

What's That Noise?



four operations to solve problems regarding scaling, perimeter and area of 2D shapes.

- **Measure – length, mass and capacity:** Converting between units of mass and capacity (g, kg, l and ml) Y5 – incl. measure and compare, using knowledge of place value and reasoning.

In Science, we will be...

- **Y4** – Learning about sound: explaining how sounds are produced, move and travel through materials and into our ears. Finding patterns and developing fair tests.
- **Y5** - Learning about animals including humans: exploring how different animals mature at different rates and live to different ages. Describing the changes as humans develop from birth to old age.

In Art and DT, we will be...

- Reviewing and consolidating our knowledge of electrical systems.
- Designing, making and evaluating a burglar alarm.

In PSHCE, we will be...

- Relationships – how to have positive relationships and what they should like like/how to manage issues/who we can go to for help.
- **Y5** - Completing our unit on Sex and Relationships as detailed in information sent out last term.

In French, we will be...

- Learning the vocabulary for parts of the human body and how to describe them in context.

In Music, we will be...

- Focusing on the musical elements of pitch and texture.
- Learning songs in preparation for the Upper School Play.

In RE, we will be...

- Understanding the concept of Ahimsa – The Hindu way of Life: its key principles and exploring what this means to Hindus in context.

In PE, we will be...

- Rounders – striking and fielding a ball with increasing accuracy.
- Athletics – using running, jumping, throwing and catching in isolation and in combination to develop flexibility, strength, technique, control and balance.

In Computing, we will be...

- Using our animation skills to create digital, visual biographies of inventors.
- Investigating how computer hardware and software can be used to record, monitor and evaluate sound.

This term's vocabulary will be...

Science – foetus, baby, toddler, child, teenager, adolescence, adult, old age, development, growth, human, infancy, childhood, adulthood, adolescence, prenatal, life cycle, life expectancy.

In English writing, we will be...

- Writing letters and balanced arguments based on our reading driver: The Midnight Fox.
- Writing biographies about exciting inventors.
- Practising our writing skills by:
 - Using appropriate levels of formality in different writing genres.
 - Using persuasive language to steer our reader to a particular point of view.
 - Using emotive language and opinions to convey a characters experiences; writing about the same events from a range of perspectives.
 - **ALL** - Using a wide range of clause structures and punctuation for effect and to demonstrate facts, opinions and conclusions in a balanced argument.
 - **Y4** – Extending sentences with more than one clause by using a wider range of conjunctions.
 - **Y5** - Using commas for clarity. Consolidating our use of devices to create cohesion across our writing.

In our reading, we will be...

- Reading the texts 'The Midnight Fox' and a range of biographies as our writing drivers. Making notes of character actions, motives, dialogue and emotions to inform our writing from a range of perspectives.
- Comparing the vocabulary, description, dialogue and narration in a variety of non-fiction writing.
- Discussing and comparing first person writing in the form of letters and examining the formality, purpose and the use of active and passive voice.
- 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.
- **Y4** adverbials of frequency, possibility and manner, silent letters, contractions, and word families.
- Practising **Y3/4** spelling words: **occasion(ally), perhaps, arrive, library.**
- **Y5** use of the hyphen, apostrophe and linking word families.
- Practising **Y5/6** spelling words: **interrupt, lightning, opportunity, programme, queue, recognise, restaurant, signature, stomach, suggest, temperature, twelfth, variety, vegetable.**

In Mathematics, we will be...

- **Place Value:** linear patterns forwards and backwards (Y5 – including fractions/negative numbers).
- **Calculations:** using multiplicative facts and related facts. Addition and subtraction – focus on reasoning and multiple representations. Y4 – formal methods, Y5 – multi-step problems.
- **Fractions:** using the multiplicative relationship to identify equivalent fractions; Y5 – links to division; converting between common fractions, decimals and percentages as simple problems in all 3.
- **Geometry:** consolidating our knowledge of 2D and 3D shapes and their properties. Y5 - including calculating volume. Use of