

**Class: Hawthorn**  
**Term: 1**

**Literacy**

**Key Text:** Skellig by David Almond

**Purpose for writing:** Journey/Adventure story: Characterisation focus

**Writing:** Using the text Skellig as a starting point, children will learn how to develop character in writing, focusing upon description of different characters and the different features of characterisation. They will then go onto a non-fiction unit about persuasion, seeing how writers persuade their readers through devices such as adverts and persuasive letters. This will then be revisited in their quest work, writing persuasively about visiting their farms and buying toys that they have designed to sell at the farm.

**Grammar:** One of our focuses this term will be about different word types, with children learning how to use adjectives, adverbs and verbs to best describe their characters.

**Word Reading / Comprehension:** As part of our reading this term, we will be looking at retrieval, retrieving and record key information/ and key details from both fiction and non-fiction texts.

**Computing**

**Focus: On-line safety** In this unit, children will learn about email safety. They will consider the importance of strong passwords and learn how to create them. They will scrutinise photographs that they see online and learn how easy it is to manipulate pictures.

**Quest: What is the perfect farm for our local area?**

In this quest, children will first of all be visited by a local farmer who will set them the challenge of designing their own farm. They will find out all about farming through the curriculum and their own research and then be asked to complete a design, in whichever way they chose, to show what an ideal local farm might look like.

**History**

**Focus: British History, the Stone Age to the Iron Age.**

This 'Stone Age to Bronze Age' unit will teach the children about how the Stone Age to Bronze Age period impacted on life in Britain. They will learn about how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn about why Iron Age people developed hillforts- Much of the focus will be upon how farming was developed through these historical periods and changed, with children understanding the enormous impact that this had upon our way of live. This will be linked to their previous learning about Romans and how their invasion ended the Iron Age.

**Music**

**Focus: Happy!** All the learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. Children will have the chance to Listen and Appraise the song and other songs in different styles about being happy then work towards improvisation and performance.

**PE**

**Focus: Cognitive Skills** In this unit, children will have the opportunity to, through a range of activities and sports, develop their cognitive skills in PE. Over the unit, they will be focusing upon: asking why, describing how to improve, making good decisions and analyzing performance.

**PHSE**

**Focus: Safety First** In this unit of work, children will consider what it means to take responsibility for their safety, including the decisions they make and how they can stand up to peer pressure in a range of situations.

**Art**

**Focus: Plants and Flowers Study**

This unit will teach children about how to use pencil, colour, hapa some printing, sculpture and paper modelling to create quality art work that is based around the theme of plants and flowers, using local resources gathered in their quest work.

**Artist Study:** The children will also have the opportunity to explore the work of Flint, Alexander Calder, David Oliveira and Henri Rousseau.

**Maths**

**Place Value:** In this unit, children will be examining the place value and ordering of numbers up to a million before taking this further to ten million. Pupils have rounded up to 1000 in year 4 and now year 5 will extend this rounding to 10,000 and 100,000 whilst year 6 will take this up to 1,000,000. Pupils will revise Roman numerals and also look at negative numbers.

**The four operations:** In this block, children add and subtract larger numbers and use their skills to solve problems. Children then focus on multiplication. Year 5 break down their learning into 5 small steps whilst year 6 work towards their final aim of multiplying 4 digit numbers by 1 and 2 digit numbers. They look at different ways of completing long division calculations. Both year groups then move onto division, using short division with remainders. Year 6 also focus upon long division and then finally order of operations. Other content that is covered in the unit is multiples, factors, common factors and multiples (whilst looking at multiplication) prime numbers, square numbers and finally cubed numbers.

**Science**

**Biology: Living Things and Their Habitats**

Building on the work that the children completed last year in Biology, in which they classified different types of animals, in this unit children will be looking at reproduction in both plants and animals. They will look at the differences between asexual and sexual reproduction in plants and how different parts of a plant support this. They will then examine the differences in the life cycles of a mammal, an amphibian, an insect and a bird. As a part of this, children will look at metamorphosis in both insects and amphibians. Children will then use this, along with their knowledge on habitats, to help them to develop their ideas for the farm which will be developed further in their geography work next half-term in which they will discover why different types of farming happens in different places across the UK.

**Working Scientifically:** Children will learn to identify differences, similarities or changes between scientific ideas and processes.

**RE**

**Focus: Islam: What does it mean for a Muslim to follow God?** In this unit, children will further examine the five pillars of Islam, thinking about how the prophet Muhammad and how stories about him guides their beliefs and actions.

**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.