



Your child will be learning about the following this half term:

<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Reading Focus: Draw inferences, retrieve from a text, summarise the text, and make comparisons within and across books. • Grammar and Punctuation: Use relative clauses, using passive verbs to affect the presentation of information in a sentence, linking ideas across paragraphs using a wider range of cohesive devices, integrating dialogue to convey character and advance the action. • Writing focus: - Whitebird- RJ Palacio- writing an informal letter - The Promise- Nicola Davies- writing a retell of a story 	<p><u>Maths</u></p> <p>Multiplication and Division-</p> <ul style="list-style-type: none"> • Recall multiplication and division facts to 12 x 12. multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method • divide numbers up to 4-digits by a two-digit whole number using the formal written method • as above including remainders as whole numbers <p>Fractions</p> <ul style="list-style-type: none"> • Count up and down in $\frac{1}{2}$, $\frac{1}{4}$, etc using whole numbers and decimal numbers. • Compare and order fractions, including fractions >1 • add and subtract fractions with different denominators and mixed numbers • multiply and divide simple pairs of proper fractions and by whole numbers
<p><u>ICT</u></p> <p>The children will develop their knowledge and understanding of using a computer to produce 3D models. They will initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. The children will then progress to making accurate 3D models of physical objects, such as a pencil holder. Finally, learners will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.</p>	<p><u>RE/PSHE</u></p> <p>RE: 'What do religions say to us when life gets hard?' This unit enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death. Our key questions are: - Is death the end? Does it matter? -Why is there suffering? - Are there any solutions? The religions and worldviews that we focus on for this unit are Christians, Hindus and nonreligious responses (e.g Humanists).</p> <p>PSHE: 'Keeping safe' - This unit will teach the children about why people choose to use or not use drugs, about the mixed messages in the media about drugs and will inform them about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use.</p>
<p><u>PE</u></p> <ul style="list-style-type: none"> • Games: Invasion games- attacking and defending. • Dance The children will create a dance routine based around a country competing in the World Cup 2022. 	<p><u>History- Ancient Maya</u></p>  <p>In this unit, the children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable. They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence.</p>
<p><u>Science- Living things and their habitats</u></p> <p>The children will be describing how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p>	<p><u>MFL (French)</u></p> <p>The children will be learning how to present themselves in French. This includes greeting people, asking how they are, where they live, and numbers 1-20.</p>