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### Curriculum Areas

<p><b>English:</b></p>  <p>This term, we will be focusing on:</p> <ul style="list-style-type: none"> <li>• Developing and varying atmosphere</li> <li>• Cohesion within and between paragraphs</li> <li>• Developing plot</li> <li>• Layout and organisation</li> <li>• Dialogue to convey character</li> </ul> <p>As this is a shorter term, we will be looking at one text, a non-fiction text called 'The Everyday Journeys of Ordinary Things' by Libby Deutsch and Valpuri Kerttula. The children will be writing a sequential explanation of how a river is formed, linking this to their year 3 Geography unit on Rivers. The children will be developing their cohesion, layout and organisation of their writing.</p> <p>The children will have a taught session of spellings each week and will have time during the week for practising the spellings. The spellings will be sent home as homework and uploaded onto Spelling Shed. Please ensure all worksheets sent home are uploaded to the activity part on Class Dojo.</p>	<p><b>Maths:</b></p>  <p>We will begin the Summer term by continuing with the idea of multiplication by a whole number as scaling, either to compare a larger measure to a smaller measure, or to consider an increase in value of one measure. They will then progress to the idea of multiplication by a unit fraction, either to compare a smaller measure to a larger measure, or to consider a decrease in value of one measure. They will use their understanding that multiplying by a unit fraction is equivalent to dividing by the denominator to link scaling to division.</p> <p>The children will then move onto understanding the concept of volume in a range of contexts. The children will describe the units used to measure volume and explain how to calculate the volume of a cuboid and a cube. Children will explain how to calculate the volume of compound shapes. They will use their knowledge of calculating volume to solve problems in a range of contexts.</p> <p>Towards the end of the term, the children will explain the use of the commutative and associative laws when multiplying three or more numbers. They will be able to apply commutative and associative laws to simplify multiplications. Children will explain the reasons for changing two-factor multiplications to three-factor calculations. At the end of the unit, they will apply the commutative and associative laws to simplify volume calculations and problems in a range of contexts.</p>	<p><b>Science:</b></p>  <p>This term, the children are studying another chemistry unit and are building on their knowledge of what it means to be a chemist. The topic we are looking at is 'Separating and Changing Materials'. They will be able to explain that some materials dissolve in liquid to form a solution, and some do not (using the words soluble and insoluble to describe these differences). They will use their knowledge of solids, liquids and gases from Y4 to decide how mixtures might be separated, including through methods of filtering, sieving or evaporating. The children will also be able to explain that dissolving, mixing and changes of state are reversible changes, whilst some changes that result in the formation of new materials are often non-reversible. The questions we will be exploring over the next term are:</p> <ul style="list-style-type: none"> <li>-How can we separate mixtures?</li> <li>-What happens when we mix solids and liquids?</li> <li>-What makes a difference to how fast sugar or salt dissolves?</li> <li>-How can we clean up contaminated water?</li> <li>-What makes a change non-reversible?</li> <li>-How much gas can be produced by a non-reversible change?</li> </ul>
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<p><b>Geography:</b> </p> <p>Our new 'Opening Worlds' unit of study is about The Amazon. Our thinking will explore the question: <b>In what ways does the geography of South America affect life in the Amazon?</b></p> <p>The children will have an in depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. They will explore the Amazon river's course and characteristics. As well as, the Amazon ecosystem, vegetation, animals and food chains. We will also learn about the ecosystem processes.</p> <p>Children will understand the causes and effects of deforestation and will consider what the future holds for the Amazon rainforest.</p> <p>The geographical skills the children will use are flow diagrams and interpreting satellite photos.</p>	<p><b>History:</b></p> <p>Our new 'Opening Worlds' unit of study is about the Vikings in Britain (2). Our thinking will explore the question: <b>How did the Vikings shape Britain?</b></p> <p>This term the children will be learning about 'Changing Rulers, Changing Worlds.' They will be looking at a case study of Jorvik in 910, told through a fictional story of two Viking children. They will consolidate stories from Norse culture and learn more about Wessex and Mercia from the perspective of the Vikings.