

## **Overview of Term's learning**

### **Literacy**

Poetry – rhyme, rhythm, descriptive techniques, parts of speech – especially nouns, verbs and adjectives, figurative language (simile, metaphor and personification),

Narrative – character, setting and the structure of a plot

Chronological and non-chronological reports

Explanations

Persuasive writing

Newspapers

### **Maths**

Fractions, decimals, percentages, ratio and proportion

Calculation – addition, subtraction, multiplication and division

Solving problems involving calculation and number

Place value – including decimals

Measuring time, mass, length, angles

Data-handling – line graphs, pictograms, tables, Venn and Carroll diagrams, Frequency tables

Properties of 2D and 3D shapes

Describing and following directions

Using money

### **ICT**

Using a spreadsheet – entering data, using simple formulae, modelling using a spreadsheet, solving problems, drawing graphs

Data-handling using a simple database, entering data, searching, sorting, drawing graphs, solving problems

Using presentation software (PowerPoint / Open Office Impress) to produce a clear interactive presentation

Using the Learning platform to develop web-based and presentation skills

# Science

## Forces

- That a force is either a push or pull
- to use a forcemeter carefully to measure forces
- that 'Newton' is the unit of force
- that there is a force between an object and a surface which may prevent the object moving
- that the force between two moving surfaces in contact is called friction
- that friction can be useful
- that water resistance slows an object moving through water
- that air resistance is a force that slows objects moving through air

## Electricity

- that a circuit needs a power source
- that a complete circuit is needed for a device to work
- that circuits powered by batteries can be used for investigation and experiment, appliances connected to the mains must not
- that some materials are better conductors of electricity than others
- how to find out which materials allow electricity to pass through them
- to use results to draw conclusions about which materials conduct electricity
- Understand why metals are used for cables and wires, plastics are used to cover wires and as covers for plugs and switches
- that a switch can be used to make or break a circuit to turn things on or off (using both batteries or mains)
- to make predictions about the effect of including additional batteries in a circuit
- that care needs to be taken when components in a circuit are changed to ensure bulbs/motors do not burn out
- how to change the brightness of bulbs and speed of a motor in a circuit

## Investigative Skills

- to make suggestions about what can be investigated and predictions about what will happen
- to plan a fair test saying what they will change, what they will keep the same and what they will measure
- to make and record careful measurements
- to identify trends or patterns in results and draw conclusions explaining these
- to make comparisons indicating whether the results support the prediction made

## History – Overview of learning

### Content

- the names and order of Henry VIII's wives
  - to locate the Tudors within the context of the history of Britain
  - about the appearance and character of Henry VIII
  - about the reasons for Henry's divorce from Catherine of Aragon
  - about the power of a Tudor monarch
  - about the reasons for and results of Henry's marriages to Anne Boleyn and Jane Seymour
  - that building alliances through marriage was important in the Tudor period
  - about the various ways that the appearance and characteristics of Anne of Cleves and Henry VIII have been interpreted
- 
- to distinguish between wealth and poverty in Tudor times
  - the key features of Tudor buildings
  - to use inventories to identify characteristic features of different types of people in Tudor times
  - about the lives of the poor in Tudor times
  - about the attitudes of wealthier people towards the poor
  - what information can be gathered about Henry VIII from portraits and written sources

### Skills

- to select, organise and structure information to answer a key question
- to extract information from portraits, descriptions, inventories and other primary sources
- to give reasons for descriptions and points of view
- about the types of evidence and gaps in evidence for the Tudor period
- to draw conclusions about life in Tudor times from different sources of information
- that there are different ways of interpreting the same information

### Geography

- Understand reasons for exploration
- Understand the implications of the earth being a globe
- Understand the attraction of sailing West to go East and the Northwest passage
- Know the location of important trading regions in the world
- Know how prevailing winds affected trading activities in the sailing era

# Design Technology

## 1. Making a moving vehicle (Trebuchet)

- Analyse diagrams and models
- Design the structure
- Select materials, cutting and joining techniques
- Design effective catapult mechanism
- Adding wheels
- Alter and improve a design
- Reviewing and evaluating model

## 2. Designing a burglar alarm

- Understand different switch types
- Design the system
- Wiring simple and more complex circuits
- Using series and parallel circuits
- Concealing mechanisms to produce an attractive finish
- Reviewing and evaluating model

## RE

### The Bible

- that the Bible is a sacred/holy book which forms the basis of the Christian faith
- that for Christians, the Bible is the main reference for teaching, guidance and worship
- that certain Bible passages have special significance to different Christians
- how religious beliefs, ideas and feelings can be expressed through the Bible
- that the Bible is the world's best-selling book and know some basic facts about it
- to find Biblical references and identify some extracts from the Bible
- that the material of the Bible predates the written text
- how to differentiate dates before and after Jesus
- that the Bible is a collection of different types of writings, written at different times by different authors
- that the Bible contains many different literary genres and how different genres convey different aspects of God
- about the differences between the Old and New Testaments
- that people have different views about the truth of the Bible

### The Easter Story and Passover

## **PE**

Hockey – Invasion skills

Swimming

Dance – Tudor and Street dance

## **Art**

- collect visual and other information to help them develop their ideas
- question and make thoughtful observations about starting points and to explore ideas for a still-life arrangement
- select and record from first-hand observation
- compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- apply their experience of materials and processes, developing their control of tools and techniques for painting
- adapt their work according to their views and describe how they might develop it further
- compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

## **Music**

Composition using various instruments

Notation

Controlling Tempo, Dynamics, Pitch, Rhythm

Singing

## **PSHE**

Going for Goals

Attitudes to achievement and perseverance

Good to be Me

What is good about me? What are my gifts and talents? How am I special?