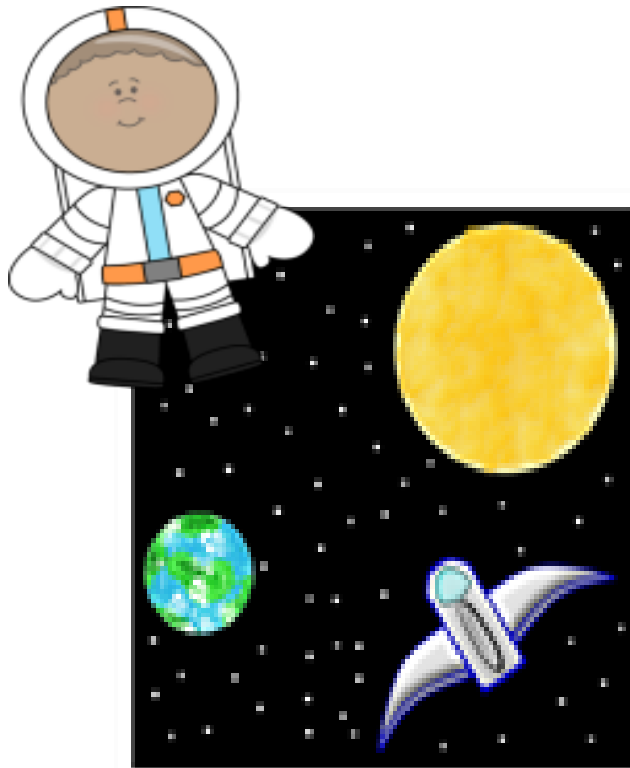


The Earth and Beyond



Writing

Learning

- To complete a variety on demonstration writing lessons to write effective sentences for a narrative.
- To use a plot point story map to plan my own story.
- To plan, draft and edit a narrative based on the characters in Cosmic by Frank Cottrell-Boyce.
- To plan, draft and edit a non-fiction text based on our Space topic, using independent research to support.
- To plan, draft and edit a poem based on The Sound Collector by Roger McGough.

Outcome

Pupils will write a 5 plot point narrative based on 'Cosmic' by Frank Cottrell-Boyce. Pupils will write a non-chronological report based on Space travel and exploration, with a focus on Women in space.

In their writing children will include specific writing techniques and vocabulary to enhance the text. Children will write a Space themed poem following the structure of The Sound Collector.

Key Vocabulary

Narrative, past tense, simile, inner thought, dialogue, prefixes, alliteration, fronted adverbials, metaphor, onomatopoeia, paragraphs.
Non-chronological report, bullet points, research, notes, subheadings, facts, statistics subordinating conjunctions, rhetorical question brackets, paragraphs, introduction.
Poem, rhyme, verses, lines, onomatopoeia alliteration, recite, perform, intonation.

Reading

Learning

- To infer character feelings and different perspectives.
- To explain findings, using evidence from the text.
- To make predictions using knowledge of the text so far.
- To make comparisons across the text and explain these.
- To explore vocabulary used in the text and to develop own vocabulary when explaining own ideas.

Outcome

This half term we will reading Wonder by R.J Palacio.

The pupils will be making predictions, answering comprehension questions, discussing key vocabulary and summarising parts of the story. They will be describing a character's personality and appearance and considering a yes/no dilemma for the central character. They will be thinking about how different characters might be feeling and their emotional needs at different points within the story. They will be considering different character's perspectives and making comparisons across the text.

Key Vocabulary

Comparisons, bittersweet, euphoric, mayhem, extraordinary, evidence, appearance, typical, impression, summarise, annotate, emotions, incident, perspective, sympathetic, interpretation, deformed, anomaly, hysterical, sarcastic, craniofacial difference, DNA, difference, diversity.

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Computing

Learning

- To explain that computers can be connected together to form systems
- To recognise the role of computer systems in our lives
- To identify how to use a search engine
- To describe how search engines select results
- To explain how search results are ranked
- To recognise why the order of results is important, and to whom

Outcome

Pupils will develop their understanding of computer systems and how information is transferred between systems and devices. They will consider small-scale systems as well as large-scale systems, explaining the input, output, and process aspects of a variety of different real-world systems. Pupils will discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.

Key Vocabulary

System, connection, digital, input, process, output, search engine, refine, index, crawler, bot, ordering, ranking, links, algorithm, search engine optimisation (SEO), searching, web crawler, content creator, selection, ranking

PSHE

Learning

- To understand what our identity is and means
- To explore the concept of “identity”
- To understand the different parts of our own identity
- To research the term “stereotypes”
- To challenge stereotypes and learn why this is important
- To recognise that we are unique but equal in various ways

Outcome

Pupils will learn to recognise that everyone should be treated equally and why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. They will be able to explain what discrimination means and what different types of discrimination e.g. racism, sexism, homophobia looks like, and learn ways to safely challenge discrimination.

