



Where possible, our focus texts and writing opportunities will be linked to cross-curricular topics.

**Reading:**

We will be reading a range of fiction and non-fiction texts this term.

**Writing:**

Fiction: Pupils will retell a story from a different point of view using a video stimulus. Pupils will write a story in the style of a particular author, drawing upon our focus text 'Cosmic' by Frank Cottrell-Boyce.

Non-Fiction: Pupils will plan, compose, edit and refine a balanced discussion, presenting two sides of an argument. They will use words and phrases that support the overall viewpoints of the discussion. Pupils will write a recount with a specific form and audience.

**Grammar and Punctuation:**

- Revision of Y3/4 GPS objectives
- Using a range of determiners to specify known or unknown nouns
- Using noun phrases to convey information concisely
- Introducing relative clauses beginning with relative pronouns [who, that, which, whose] or an omitted relative pronoun
- Introducing relative clauses beginning with adverbs [where, when]
- Using adverbs to show different degrees of possibility [e.g. perhaps; surely]
- Using modal verbs to show different degrees of possibility
- Converting nouns and adjectives into verbs using suffixes [-ify, -ise, -en, -ate]
- Understanding how prefixes [dis-, mis-, over-, re-, de- ] change the meaning of verbs

Maths lessons this term will cover the following objectives:

**Place Value:**

- 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
- Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

**Addition & Subtraction:**

- 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

**Measurement:**

- Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- Solve problems involving converting between units of time

**Geometry:**

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations

**Multiplication & Division:**

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers

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|   | <p><b>Spellings :</b></p> <ul style="list-style-type: none"> <li>• Spell correctly most words from the Y3/4 word list and some from the Y5/6 word list taught so far</li> <li>• Apply spelling rules taught so far mostly accurately</li> <li>• Begin to use prefixes and suffixes appropriately</li> <li>• Words ending in ‘-able’, where the ‘e’ from the root word remains</li> <li>• Words that are adverbs of time</li> <li>• Words with suffixes where the base word ends in ‘-fer’</li> <li>• Words with ‘silent’ first letters</li> <li>• Words with ‘silent’ letters</li> <li>• Challenge words</li> <li>• Words with ‘ie’ after ‘c’</li> <li>• Words where ‘ei’ can make an /ee/ sound</li> <li>• Words where ‘ough’ makes an /or/ sound • Words containing ‘ough’</li> <li>• Adverbs of possibility and frequency</li> </ul> | <ul style="list-style-type: none"> <li>- Establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method</li> <li>- Multiply and divide numbers mentally, drawing upon known facts</li> <li>- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</li> <li>- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>- Compare and order fractions whose denominators are all multiples of the same number</li> <li>- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt; 1 as a mixed number [e.g. <math>1\frac{2}{5}</math>]</li> </ul> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>- Revision of tally charts, pictograms and bar charts</li> </ul> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Computing</b></p> | <p><b>Creating media</b><br/>Video Editing. Pupils will learn how to create short videos. They will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.</p> <p><b>Programming A</b><br/>Selection in physical computing. Pupils will use physical computing to explore the concept of selection in programming. They will be introduced to conditions as a means of controlling the flow of actions, and explore how these can be used in algorithms and programs</p>  | <p><b>Early Islamic Civilisation</b><br/>Pupils will explore why the Early Islamic Civilisation was a significant turning point in history. They will have a good understanding of where this period sat in terms of wider history as well as understanding how the Early Islamic Civilisation came to be. They will understand who Muhammad was and the significance of Baghdad in the rise of this era. They will learn about the House of Wisdom and the four caliphs. They will analyse the significance of this era and explore the role trading had to play in this.</p>  |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>French</b></p>    | <p>Pupils will focus on the topic of Health Including food and drink vocabulary, healthy and unhealthy food, healthy lifestyle, body parts.</p>   | <p><b>Created to Love Others</b><br/>Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.</p>  |

