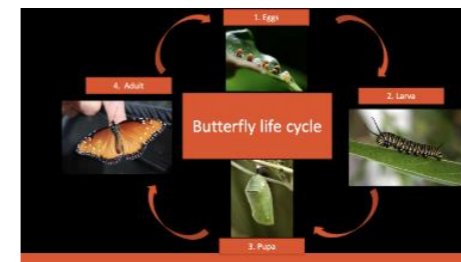
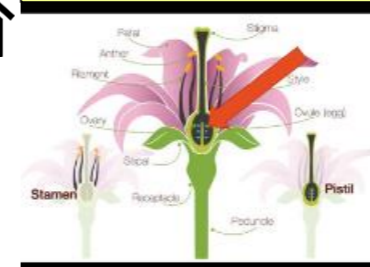




Can you draw a life-cycle of a butterfly?



How does the life cycle of a plant happen?



Forces

Do you know who Sir Isaac Newton was?



Science: Living things and their habitats

Key Skills/knowledge:

- Describe the difference in life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animal

Key Vocabulary: reproduction, sexual reproduction, sperm, egg, live young, metamorphosis, gestation, runners, bulbs, cuttings, plantlets

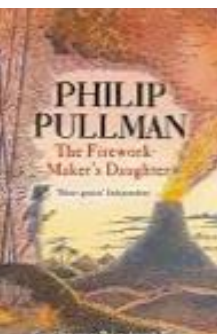
Science: Forces

Key Skills/knowledge:

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Key Vocabulary: weight, mass, air resistance, water resistance, streamlined, aerodynamic, drag, gravity, push, pull, friction, up thrust

Key book this term:



Cross-curricular links

PSHE – learning about citizenship, families, racism, writing using imagery.

Guided Reading: Firework Maker's Daughter

Key Skills/knowledge:

- Retrieve – summarising, recording and presenting information
- Interpret – questioning, inferences, predicting and comparisons
- Choice – language and structure and reading for range and purposes
- Perform – performing poems and playscripts to read aloud
- Viewpoint – Identify themes and justify views.
- Review – Discussing books, recommending books and giving reasons for choices.

Key Vocabulary: smuggle, streamed, tarpaulin, marquee, apprenticeship, frivolous, bestow, pummelled, grotto,

Computing: A selection in physical computing

Key Skills/knowledge:

- Use physical computing to explore concept through the use of micro-bits
- Learn to control the flow of actions in a program
- Learn repetition and conditions to control flow of actions
- Design and make a fairground carousel

Key Vocabulary: networks, microcontroller, components, conditions, repetition, selection, flow, program

History: The Maya Civilisation – Would the Vikings do anything for money?

Key Skills/knowledge:

In this unit, the children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable.

Key Vocabulary: Religious, social, economic, cultural, political, pyramid, temple, evidence, reconstruction, archaeology, nobles, glyphs, astronomy, timeline, climate change, conquer, decline, codex, pagan, scribe.

French
En ville

Learning about places in the city and directions on how to get there.

Geography trip to the local farm shop to see where their stuff comes from

History – Create a codex in the Maya style

Geography – Big finish! To research and write a fact file on an item imported into this country.

Geography: Journeys – Trade: Where does our stuff come from?

Key Skills/knowledge:

- Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Use maps, atlases, globes and computer mapping to locate countries and describe features studied.

Vocabulary: continents and relevant regions, import, export, trade, raw materials, man-made

Geography cross-curricular links

English – Writing a fact file on an item being imported to the UK.

Science – learning about the seasons.

Art and design – drawings for the fact file.

History cross-curricular links

Art – Creating a codex

Geography – impact of changes to a climate on a society
R.E. Exploring different aspects of what people believed in.

Science: Why materials were selected for certain jobs and the impact of technology in other societies.

D.T. Design and make a Viking Long Ship



What is a codex?



Can you find what these vocabulary words mean?



PSHE/RSE:

Jigsaw: Relationships: Learning how to build positive relationships

Recognising me, safety with online communities, being in an online community, gaming, my relationship with gaming, my relationship staying safe and happy online.

Jigsaw: Changing me:

Self esteem and body image, puberty in girls, puberty in boys, conception and looking ahead.

Physical Education: Athletics

- Identify their reaction times when performing a sprint start.
- Accelerate from a variety of different starting positions.
- Perform a fling throw & throw a variety of implements using a range of throwing techniques. • Measure and record the distance of their throws.
- Explain why they have used particular skills or techniques, and the effect they have had on their performance.

R.E. – visit to the Kirton Church to learn about the Eucharist

Religious Education:: Islam What does the Qur'an reveal to Muslims about Allah and his guidance?

- Key Skills/knowledge:**
- Know how Muslims show respect for the Qur'an.
 - Retell the story of how the Qur'an was revealed to Mohammed
 - Show how Muslims express the idea of reveal and revelation

Key Vocabulary: Reveal, revelation, Qur'an, Muslim, Islam, Muhammed, Allah, Arabic, Cave Hira, Jibreel, Al Fatimah, mosque, surahs, madrassah, Hafiz

Religious Education: Christianity – What is the great significance of the Eucharist for Christians?