Key Vocabulary

Stereotype, typical, discriminate, behaviour, characteristics, assumptions, respect, mutual (two way), diversity (gender, disability, faith, belief, ethnicity), environment, community, national, regional, custom, culture, ethnic, discrimination, influence, prejudice

French

Learning

- To introduce the aim of the unit: *As tu un animal? (Do you have a pet?)* and learn the eight nouns and matching gender articles for the different pets
- To consolidate the new “pets” vocabulary and the use of “*J’ai...*” (“*I have...*”) plus a pet, and look at the connective “*et*” (“*and*”).
- To extend our French knowledge learning the phrase “*que s’appelle...*” (“*that is called...*”) and how to use the phrase “*je n’ai pas de / d’...*”
- To link all the learned phrases together and be introduced to the connective “*mais*” (“*but*”)

Outcome

Pupils will know the nouns and indefinite articles for 8 common pets; be able to ask somebody if they have a pet and give an answer back; say in French what pet we have/do not have and give our pet’s name; start to use the simple connectives *et* (and) and *mais* (but) to make more complex and interesting sentences.

Key Vocabulary

revisiting personal details (names/ age/where we live) and the high frequency verbs *j’ai*, *je suis* and *j’habite*. 8 nouns and indefinite articles for common pets and how to ask and answer the question *As-tu un animal?* using the structure *qui s’appelle* and the two connectives *et* (and) and *mais* (but).

RE

Learning

- To know that Christians believe God is both holy and loving,
- To understand that Christians have to balance ideas of God being angered by sin and injustice but is also loving, forgiving, and full of grace
- To explore the idea that Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.
- To discuss how Christians believe getting to know God is like getting to know a person rather than learning information.

Outcome

Pupils will identify some different types of biblical texts, using technical terms accurately. They will explain connections between biblical texts and Christian ideas of God, using theological terms. Pupils will make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.

Pupils will show how Christians put their beliefs into practice in worship. They will weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing in the world today, developing insights of their own.

Key Vocabulary

Loving, forgiving, holy, eternal, omniscient, omnipotent, cathedral, reconciliation

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Maths

Learning

Number – place value

- To read, write, order and compare numbers to at least 1000000 and determine the value of each digit
- To count forwards or backwards in steps of powers of 10 for any given number up to 1000000
- To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero
- To round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000
- To read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number – Addition and Subtraction

- To add and subtract numbers mentally with increasingly large numbers
- To add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- To solve addition and subtraction multi- step problems in contexts deciding which operations and methods to use and why.

Outcome

Pupils will revise/recap/consolidate learning from yr4 and then: solve number problems and practical problems that involve all of the above and complete a range of investigations linked to addition and subtraction.

Key Vocabulary

Negative, digit, round, million, place value holder, Roman numeral, compare, order, powers of..., sequence, greater than, less than, equal to, exchange, digit, column method, add, subtract, exchange, whole numbers, estimate, approximate, multi-step, inverse, altogether, all, in all, together, total, increase, increased by, more than, greater than, take away, fewer than, less than, decreased by, thousands, hundreds, tens, ones, place value, similarities, differences

Science

Learning

- To understand the relationship of the Sun, Earth and Moon
- To explain day / night
- To Investigate of the position of the Sun during the day
- To understand the moon's orbit
- To understand the phases of the Moon and how it affects the tides of the sea (including a beach trip to investigate).

Outcome

Pupils will be able to describe the movement of the Earth, and other planets, relative to the Sun in the solarsystem; describe the movement of the Moon relative to the Earth; describe the Sun, Earth and Moon as approximately spherical bodies; use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Key Vocabulary

Axis, rotation, day, night, phases of the Moon, star, constellation, gravity.

P.E

Learning

- To understand the types of shots in Badminton and Table tennis
- To practice serving in Badminton and Table tennis
- To practice offensive and defensive stances/positions in Badminton and table tennis
- To know and be aware of the court in badminton and the table itself in Table Tennis.

Outcome

Pupils will be able to describe and demonstrate the way our bodies move when participating in different shots in Badminton and Table Tennis. To also be able to serve with accuracy and precision. Additionally be able to play in offensive and defensive positions whilst being aware of the rules that come with the sports.

Key Vocabulary

Forehand, Backhand, Racket, Paddle, Ping Pong Ball, Shuttlecock, Net, Lines, Serving, Singles/Doubles, Rally.

Games

Learning

- To be able to talk about the importance of keeping possession in netball
- To practice different types of passing (chest, bounce, shoulder etc.)
- To practice effective footwork and positioning
- To know and be aware of the court and different positions involved in netball
- To apply all of above into game scenarios

Outcome

Pupils will be able to describe and demonstrate the way our bodies move when participating in Netball. To also be able to pass in different ways (shoulder, bounce chest etc.). Additionally be able to play in offensive and defensive positions whilst being aware of the rules that come with Netball.

Key Vocabulary

Pivot, Defend, Attack, Coordinate, Possession.

Art

Learning

- That when designers work with fonts and layout it is called Typography.
- That we can use the way words look to help us communicate ideas and emotions.
- That we can create our own typography and combine it with other visual elements to make artwork

Outcome

Pupils will explore how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.

Artist and Key Vocabulary

Louise Fili, Grayson Perry, Paula Scher, Chris Kenny.

Typography, visual map, legible, pictorial representation, typeface.