

**Class: Hawthorn**  
**Term: 3**

**Literacy**

**Key Text:** The Matchbox Diary by Paul Fleischman, The Mysteries of Harris Burdick by Chris Van Allsburg

**Purpose for writing:** Non-narrative: diary writing , Narrative: descriptive focus

**Writing:** Using the text The Matchbox Diary as a starting point, children will find out about diary writing. After using this text for reading, the children will then watch a short video about the Christmas Day truce. After doing a lot of work exploring inference around this text, children will then use this to create their own diary entry based around the character. In our narrative text, children will be using the text to explore descriptive writing, including use of the book The Lost Words to highlight vocabulary.

**Grammar:** This term, the children will be continuing to focus upon a range of punctuation and also different sentence structures.

**Word Reading / Comprehension:** As part of our reading this term, we will be looking at vocabulary, highlighting words within a text and exploring their meaning and also terms such as synonym.

**Computing**

**Focus: Questions and Quizzes** In this unit the children write quizzes by combining questions. While specific skills in Scratch are taught, the unit aims to teach children the wider programming skills of solving problems, testing, debugging, improving and evaluating.

**Quest: Who is right– Richard iii or Churchill?**

In this quest, children will receive two letters, the first from Richard iii and the other from Sir Winston Churchill. In these letters, the gentlemen will talk about life in their war and how their war was worse than the others. The children will then find out about life in the two respective wars: The Wars of the Roses and World War 2. The quest will end with a debate about the wars.

**History**

**Focus: A history of British War.**

This history unit will allow children to focus upon an aspect of British history and compare. They will look at both the Wars of the Roses and The Battle of Britain and compare both. In the Wars of the Roses, children will find out about the causes of the war and also life during it. They will also find out about the life and death of Richard iii and whether he was really as bad as history suggests. They will finally find out about the Battle of Britain and life for people at these times. They will look at who was involved, how it started and how it changed life for people at the time. Much of the learning throughout this unit will focus on historical sources and propaganda. Children will have their sense of chronology built up, seeing how this led to their next quest, The Tudors.

**Music**

**Focus: A New Year Carol**

All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. Other learning within the unit gives children the opportunity to research Benjamin Britten's life and to listen to many of his other works.

**PE**

**Focus: Social Skills** In this unit, children will have the opportunity to, through a range of activities and sports, develop their social skills in PE. Over the unit, they will be focusing upon: co-operating well with others and giving helpful feedback and also organizing roles and responsibilities in games.

**PHSE**

**Focus: Respecting Rights** In this unit of work, children will explore what rights are, looking at their own rights, human rights and the rights of others. They will explore what it means to explore all of these.

**Art**

**Focus: European artists**

This unit will teach children about drawing and painting, using the artists of war time as inspiration. This will include using charcoal to recreate Moore's tube drawings, exploring perspective. The children will explore a range of ways in which the wars have been captured in art.

**Artist Study:** The children will also have the opportunity to explore the work of Henry Moore and Lowry.

**Maths**

**Fractions:** Children will complete this unit by exploring multiplication and division in fractions, multiplying fractions and whole numbers and by other fractions, exploring why the rules apply.

**Decimals and percentages:** In this block, children will begin by exploring what decimals are and converting between decimals and fractions and visa versa. They will also learn how to round decimals. After this the focus will then move to percentages and children seeing the link between these and decimals/ fractions. They will explore equivalence and also ordering. They will then look at finding percentages of an amount and also the missing value and percentages problems. After this the children will be focusing upon addition and subtraction with decimals, exploring calculations with both the same and a different number of decimal points. Finally the children will focus upon multiplying and dividing decimals by 10, 100 and 1000 and finally multiplying and dividing decimal numbers by whole numbers.

**Science**

**Chemistry: Properties and Changes in Materials** This unit will explore different materials, their uses and their properties, as well as dissolving, separating mixtures and irreversible changes. The children will sort and classify objects according to their properties. They will explore the properties of materials to find the most suitable material for different purposes. The children will work scientifically and collaboratively to investigate the best thermal insulator to make a lunch box, making predictions and forming conclusions. Furthermore, they will have chance to find the best electrical conductor, in the context of making floodlights brighter. They will explore dissolving and find out about different ways to separate mixtures of materials, using filtering, sieving and evaporating. **Working Scientifically:** LI: To learn to take accurate and precise observations using a range of scientific equipment.

**RE**

**Focus: Christianity** U2.2 Creation & Science – Conflict or Complementary? In this unit, children will explore the relationship between science and religion and whether the two ideas need to be in conflict.

**French**

**Focus: All Around Town.**

In this unit, the class will learn to develop their intercultural understanding by being introduced to the sights of some typical French cities. They will also learn to describe places in a town, count to 100 and give their address in French.