- Key Skills/knowledge:**
- Be able to explain the last Passover feast that Jesus had with his disciples, known as the Lord's Supper.
- Key Vocabulary:** Passover, Exodus, Moses, parables, saviour, followers, Eucharist, sacrifice, forgiveness, Lord's Supper

Mathematics

Statistics

- Draw line graphs and read and interpret graphs
- Read and interpret tables
- Two way tables
- Read and interpret tables

Shape

- Understand and use degrees
- Classify and estimate angles
- Measure and draw angles accurately
- Calculate angles around a point and on a straight line
- Lengths and angles on a straight line
- Lengths and angles in shapes
- Regular and irregular polygons
- 3-D shapes

Position and direction

- Read and plot coordinates and problem solving
- Translation with coordinates
- Lines of symmetry
- Reflection of horizontal and vertical lines

Decimals

- Add, subtract and understand decimal sequences
- Multiply and divide by 10, 100 and 1,000
- Multiply and divide decimals

Mathematics

Negative numbers

- Understand negative numbers, count through zero in ones and in multiples
- Compare and order negative numbers

Converting units

- Kilograms and kilometres, millimetres and millilitres
- Convert units of length from imperial nd metric
- Calculate units of time and with timetables
- Two-way tables
- Read and interpret tables

Volume

- Cubic centimetres
- Compare and estimate volume
- Estimate capacity

Art – Collage

Outcome: Develop the use of simple geometric shapes in response to the work of an artist.
Key Vocabulary: collage, materials, layering, overworking, brush colour, direct observation, natural objects, tones, textures, patterns, symbols, represent, modify

Design Technology – Design and make a chocolate bar

Outcome: To research, design, plan and make a chocolate bar



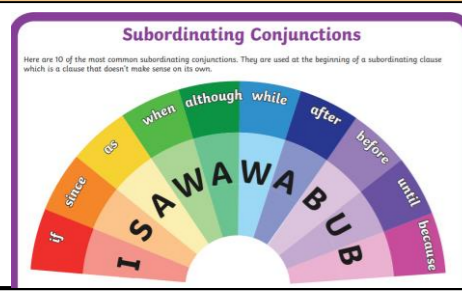
Music – Guitars

Key Skills/knowledge:

- Care and preparation including awareness of the need for tuning.
- Posture and instrument hold for good tone
- Play open strings, changing between strings
- Play fretted notes and simple related chords
- Play the correct open/fretted string for a named note/ chord
- Play a range of open string/chordal pieces from a range of notations.

Key Vocabulary: Frets, strum, pulse, rhythm, pitch, ostinato, treble clef, beats, crotchet, quaver, minim, semi breve, counts.

Subordinating Conjunctions



Subordinating Conjunctions

After	Once	Until
Although	Provided that	When
As	Rather than	Whenever
Because	Since	Where
Before	So that	Whereas
Even if	Than	Wherever
Even though	That	Whether
If	Though	While
In order to	Unless	Why

Modal adverbs

- definitely absolutely surely crucially
- importantly certainly
- totally really utterly clearly
- obviously possibly probably
- perhaps maybe

Coordinating conjunctions
FANBOYS



English – Writing

Formal letter writing– write a formal letter to apply for a job at our school. Learn the layout and structure of letter writing. Use the following grammar skills: Formality, paragraphing, third person, persuasive language, conjunctions,

Balanced argument– Write a balanced argument to demonstrate whether we should bother to save an endangered species by representing both sides of an argument. Use of the following grammar skills: oppositional and additional conjunctions, modal verbs, modal adverbs, emotive language, formal tone.



The amur leopard is on the brink of extinction

SPAG – using and understanding the terms

Expanded noun phrase – one of more adjectives and a noun to provide more information.
 Figurative language – simile, (sharp **like** knives) metaphors (the sea **is** glass) and personification (the tree **reached** into the night sky) to help the reader picture the scene in their mind.
 Coordinating conjunctions (FANBOYS)– to connect words or phrases together – and, so, for, nor, yer, but.
 Subordinating conjunctions – to connect a main clause to a subordinate clause to make a complex sentence – although, because, unless, even though, whereas, etc.
 The crocodile was walking along the river **whilst** savagely gnashing its teeth.
 Relative clauses – a subordinate clause that begins with the relative pronouns who, whom, that, which, whose, whomever and whoever.
 Steve Irwin, who was known to be fearless, was a well-known naturalist and television presenter.
 Third person – use of third person pronouns such as he, she, they, them.
 Modal verbs – verbs that indicate degrees of possibility – might, might not, could, could not, should, etc.
 There **might** be a crocodile in the lake.
 Modal adverbs – adverbs that indicate degrees of possibility – perhaps, surely, crucially, immediately, etc.
 She considered for a moment that **perhaps** she was wrong.