

<p style="text-align: center;"><u>English</u></p> <p>Class novel – The Boy in the Striped Pyjamas</p> <p>Children will read the novel as a class and write a diary entry and a letter as characters from the book bringing together all the elements we have practised in class.</p> <p>Debate</p> <p>Children will consider the question of whether CCTV cameras should or should not be installed in all classrooms in the UK. They will learn how to listen to others' points of view with respect and form a balanced argument to offer both points of view</p>	<p style="text-align: center;"><u>Maths</u></p> <p>Measurement</p> <p>Children read, write and recognise all metric measures for length, mass and capacity. They may need to be reminded the difference between capacity (the amount an object can contain) and volume (the amount actually in an object). They develop their estimation skills in context and decide when it is appropriate to use different metric units of measure.</p> <p>Area and Perimeter</p> <p>Much of this block is new learning where children build on their knowledge of area and perimeter to explore the area of a triangles and parallelograms.</p>		<p style="text-align: center;"><u>Science</u></p> <p>Electricity</p> <p>Children will learn how and why static electricity occurs and be able to describe the functions of each component of a circuit. They will design their own circuits and work systematically to identify the effect that changing one component at a time will have on a circuit.</p>	<p style="text-align: center;"><u>Computing</u></p> <p>Big Data 2</p> <p>Children will learn the difference between mobile data and WiFi and how data is transferred. They will use their understanding of big data to design their own smart school.</p>	<p style="text-align: center;"><u>Geography</u></p> <p>The UK</p> <p>Children draw upon their knowledge of the UK and how places have evolved to identify and describe the main physical and human features of the UK and begin to appreciate similarities and differences in people's views of the UK. Through fieldwork, children describe and begin to explain some of the impacts of international influences on the locality and look at migration.</p>
<p style="text-align: center;"><u>Music</u></p> <p>Music and me!</p> <p>This unit focuses on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative Both Sides Now. Children can build up their experience by writing their own music. Throughout this series, the children will explore the concept of 'identity' – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences. They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.</p>	<p style="text-align: center;"><u>Art</u></p> <p>Still life</p> <p>In this topic, pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They use charcoal, erasers and paint to depict their chosen composition of special objects before using them to construct a memory box to showcase their work.</p>	<p style="text-align: center;"><u>Spanish</u></p> <p>Café culture & restaurants</p> <p>In these lessons children will use transactional language to order a meal and issue instructions to make a snack. This unit will focus on consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud.</p>	<p style="text-align: center;"><u>RE</u></p> <p>What matters most to Christians and to Humanists?</p> <p>This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. If it is pupils' first encounter with Humanism, then teaching will need to secure their understanding of what a nonreligious way of life means, both similar to and different from Christianity.</p>	<p style="text-align: center;"><u>PE</u></p> <p>Health related fitness</p> <p><u>Games</u></p> <p>Cricket</p>	<p style="text-align: center;"><u>Citizenship/PHSE</u></p> <p>Challenging stereotypes / knife crime</p> <p>In these lessons pupils will develop an understanding of the term 'stereotype', identify examples of stereotypical opinions and how to challenge these. These lessons explore knife crime in the news and tries to put frightening headlines into perspective. It also explains what the law says about carrying knives and gives tips on how children can keep themselves, and others, safe and stand up to peer pressure.</p>

