

Class: Hawthorn
Term: 4

Literacy

Key Text: Kidnapped– action text , Should Parents be Spies, discussion text (talk for writing model text)

Purpose for writing: Non-narrative: discussion text; Narrative: action writing

Writing: To begin our term off, we are completing our action unit. The children have read and enjoyed the model text, Kidnapped. This term we will focus on writing our class version of the story, the children’s own innovation and then completing an action text of their choosing. Following on from this we will beginning our next non-fiction unit, a discussion text. In this unit, children will get the opportunity to explore the structures of discursive writing and then discuss whether or not children should be allowed to be spies.

Grammar: This term, the children will be focusing upon the vocabulary related to a range of different sentence structures and punctuation.

Word Reading / Comprehension: As part of our reading this term, we will be looking at a range of our reading VIPERS: vocabulary, inference, prediction, explanation, retrieval and summary.

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: Mayan Civilisation

In this quest, children will discover the delights of the Mayan Civilisation. They will find out about the history of it through a range of sources and compare and then use that they have found out to create their own Mayan temple in DT.

History

Focus: Mayan Civilisation

This history unit will allow children to explore the Mayan Civilisation as a direct comparison to British history. We will compare the Mayans to the Ancient Egyptians as they were contemporaries (although they did not know about each other). We will explore the story of the Mayans and then compare their society to other societies that we have studied using our historical concepts: finding out about their society and government, their belief system and then deepening their understanding of chronology by exploring that even though two societies existed at the same time, they were at very different points in their development. The children will then develop their being a historian skills by questioning the rights and wrongs of the Spanish in the Caribbean.

DT

Focus: Mayan Temple

This unit will allow children to explore frame structures as part of their DT progression. Children investigate and make annotated drawings of a range of portable and permanent frame structures. They will compare the strength of square frameworks with triangular frameworks. Ask the children to reinforce square frameworks using diagonals to help develop an understanding of using triangulation to add strength to a structure.

Maths

Year 6 algebra over the course of this unit, children will explore one and two step function machines, to explore steps in a mathematical sequence. They will then explore forming expression, substitution and formula before moving onto investigating equations, both one and two step. **decimals** over the course of this unit, children will explore addition, subtraction, multiplication and division with decimals **fractions, decimals and percentages** over the course of this unit, children will explore the links between these aspects of maths, investigating equivalence, and also finding percentages of amounts.

Year 5 fractions B over the course of this unit, children will explore multiplying simple fractions and then move onto finding fractions of amounts **decimals and percentages** over the course of this unit, children will investigate the linke between decimals, percentages and fractions and also order and compare percentages of amounts. **We will also review perimeter and area and also statistics**, and also how to analyse these forms of statistics.

Science

Evolution and Inheritance In this unit of work, the learning builds on the children’s previous learning about Rocks as well as the Animals including Humans and Living Things and their Habitats units. As such, it is important that children have the appropriate understanding of fossils, habitats and human development in order to grasp the concepts and ideas presented to them in these lessons. Children will learn about variation and adaptation. They will be able to explore how both Charles Darwin and Alfred Wallace separately developed their theories of evolution. They will examine the scientific evidence from plants and animals that has been gathered to support the theory of evolution. Children will be expected to, by the end of the unit, be able to identify inherited traits and adaptive traits. understand that adaptations are random mutations.

Music

Focus: You’ve got a friend

All the learning in this unit is focused around one song: You’ve Got A Friend by Carole King . The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

PE

Focus: creative skills in this unit, children will have the opportunity to, use combinations of skills confidently in sport specific contexts. They will also be using these skills to then put into action in netball, using this as our focus sport for this term.

RE

Focus: Christianity U2.2 How can following god bring freedom and justice? In this unit, children will explore some of the bible stories and apply this idea to living today by trying to serve God for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.

PHSE

Focus: Celebrating Difference In this unit of work, children will explore that everyone is different, how to ensure everyone is included, what to do about bullying and how to solve problems

French

Focus: Clothes

In this unit, the class will learn to develop their intercultural understanding by being introduced to the vocabulary for clothes in French. Children will explore a range of words and describe others using the French