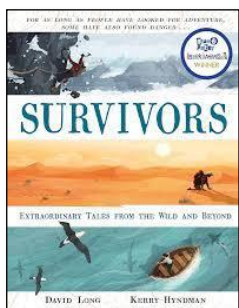


Alpine Adventures



In English writing, we will be...

- Writing leaflets and travel guides based around our Alpine Adventures topic.
- Writing our own adventure stories based around real-life experiences taken from the texts in 'Survivors'.
- 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 figurative language to develop settings and characters; writing about the same events from a range of perspectives.
 - **ALL** - Using a wide range of clause structures and punctuation for effect and to create mood and tension.
 - **Y5** - Using commas for clarity. Using a range of devices to create cohesion across our writing.

In our reading, we will be...

- Reading the texts 'Survivors' and 'Heroes' as our writing drivers. Making notes of character actions, dialogue and emotions to develop our own well-rounded characters and narratives.
- Comparing the vocabulary, description, dialogue and narration in a variety of non-fiction writing.
- Discussing and comparing persuasive writing in the form of travel brochures and information texts to evaluate its effectiveness on the reader.
- 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** – learning how to apply the suffixes –ar and –er; as well as suffix –ous and all variations according to the root word.
- Practising **Y3/4** spelling words: **calendar, grammar, peculiar, popular, consider, particular, regular, remember, quarter, various, famous.**
- **Y5** – learning how to apply the prefixes un-, de-, dis- and mis-.
- Practising **Y5/6** spelling words: **accommodate, appreciate, exaggerate, criticise (critic + ise), desperate, environment, equip (-ped, -ment, government, parliament).**

In Mathematics, we will be...

- **Place Value:** patterns, partitioning and rounding.
- **Calculations:**
 - Y4** – developing fluency in addition and subtraction using four digit numbers. Recalling multiplications and division facts up to 12x12.
 - Y5** – developing division strategies, using the idea of division as the inverse of multiplication to enable pupils to reason about multi-step solutions and interpret remainders in context.
- **Fractions:** (links to division) converting between equivalents **Y5** - between proper and improper fractions, using bar models.

- **Geometry:** Identifying acute and obtuse angles. **Y5** – drawing given angles and using an angle measurer accurately. Using angles to reason about regular and irregular polygons. Finding missing angles around a point and on a straight line.
- **Measure – length, mass and capacity:** measuring, comparing and converting **Y5** – between units of length using knowledge of PV and reasoning (km, m, cm and mm) using practical contexts.

In Science, we will be...

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Giving reasons for classifying plants and animals based on specific characteristics.

In Geography, we will be...

- Identifying geographical features of the Alps on a range of maps.
- Comparing physical and human features of the Alps and the UK.

In Art and DT, we will be...

- Exploring a range of textile techniques/purposes including weaving, stitching and tapestry through exploration of existing pieces, a trip to Whitchurch Silk Mill and practicing a range of stitches to plan and complete our own stitched tile piece.

In PSHE, we will be...

- Thinking about the future and the wider world of work: visitor in school to discuss school life, further studies and career paths.
- Relationships – what stereotypes are; why they can be limiting and how to challenge them.

In French, we will be...

- Learning how to develop our conversation about 'my house', using vocabulary for household items, routines and usage.

In Music, we will be...

- Focusing on the musical elements of pitch and texture.
- Learning songs in preparation for the Upper School Play.
- Listening to, learning and creating our own songs.

In RE, we will be...

- Understanding the concept of God within Christianity – exploring what God means to different groups of people, how they represent God and its symbolism within their faith.

In PE, we will be...

- Cricket – 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...

- Understanding why and how spreadsheets are useful. Creating and using spreadsheets to track data and calculate.

This term's vocabulary will be...

Science – classification, kingdom, phylum, class, order, family, genus, species, Linnaeus, similarities, differences, group, observations, support, refute.