



### English

As **writers** we are learning to write to persuade (one-sided arguments and persuasive speech) and to recount (news articles/diaries/letters). This means that we are going to be exploring lots of text types which present these genres in different ways. We will be writing persuasive arguments linked to climate change and global warming.

In **spelling and grammar** we will use modal verbs and construct complex sentences, whilst in spelling we will focus on silent letters and -ible/-able suffixes.

As **readers**, we are reading *Kick* as a class.

During guided reading, we will be using extracts from the following texts:

[How to make a human out of soup](#)

[RSPCA Blog](#)

Through these texts we are focussing on developing **inference and summary** skills, as well as **explaining an author's use of vocabulary**. You can help by asking your child lots of questions when listening to them read.

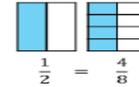
### Maths

As **mathematicians** we are learning to...

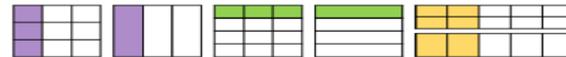
Understand fractions.

We do this by using bar model representations...

Take two pieces of paper the same size. Fold one piece into two equal pieces. Fold the other into eight equal pieces. What equivalent fractions can you find?



Use the models to write equivalent fractions.



Eva uses the models and her multiplication and division skills to find equivalent fractions.



In our **core skills** sessions we will be using 'Fluent in Five' to improve our recall of important number facts and calculations.

A. $294 + 70 =$	B. $4,697 + 2,534 =$
C. $3 \times 8 =$	D. $564 \times 8 =$
E. $80 \times 5 =$	

### Science

As **scientists**, we are learning how humans have evolved.

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.



## History

As **Historians** we are learning about advanced ancient civilizations.

Through our exploration of key historical enquiries, we will...

- Understand the achievements of the earliest civilizations
- Study a non-European society that provides contrasts with British history.

We will develop our **historical skills** by using several sources of information to ensure accuracy of research

## Physical Education

As **sports people** we are learning ...

- Dance
  - Combining sequences of moves
- Football
  - Passing & Striking
  - Accuracy & Power

## Personal, Social, Health and Economic

In **PSHE** we are learning about ... Happy and Healthy Me.

Understanding how I can achieve good physical and mental wellbeing.

## Design and Technology

As **designers** we are learning how to:

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Refine work and techniques as work progresses, continually evaluating the product design.

## Music

As **musicians** we are learning ... all about 'timbre'.

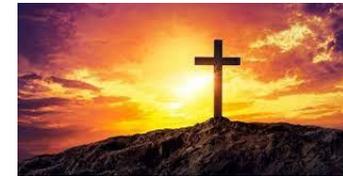
Throughout the unit, we will learn how to...

- To classify instruments
- To imitate world percussion
- To enhance a performance using sound
- To understand the role of percussion in programmatic music

## Religious Education

As **theologians** we are learning to ...

- Identify features of Gospel texts (for example, teachings, parable, narrative).
- Relate biblical ideas, teachings or beliefs to the issues, problems and opportunities of their own lives and the life of their own community in the world today.



## Collective Worship

In our **worship** this half-term we are focussing on the value of perseverance. We will be reflecting upon how we can embrace struggle and understand the journey is as important as the answer.



*Opening doors with learning, faith and care.*