columnar written methods for addition and subtraction, without and with exchanges. Children will make links to methods they have met before and apply new learning to contextual word problems. They will learn to recognise and find common factors and multiples, before looking at prime numbers as a special example of numbers with specific factors. Next, children investigate the effects of squaring and cubing, linking this to what they know about the dimensions of the namesake shapes.

### Computing

**Communication & Collaboration** – In this unit learners explore how data is transferred over the internet. They focus on addressing, before moving on to the makeup and structure of data packets. We then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet and how to report concerns about inappropriate content online.

## Physical Development

**Volleyball-** Is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all game's activities, pupils have to think about how they use their skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful.

**Dance-** Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreography tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance.

**Swimming-** Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, staying safe in the water and personal survival techniques.

## French

**Topic: Family & Hobbies**

We will be using the verbs to play and to do, extending our sentences by giving a reason to our opinions, say what instruments we play, conjugating verbs to talk about our hobbies.

## ART and Design & Technology

**Artist:** Georgia O'Keefe

**Skills:** Drawing: creating extreme environments inspired by an artist.

**DT:** Cookery focus: using seasonal foods to create a meal and dessert.

## PSHE

### Being Me in My World

We will be exploring the UN Rights of the child and creating our class charter. Then we will identify goals for this year, understand fears and worries about the future and know how to express them. Understand that actions affect other people locally and globally and understand our own wants and needs and can compare these with children in different communities. We will explore that we can make choices about our own behaviour and understand how these relate to rights and responsibilities. We will learn how to contribute to the group and understand how we can function best as a whole. We will also understand how democracy and having a voice benefits the school community.

## Science

### Science: Evolution and Inheritance

In our Science lessons we will be looking at Evolution & Inheritance.

We will investigate how all living things change over time, and how fossils provide us with information about life on Earth millions of years ago. We will identify how plants and animals are adapted to suit their environment and how this adaptation may lead to evolution.

## Religious Education

### Is it better to express your religion in arts and architecture or in charity and generosity?

We will find out about some great examples of religious art and architecture and present our reasons for choosing those they find most impressive. We will notice, list and explain similarities and differences between Christian and Muslim sacred buildings. As a class we will discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity.

We will also consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.

We will connect ways in which art and actions can reveal what people believe about God.

We will be asking questions that help us to consider what the world would be like without great art or architecture or what about a world without charity or generosity?

## Music

In music, we will be learning to use correct musical terminology and to play well known songs using Charanga.

## Humanities

**History:** In this half term, we will be mainly focused on Geography.

### Geography: Extreme Environments

We will study different biomes located on the planet. We will also learn about major lines of longitude and latitude and how these can be used to locate different biomes.