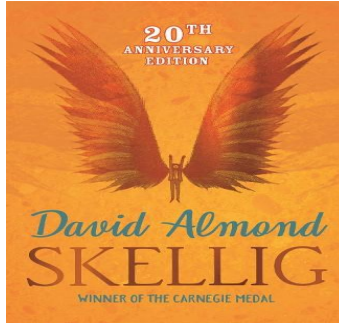


English

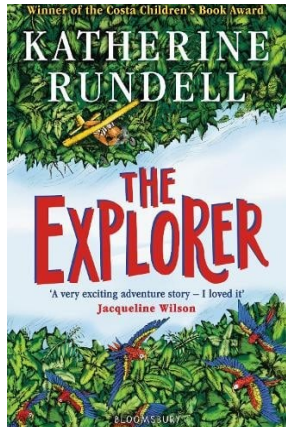
Power of Reading Text: 'Skellig' by David Almond

Writing:

We will be focusing on transcription (spelling and handwriting) and composition (articulating ideas and constructing them through writing).



Class novel: 'Malamander' by Thomas Taylor



Reading:

We will be working on developing the key learning behaviours of active listening, discussing and explaining ideas enabling children to take responsibility for their own learning. They will also develop their skills in summarising, clarifying, predicting, questioning and inferring.

'Chantry's Creativity Curriculum'

Creative Habit Focus - 'Imaginative'

This includes: playing with possibilities, making connections and using intuition

Science

Focus: Forces



Children will:

- Identify and explain the different forces acting on objects
- Explain Newton's role in discovering gravity
- Accurately measure an object's weight and mass
- Explain how to increase the effects of air resistance
- Explain Galileo's 'Tower of Pisa' experiment into gravity and air resistance
- Identify streamlined shapes
- Explain how friction is used in brake pads
- Investigate the effects of friction
- Explain how different mechanisms work
- Design their own mechanism to achieve a given purpose

Scientific Enquiry:

- Identify the variables in an investigation
- Make observations and conclusions
- Be able to answer questions based on their learning

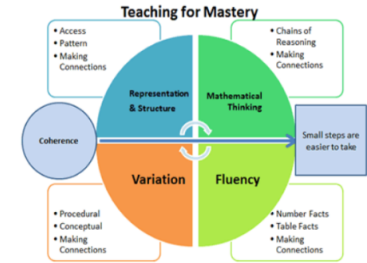
Maths

Focus: Number

Fractions

Decimals and Percentages

We will be using the 'Maths Mastery' approach which enables all children to have access to resources supporting their differing learning styles.

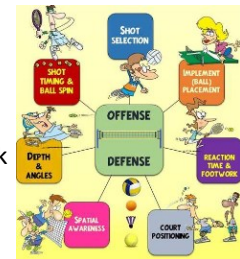


Physical Education

Focus: Creative (realPE)

Express Ideas

In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.



Sport specific focus - Net and Wall Games

Children will learn to:

- Use a range of shots and consider which shot best suits the approaching ball.
- Apply tactics to competitive games. Be opening to listening and using other people's ideas.
- Evaluate my own performance and that of my team in a critical manner.

Art

Key Question: Portraits, what can they tell us?

Focus: Portraits

Artists: Hans Holbein the Younger

Media: Pastels, pencils, collage.



Computing

Focus: Data and information – flat-file databases

Children will look at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.

Music

Focus: Building a Groove

This unit aims to provide some straightforward starting points for composing within a groove music context.

Using 'Watermelon Man' by Herbie Hancock as a stimulus, students will develop their rhythmic awareness, listening skills, and compositional skills through a series of practical activities.



Humanities

Focus: Tudors (History)

Key Question: What do we understand about life in Tudor times, including the monarchy?



French

Focus: Fruit

Children will learn how to:

- Name and recognise up to 10 fruits in French
- Attempt to spell some of these nouns
- Ask somebody in French if they like a particular fruit
- Say what fruits they like and dislike.



Religious Education

Focus: Judaism

Key Question: Why is the Torah important to Jewish people?



Wellbeing Curriculum

Focus: 'Safe in the World' including RSHE



Empowerment approach running throughout:

- NEUROPLASTICITY. GOALS: For children to understand the building of the brain and neuroplasticity
- OUR THREE BRAINS. For children to understand that we have different parts of the brain that look after our body, our feelings and areas that help us to think and learn at our best
- OUR NEEDS. For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good
- STRESS RESPONSE. For children to understand that when our needs are not met, they become stressors and we can experience a stress response
- HELPING PEOPLE IN A STRESS RESPONSE. For chil-

PE days are MONDAY and THURSDAY
Children should make sure they have their PE kits in school daily.

