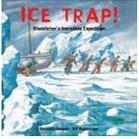
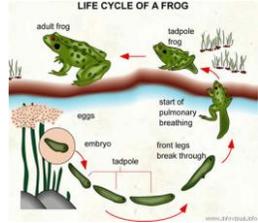


Learning skills that we are practising this half term: Motivation, Organisational skills, Questioning and Communication

<p><b>English</b> <u>Core text: Ice Trap!: Shackleton's Incredible Expedition</u> by: Meredith Hooper &amp; M P Robertson</p> <ul style="list-style-type: none"> <li>- Newspaper reports about extreme weather</li> <li>- Poetry using personification linked to extreme weather</li> <li>- Narrative writing linked to explorers in deserts, mountains and Antarctica</li> <li>- Explanation writing – linked to our Science topic of Life cycles</li> <li>- Our written work will also be linked to 'Anti-bullying week' and 'Road Safety week' this half term.</li> </ul>  <p><u>Punctuation focus areas:</u></p> <ul style="list-style-type: none"> <li>- <b>Commas</b> (all uses)</li> <li>- <b>Apostrophes</b> for contraction and possession.</li> <li>- <b>Parenthesis</b> using brackets, dashes or parenthetical commas.</li> </ul> <p><u>Grammar focus areas:</u></p> <ul style="list-style-type: none"> <li>- Using <b>relative clauses</b> beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>- Linking ideas across paragraphs using <b>adverbials of time</b> [for example, later], <b>place</b> [for example, nearby] and <b>number</b> [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>	<p><b>Maths</b> <u>Whole Number: Multiplication and Division</u></p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared <sup>2</sup> and cubed <sup>3</sup>.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</p> <p><u>Whole Numbers: Word Problems</u></p> <p>Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p><u>Graphs and tables</u></p> <p>Solve comparison, sum and difference problems using information presented in a line graph</p> <p>Complete, read and interpret information in tables, including timetables.</p>	<p><b>Science</b> <u>Living things and habitats</u></p> <p><b>Link to climatic zones/habitats</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>-describe the life process of reproduction in some plants and animals</li> </ul> 
<p><b>Computing</b> <b>We are reporters</b></p> <ul style="list-style-type: none"> <li>- Research and evaluate the different online sources</li> <li>- Research weather related news stories</li> <li>- Use Webcams to create and present weather related news reports</li> <li>- Use word to generate a newspaper report</li> </ul>	<p><b>D.T (linked to Forest School)</b> <b>Shelter building</b> <u>Building a shelter to protect against extreme conditions.</u></p> <ul style="list-style-type: none"> <li>- What is it to be used for? e.g. long-term/short-term; group or emergency shelter for an injured person.</li> <li>- What does a shelter protect us from? (sun, wind, rain)</li> <li>- Develop an understanding that the type of shelter depends upon materials available.</li> <li>- In small groups - create a basic shelter using a tree for firm foundation adding branches, twigs &amp; foliage.</li> </ul>	<p><b>Topic (Geography – linked to Forest School)</b> <b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- Use eight points of a compass, <u>six figure grid references</u>, symbols and key to build their knowledge of their local area and the wider world.</li> </ul>
<p><b>Music</b> <b>'Don't Stop Believing'</b> Learn instrumental parts to rock ballad French Christmas Songs</p>	<p><b>P.E.</b> <b>Swimming</b> – Stoke Mandeville <b>Unit 2 REAL PE – Social Skills</b></p> <ul style="list-style-type: none"> <li>- Seated Volleyball</li> <li>- Scorpion Handball</li> </ul>	<p><b>Citizenship</b> Getting on and falling out</p> <ul style="list-style-type: none"> <li>- To develop the children's understanding of a wider range of feeling words and how they are depicted in their faces.</li> <li>- To develop the children's skills for solving problems to resolve conflict peacefully.</li> </ul>
<p><b>RE</b> <b>Does God communicate with man?</b></p> <ul style="list-style-type: none"> <li>- Understand how God communicated through the prophets in the Old Testament</li> <li>- Understand that Christians can communicate with God through prayer and praise</li> </ul>	<p><b>British values/SMSC</b> <u>This will underpin all the children's learning:</u></p> <ul style="list-style-type: none"> <li>- democracy.</li> <li>- the rule of law.</li> <li>- individual liberty</li> <li>- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</li> </ul>	<p><b>French</b> Sports and hobbies French Christmas songs and customs</p>