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| <p style="text-align: center;"><b>Science</b></p>   | <p><b><u>Living Things</u></b><br/>Pupils will know that reproduction is when an animal or plant produces one or more individuals similar to itself and consider the differences between sexual and asexual reproduction. They will explore the life cycle of a mammal, amphibian, insect and a bird and explain the process of metamorphosis using frogs and butterflies as examples. They will build on their prior knowledge of parts of a flower to explain the stages involved in the reproduction process.</p> <p><b><u>Sound and Hearing</u></b><br/>Pupils will recall the different structures of the ear and their function. They will explore how sound waves can be modelled and what happens to sound waves over time. They will investigate auditory ranges and describe how sound can be useful in everyday life.</p> | <p style="text-align: center;"><b>Religious Education</b></p> <p><b><u>Mission</u></b> - Continuing Jesus' mission in diocese (ecumenism). Pupils will know and understand:</p> <ul style="list-style-type: none"> <li>• The mission of inspirational leaders</li> <li>• Dioceses continue the work and mission of Jesus including ecumenism</li> </ul> <p><b><u>Memorial Sacrifice</u></b> - Eucharist as the living memorial of Christ's sacrifice. Pupils will know and understand:</p> <ul style="list-style-type: none"> <li>• How memories are kept alive</li> <li>• The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way</li> </ul> <p><b><u>Sacrifice</u></b> - Lent: a time of aligning with the sacrifice made by Jesus. Pupils will know and understand:</p> <ul style="list-style-type: none"> <li>• Giving or refusing to give; appreciating the cost of giving</li> <li>• Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus</li> </ul> <p><b><u>Other Faiths</u></b> – Islam. Beliefs and festivals: Pupils will learn about Ramadan and pilgrimage.</p>               |
| <p style="text-align: center;"><b>Geography</b></p> | <p><b><u>Settle Down</u></b><br/>Pupils will identify different types of settlements, commenting on the physical and human features of each. They will be able to compare how settlements looked in the past with how they look in the present day. They will investigate land-use patterns and understand how and why some of these aspects have changed over time, comparing local settlements with another part of the world.</p> <p>Fieldwork opportunities will be used to gain a deeper understanding of our local area.</p>   | <p style="text-align: center;"><b>Physical Education</b></p> <p><b><u>Invasion Games</u></b><br/>Basketball - Pupils will recap and refine their dribbling and passing, creating attacking opportunities. They will develop their marking, shooting, defending and attacking skills.</p> <p>Hockey – Pupils will be able to pass, move, dribble, shoot, tackle and block accurately and consistently, switching fluidly between attack and defence as possession changes. Pupils will begin to create and apply tactics that they can then adapt depending on the games situation.</p> <p>Football – Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes. Pupils will begin to create and apply tactics that they can then adapt depending on the situation. Pupils will develop communication skills as they officiate in game based scenarios.</p> <p><b><u>Striking and Fielding</u></b><br/>Cricket - Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams.</p> |

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| Art             | <p><b>Painting</b><br/>Our painting unit focusing on portraits. Pupils will develop painting techniques by looking at the work of other portrait artists and exploring shape, form and colour.</p>   | Design Technology | <p><b>DT</b><br/>Cooking and nutrition unit: Bread. Pupils will develop their growing knowledge of food groups and dietary staples. They will explore functional ingredients, considering how the addition of different ingredients impacts the presentation, taste and texture of foods and how recipes can be adapted to suit different user needs.</p>   |
| Music           | <p><b>Syncopation</b><br/>Pupils will explore the concept of syncopation during this unit exploring this through the following key themes: Pulse, rhythm, melody, listening and appraising, performing, singing and composition. These lessons will be led by Tardis Education.</p> <p>Pupils will also take part in singing lessons with Mr Richardson.</p>   | Events            | <p>Open Zone visit – 14<sup>th</sup> January</p> <p>Library visits – 21<sup>st</sup> January, 18<sup>th</sup> March</p> <p>Durham Wildlife Trust workshops in school – 5<sup>th</sup> and 13<sup>h</sup> March</p> <p>World Book Day celebrations – 7<sup>th</sup> March</p> <p>Book Fair in school – 17<sup>th</sup>-19<sup>th</sup> March</p> <p>Y5/6 Stations of the Cross 21<sup>st</sup> March</p> <p>Parents evenings – 2<sup>nd</sup> and 3<sup>rd</sup> April</p> <p>Holy Week Mass – 10<sup>th</sup> April</p> |
| Key information | <p>Ideally the children will read at least 1 book each week this term and complete the accompanying quiz. To ensure our library has a good selection for the children to choose from, please ensure books are returned to school after they have been read.</p> <p>Please encourage children to learn and revise spellings, times tables and mental arithmetic for their weekly tests. Please check the children have everything they need for school i.e. P.E. kit, water bottles, and that they complete their homework on time.</p> <p>PE kit is needed on a Monday and a Friday. Mental maths and spelling tests are every Friday and homework will be given out on a Friday to be completed by the following Friday please.</p> <p>Thank you,<br/>Mrs Usher</p> |                   |   |