

Literacy

* Read and discuss and increasingly wide range

reference and text books and materials that are structured in different v

* Read modern fiction from our literacy heritage identifying and discuss conventions (E.G. Kensuke's Kingdom and Robinson Crusoe)

* Make comparisons within and across books and retrieve, record and present information from non-fiction texts

*Distinguish between statements of fact and opinion. Discuss understanding of what has been read, sometimes in formal presentations and debates

*Write narrative adventure stories and survival stories - developing settings, atmosphere and integrating dialogue to convey character and advance action

* In Non-fiction use organisational and presentational devices to structure text (Headings, sub headings , underlining, brackets, font style) and use appropriate formal writing where relevant



History

* Research the achievements of the Mayan civilis

* How did the Amazon River influence Mayans ?

Through this study

* Continue to develop a chronological knowledge of world history

* Understand and use a range of sources, asks and address historically valid questions about change, cause, similarity, difference and significance.



Maths

-(opportunities to apply Maths to problem

solve and reason)

* Use standard units of measure particularly relating to measure relating to length

* Converting between miles and kilometres (length of rivers)



MFL



* To develop skills in speaking, listening, reading and writing including number and dictionary work

Topics include food and drink, school, hobbies and personal descriptions

PSHE

* Term 1 Citizen ship - Global

citizenship, fair trade, charities and working in partnership with others

* Term 2 Relationships Growing up, teenage years, emotional changes, looking forward



WILL YOU SURVIVE ?

Class TOP

Music

* Perform, listen to, review and evaluate a selection of music across a range of historical periods.

* Understand how music is created

*Learn to sing and use own voices to create compose music on their own and with others.



Science

Living Things and their Habitat

*Classification of living things

* Identifying how animals and plants are adapted to suit their environment

* Describe ways in which nutrients and water are transported within animals

Light

*Recognise that light appears to travel in straight lines

* Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

* Explain we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes

* Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them



Art

* To improve mastery of art and design techniques especially 2D drawing and painting in the style of Rousseau

* To learn about great artists especially Gauguin- Portraits and scenery, Andy Goldsworthy sculptures



DT

* Use mechanical systems

* Analyse a range of existing products

* Communicate ideas through discussion/annotated diagrams

* Use electrical systems in purpose built products

* Select and use a wider range of materials/textiles

* Research and develop design criteria to inform the design of functional products, fit for purpose- making shelters

* Make annotated sketches

* Select from a range of tools and materials to perform practical tasks

* Evaluate ideas and products. Consider how they can improve their work

* Apply understanding of how to strengthen and reinforce more complex structures



PE

* Term 1- Work on personal targets and goals in circuit training

*To apply and develop a broad range of skills in TAG rugby



Computing

* use ICT to investigate and answer questions and solve problems



RE

- To understand key aspects of Judaism

Enrichment

Survival Days

OBJECTIVES