



Oak Class

Term 4



The information below gives an outline of what the children will be learning this term. Physical Education will be held on a Thursday and Friday this half term, so please ensure that full kits - including a spare pair of shoes - are in school on those days.

Maths

Decimals

- Round decimals
- Add and subtract decimals
- Multiply and divide (10, 100, 1000)
- Multiply and divide (integers)

Fractions, decimals and percentages

- Decimal and fraction equivalents
- Fractions to percentages
- Percentage of an amount

Area, perimeter and volume

- Area and perimeter of 2-dimensional shapes
- Area of any triangle
- Volume of cuboids

Statistics

- Line graphs
- Pie charts with percentages
- The mean.

English

Spelling

- Words ending in -able
- Words ending in -ible
- Words ending in -ably

- Words ending in -ibly
- Year 5/6 statutory spelling words
- Revision of words taught previously

Writing

draft and write by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Building cohesion within a paragraph.
- Linking ideas across paragraphs using adverbials of time or number.

evaluate and edit by:

- Assessing the effectiveness of their own and others' writing.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the consistent and correct use of tense throughout a piece of writing.

Reading

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Recommending books that they have read to their peers, giving reasons for their choices.
- Learning a wider range of poetry by heart.

understand both the books that they can already read accurately and fluently and those that they listen to by:

- Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Predicting what might happen from details stated and implied.

Computing - Blogging

I will be improving my knowledge by learning:

- Identifying the purpose of writing a blog.
- Analysing the features of successful blog writing.
- How to plan the theme and content for a blog post.
- The consideration of the effect upon the audience for changing the visual properties of the blog.
- How to contribute to an existing blog.
- To peer-assess blogs against the agreed success criteria.

History - Wars & Battles from 1066-Present Day.

I will be improving my knowledge by learning:

- To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Significant Battles and Wars from 1066 to present.
- To identify trends in different periods of history; make connections and comparisons, to improve historical perspective.
- To use vocabulary in context and understand the terms relating to different types of history (e.g. cultural, economic, political, religious and social)
- To carry out case studies into: Napoleonic Wars; Boer Wars; Battle of the Somme; the Dunkirk Evacuation; the Falklands War.
- To investigate and respond to a complex research question independently, using different evidence to support responses.
- To understand the methods of historical enquiry including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history, and between short and long term timescales.

Geography – Comparative Study of the UK, Europe and North America (Human & Physical Geography)

I will be improving my knowledge by learning:

- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.
- To describe and understand key aspects of: Physical Geography, including climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- To study 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.

Science – Animals including Humans

As a Scientist, I will be improving my scientific knowledge by:

- Identifying and naming the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describing the ways in which nutrients and water are transported within animals, including humans.

As a Scientist, I will be improving my scientific skills by:

- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Art – Depicting Movement through Drawing

I will be improving my knowledge by learning:

- To collect information sketches and resources, and present ideas imaginatively in a sketch book.
- To spot the potential in unexpected results as work progresses.
- To comment on art works with a fluent grasp of visual language.

I will be developing the skills of:

- Using a choice of techniques to depict movement, perspective, shadows and reflection.
- Using lines to represent movement.
- Create original pieces that show a range of influences and style.
- Developing and imaginatively extending ideas from starting points throughout the curriculum.

Music – Film Music

I will be improving my knowledge by learning:

- To read and create notes on the musical stave.
- The purpose of the treble and bass clefs and use them in transcribing compositions.

I will be developing the skills of:

- Creating music which reflects given intentions and uses notation as support for performance.
- Using simple time signatures.
- Choosing from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody.
- Combining a variety of musical devices, including melody, rhythm and chords - thoughtfully select elements for a piece in order to gain a defined effect.

PSHE – Safe Relationships

During this topic, I will learn:

- To compare the features of a healthy and unhealthy friendship.
- About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong.
- Strategies to respond to pressure from friends including online.
- How to assess the risk of different online 'challenges' and 'dares'.

- How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable.
- How to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations.
- About the link between values and behaviour and how to be a positive role model.
- How to discuss issues respectfully.
- How to listen to and respect other points of view.
- How to constructively challenge points of view they disagree with.
- Ways to participate effectively in discussions online and manage conflict or disagreements.

This term our value is Tolerance.

PE – Athletics & Gymnastics

PE lessons this term will be every Thursday and Friday throughout the half term.

French – Ici et là (out and about)

I will be improving my knowledge by learning:

- To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- To understand and use transactional language e.g. in a café.
- To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- To read and understand the main points and some detail from a short written passage.
- To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- To listen attentively to spoken language and show understanding by joining in and responding.
- To engage in conversations, ask and answer questions: express opinions and respond to those of others.
- To speak in sentences using familiar vocabulary, phrases and basic language structures.
- To understand the grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language: how to apply these for instance -to build sentences: and how these are similar or differ to English.