



English

We shall be exploring two books this term in reading and writing. The first is *Blackout* by John Rocco and the second is *The Boy Who Harnessed the Wind* by Bryan Mealer and William Kamkwamba. Through the books as inspiration, we shall be completing various genres of writing such as exploring characters, descriptive writing, re telling of a story, persuasive writing and, with a link to science, some scientific writing. In reading, as well as reading the texts we will use all the Destination Reader stems to answer comprehension questions.



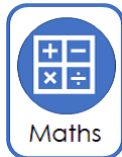
P.E.

This term in P.E children will Use running, jumping, throwing and catching in isolation and combination with greater precision; show confidence in using ball skills in various ways, and link these together effectively; keep possession of balls during game situations; consistently use skills with co-ordination, control and fluency.



R.E.

This term's Big Question is: **How do people respond to the journey of life and death?**
We will: look at the key events within a Christian person's life; explore the Christian understanding of what happens after death (e.g concept of eternal life); and know the following religions' teachings about death and dying: Buddhism, Sikhism, Islam, Judaism, Hinduism.



Maths

In maths, we will use the White Rose overview of learning where we will be consolidating our place value and number knowledge. This will involve rounding, decimals and using negative numbers. We will also build on our knowledge of the four operations from Year 5 by exploring addition and subtraction of larger numbers; short and long multiplication; and short and long division. Finally, we shall learn about prime numbers; square and cube numbers; factor and multiples; and BODMAS - the order of operations.



Music

As we continue to learn steel pans, Ukulele, using our voice and percussion instruments, we will continue to develop further and consolidate our understanding and use of traditional notation, developing our confidence in playing more than one part together, creating our own musical patterns using dynamics and developing a critical ear as we explore various genres.



D.T.

Using our work in science as a starting point we will: Understand how key events have helped to shape the world; research and use found information to inform decisions; incorporate a motor and switch into a model; explore using cross-sectional and exploded diagrams to develop ideas; and discuss how well a finished product meets the needs of the user using the design criteria.



Science

In science, we have two topics. The first is light where children will: recognise that light appears to travel in straight lines and use this knowledge to explain that objects are seen because they give out or reflect light into the eye and to explain why shadows have the same shape as the objects that cast them. Finally, explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

In electricity, we will: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches; and use recognised symbols when representing a simple circuit in a diagram.

We will also have the opportunity to work scientifically through both topics.



PSHE

PSHE will focus on Rights and Responsibilities. We will: understand what peer pressure is and the possible effects it can have; what a healthy relationship is; acceptable and unacceptable types of contact; how to seek permission; and what constitutes privacy. Safety online will also be explored using the 8 areas from Education for a Connected world.

Note to parents: It is important that your child arrives at school on time between 8:30am and 8:45am. Reading lessons begin at 8:45am.