</p> <p>The children will gain an understanding on why we must tell differing stories (Vikings &amp; Anglo Saxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (changing interpretations of the period).</p> <p>They will learn about Aethelflaed pressing north into Tamworth, Derby and Leicester. As well as, her closeness to attacking York and uniting the country before her death in 918.</p> <p>Finally, the children will know about Athelstan's coronation, the creation of England and how ultimately the Vikings shaped Britain.</p>	<p><b>Computing:</b> </p> <p>This term, the children are learning about 'Coding'.</p> <p>This unit builds on learning from previous coding units. Children will learn about the importance of simplifying code, as well as how tags, functions and different variable types can be used within a program.</p> <p>The key learning this term:</p> <ul style="list-style-type: none"> <li>• To understand some ways that code can be simplified so that it is easier to read and runs more efficiently.</li> <li>• To program a computer simulation using 2Code.</li> <li>• To know what decomposition and abstraction are in Computer Science.</li> <li>• To understand what a function is and how functions work in code.</li> <li>• To understand what datatypes are and how they are used when coding with variables.</li> <li>• To read code, predict outcomes and identify and fix bugs.</li> </ul>	<p><b>RE:</b> </p> <p>Our new 'Opening Worlds' unit of study is about Buddhist stories and traditions. Our thinking will explore the question: <b>What do Buddhist stories teach Buddhists about enlightenment?</b></p> <p>This term we will be looking at stories on how Buddhism spread and more in depth stories including:</p> <ul style="list-style-type: none"> <li>- Kisa and the mustard seeds</li> <li>- Angulimala</li> <li>- The monkey king</li> </ul> <p>The children will understand the Buddhist teaching about the Four Noble Truths, karma and the Eightfold Path.</p> <p>The children will be learning the Buddhist practices including meditation, Tibetan and prayer flags.</p> <p>Children will explore the similarities and differences between Buddhist and Hindu attitudes towards dharma, samsara and reincarnation (building on previous knowledge from Year 3 and 5 religion).</p> <p>The children will also learn about Buddhism today in the UK, India and Tibet.</p>
<p><b>PE:</b>  </p> <p>Outdoor PE: Athletics Outdoor PE: Orienteering</p>	<p><b>Art/DT:</b> </p> <p>This term, the children will be doing ART. The children will be studying 'Architecture'.</p> <p>This unit explores architecture, guiding children through observational drawing, print making and building design. We will explore architectural elements and analyse the work of Hundertwasser. We will create meaningful monuments,</p>	<p><b>French:</b> </p> <p>This term, the children are continuing to use their knowledge on the verb 'être', beginning to independently describe a range of scenarios using the plural forms of ils/elles/ vous/nous.</p> <p>Using new and previously applied grammar and vocabulary, they will be able to use être and adjectives to</p>	<p><b>PSHE:</b> </p> <p>This term the children will be discussing and thinking about their relationships, the negative and positive consequences and influences that they can have on others and vice versa. They will:</p> <ul style="list-style-type: none"> <li>• Identify their own characteristics and personal qualities</li> </ul>

	<p>enhancing our knowledge of composition, design and art appreciation.</p>	<p>describe physical features of themselves and others. Children will begin to turn a statement in to a question, thinking carefully about intonation and the correct personal pronouns.</p>	<ul style="list-style-type: none"> <li>• Understand that belonging to an online community can have positive and negative consequences</li> <li>• Understand there are rights and responsibilities in an online community or social network</li> <li>• Explain rights and responsibilities when playing a game online</li> <li>• Recognise when they are spending too much screen time on devices</li> <li>• Explain how to stay safe when using technology to communicate with their friends</li> </ul>
<p><b>How I can support my child this term:</b></p> <ul style="list-style-type: none"> <li>• Please use the Learning Partnership Planner to record reading and practice at home.</li> <li>• Message the class teacher on Class Dojo should you have any issues with curriculum, learning, wellbeing or behaviour.</li> <li>• Times Table Rock Stars, Numbots and Spelling Shed.</li> </ul>	  	<p><b>My child's timetable:</b></p> <p>PE Wednesday PE – Athletics (Arena) Thursday PE – Orienteering (Class Teacher)</p>	

**STRIVE for Success**