**Natural Resources**

## In English writing, we will be…

* Practicing our writing skills by:
* Adapting and innovating stories with a moral message or lesson.
* Using graphic novels to convey a message and adapting it to suit a specific audience.
* Explanation writing in and alongside our Geography topic.
* ALL – Using a wide range of clause structures, sometimes varying their position within the sentence.
* Y5 – Using the perfect form of verbs to mark relationships of time and cause.
* Y6 – Independently using the active, passive and subjunctive forms in our writing. Incorporating dialogue to convey mood, action and character interaction.

In our reading, we will be…

* Exploring and analysing a range of stories with a moral message.
* Examining and evaluating the features of explanation texts.
* Considering the layout, language and grammatical features used in graphic novels.
* Using the different ‘Reading Roles’ to help us answer comprehension questions.

## In our ‘English Grammar, Punctuation and Spelling’, we will be…

* Reviewing our previous learning including word classes.
* Y5 learning how to apply the able, ible, ibly and ably suffixes
* Y6 words containing: ph, phy, ps, psy, rh.
* Practicing Y5/6 spelling words: cemetery, necessary, nuisance, sacrifice, hindrance, prejudice

In Mathematics, we will be…

* **Place Value:**  reinforcing our knowledge of addition and subtraction with whole numbers and fractions. Using our estimation skills with all four operations and making choices based on the most efficient method.
* **Y5 -** Using all four operations to solve problems involving measure using decimal notation, including scaling.
* **Y6 -** Using simple formulae. Recognising when it is possible to use formulae for area and volume of shapes.
* **Geometry:** **Y5** - Identifying 3-D shapes, including cubes and other cuboids, from 2-D representations.

**Y6** - Describing positions on the full coordinate grid (all four quadrants). Drawing and translating simple shapes on a coordinate plane and reflecting them in the axes.

* **Measurement:**

**Y5** – identifying and understanding the differences between imperial and metric measurements and how to convert between them.

**Y6** – Solving problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

In Geography, we will be…

* Exploring our natural resources – answering these questions: what are they, where are they found, why are they important? Identifying those that are renewable and non-renewable and the impact we have on these now and in the future. Exploring how global food production effects our environment and the use of economic minerals.

## In PSHCE, we will be…

* Understanding the theme of the ‘money’ to know about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer.

## In French, we will be…

## Learning how to say where we’re going and what there is there.

## In Music, we will be…

* Reading simple melodies in treble clef on the recorder.
* Rehearsing and performing simple tunes in a recorder ensemble with accuracy, fluency, control and expression.

## In RE, we will be…

* Investigating the concept of salvation in Christianity through answering the question, ‘What Difference Does The Resurrection Make?’.

## In PE, we will be…

* Developing a Creative Dance based on Natural Resources.
* Working on our problem solving and team work skills through a range of activities and challenges which will also develop our map reading and orienteering skills.

## In Computing, we will be…

* Using Spreadsheets to calculate and budget.

## In Art and Design, we will be…

* Exploring the Art of Andy Goldsworthy.
* Creating our own sculptures linked to nature.

This term’s vocabulary will be…

**natural resources, renewable, non-renewable, production, transport, environment, impact, affect, effect, population, minerals,**