English

<u>Non-Fiction – Recounts in the form of newspapers</u>
Children will use the organisational features of a newspaper report to write about the discovery of King Tutankhamun's tomb.

<u>Non-Fiction – Persuasive sales pitch/article</u>
Children will prepare a voice over script to persuade the listener to watch a film.

<u>Spelling</u>

Maths

<u>Counting and Sequences</u>
- Count in multiples of 6, 7, 8, 25 and 1000.
- Count backwards through zero to include negative numbers.
- Describe and extend number sequences.

<u>Decimals and Fractions</u>
- Identify the value of each digit to two decimal places.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
- Find the effect of dividing a one or two-digit number by 10 or 100.
- Convert between different units of measure.
- Round decimals with one decimal place to the nearest whole number.
- Order and compare numbers with the same number of decimal places.
- Solve simple measure problems involving fractions and decimals.

<u>Fractions and Division</u>
- Understand that a fraction is one whole number divided by another.
- Divide numbers up to 3 digits by a one-digit number using the formal written method and interpret remainders appropriately for the context.
- Solve problems involving fractions.

<u>Measures (Perimeter, volume/capacity and mass)</u>
- Estimate, compare and calculate different measures.
- Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.

<u>Shape and Area</u>
- Complete a simple symmetric figure with respect to a specific line of symmetry.
- Describe movements between positions as translations.
- Plot and complete a given polygon.
- Find the area of rectilinear shapes.

<u>Time</u>
- Read and convert time between analogue and digital 12 and 24 hour clock.
- Solve problems involving time conversions.

Science

<u>Human Impact (Continued)</u>
- Recognise that environments can change and that these changes can sometimes pose dangers to living things
- To understand the impact that different types of litter have on wildlife
- To understand and appreciate the impact that humans can have on the stability of the food chain.

<u>Electricity</u>
- To identify common appliances that run on electricity.
- To construct a simple series electrical circuit, identifying and naming its parts, including cells, wire, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether a lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators and associate metals with being good conductors.

Computing

<u>Programming</u>
The children will:-
- Use a variety of tools to create a program
- Know how to keep testing a program while putting it together
- Recognise that an algorithm will help to sequence more complex programs
- Recognise an error in a program and debug it
- Recognise that using algorithms will also help solve problems in other learning such as Maths.

<u>Multimedia</u>
The children will:-
- Use photos and sound to create an atmosphere when presenting to different audiences
- Explore new media to extend what they can achieve
- Create, modify and present documents for a specific purpose
- Give constructive feedback to friends to help them improve their work and consider their own work in the same way.

<u>Technology in our Lives</u>
The children will:-
- Check who owns photos, text and clipart.

<u>Handling Data</u>
The children will:-
- Organise data in different ways
- Plan, create and search a database to answer questions
- Choose the best way to present data to my friends.

<u>E-Safety</u>
The children will:-
- Comment positively and respectfully online
- Talk about why they need to ask a trusted adult before downloading files and games from the Internet.

RE

<u>Sikhism</u>
Key Question- What is expected of a person in following a religion or belief?

- Explore the idea that we have school rules for a reason
- Think about what is important to them and why?
- Develop an awareness of the practice of initiation.
- Find out about the five Ks
- Understand how the Khalsa began and to become familiar with a Sikh ceremony
- Consider how a set of rules leads to a good living

A Land Pharaoh Way…

History

To complete the topic on Ormskirk, children will take part in a class trip to Ormskirk looking at historical points of interest.

Children will study the beliefs, attitudes and experiences of the Ancient Egyptians.

Geography

To complete the topic on Ormskirk, children will study the human and physical geography of Ormskirk and its comparison to California.

Children will understand the effect that the River Nile had on Egypt.

Children will learn about the three seasons in Ancient Egypt and understand the role each season played in the production and harvest of food.

Art and Design

To complete the topic on Ormskirk, children will take part in a class trip to Gaw Hill, where they will have the opportunity to use a digital camera to capture textures, colours, lines, tones and shades. Once back in school, they will then use their ICT skills to enhance their photograph.

Following their class trip to Ormskirk, children will sketch historical points of interest.

During this topic, Children will produce a piece of Egyptian art by using a range of brush techniques to produce shapes, textures, patterns and lines.

Design Technology

During the topic the class will make nets of shapes to create recognisable forms.

Children will use clay to make 'Egyptian Amulets'.

Children will use simple circuits to create a quiz board which will be used for an end of topic quiz on the Ancient Egyptians.

Languages – Spanish

During this half term through **speaking and listening, reading and writing activities** we will be learning about places in town. Pupils will learn the vocabulary for different places in town and will begin to **listen and respond to** questions about the places they can find in their town. They will **use their knowledge of the language** to **express simple sentences** about where they live and will use **written vocabulary** to create a map.

Music

Children will participate in weekly guitar lessons taught by Lancashire Music Services.

The class will take part in a guitar performance during the class assembly.