

This term our theme is 'WW2'. We will be looking at the importance of the WW2 Era and discovering how it may have impacted on our lives now.

As **historians**, we will be investigating WW2. We will learn about WW2 and the impact it had on every-day life, significant dates and the stages of the war. We will find out about evacuation and men and women's roles; we will investigate images as a source for historical enquiry and show their understanding through art.

WW2



As **scientists**, we will be learning about evolutionary changes, variations and light. We will learn about how light travels in straight lines. We will also be learning about mutations and adaptations in genes. We will investigate biomes and a range of environments.

As **artists**, we will be thinking about our emotions and will use textile skills to create our own worry monsters. We will design and make our monsters based on our prototype and sew a finished product that we can take home.

In **RE**, we will learn about **Islam & Christianity**: Understanding that the purpose of hajj is important to Muslims and that there is a community. To understand that Christians celebrate Easter and that Lent is important to them.

As **design technologists**, we will be using our design skills to create a mechanical cam system, we will look at suitable materials before creating a paper template of our design, we will evaluate as we go along to make improvements.

As **geographers**, we will look at the United Kingdom, an area in Europe and a region of N/S America and its geographical features. We will find out where the United Kingdom is and what the physical and human features of the country are. We will research how the population is distributed in the United Kingdom and what factors influence this.

In **PE** we will cover:

- Dance - Titanic
- Games - Tennis
- Invasion games - Dodgeball
- Health related exercise

In our daily **Maths** lessons, we will be focusing on how to:

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate. **(Measurement)**
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3 decimal places. **(Measurement)**
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. **(Ratio)**
- Use simple formulae - Generate and describe linear number sequences. **(Algebra)**
- Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. **(Decimals)**
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. **(Fractions, Decimals, Percentages)**
- Recognise that shapes with the same areas can have different perimeters and vice versa. **(Area, Perimeter, Volume)**
- Interpret and construct pie charts and line graphs and use these to solve problems. **(Statistics)**

In **PSHE**, our topics will be:

Valuing Difference
Keeping Safe
Rights and Respect

Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.

We will follow the SCARF scheme of work. The children will learn about relationships and respecting the views of other beliefs and cultures.

This term you can help your child at home by -

- Looking at maps of the world, discussing the similarities and differences between countries, including physical features, climate and population.
- Researching the Victorian Era and the industrial revolution
- Allowing children to use 'Swiggle to search for relevant information on the internet whilst being aware of e-safety.
- Learning your times table to x12 and the related division facts -rapid recall fact, prime, cubed and squared numbers.
- Linking Maths concepts to everyday life by solving problems using the four operations (e.g. +, -, x, ÷.)
- Identifying different coins and notes and allowing children to become familiar with money by paying for items, counting out money boxes and calculating change.
- Encouraging your child to tell the time using both digital and analogue clocks.

In our daily **English** lessons, we will be focusing on becoming masters of our curriculum by learning to:

Spring 1:

write stories/novels in the style of significant children's authors; write stories of adventure; write instructions

present information; use older literature to write in the style of an author; write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

Spring 2:

Write biographies; understand the works of Shakespeare; write stories, letters, scripts and fictional biographies; write legends; write instructions.

In **Computing**, our topic titles will be:

We are Publishers

We are Connected

We will use sequence, selection and repetition in programs; work with variables and various forms of input and output. As well as use logical reasoning to explain how some simple algorithms work and to detect and correct mistakes.

As **musicians** we will use the Charanga Programme topics: Happy! All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams and **Classroom Jazz**- a six-week Unit of Work that builds on previous learning. All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet the Blues.