

English	<p>All of our learning this term will be based on our new class novel, <i>A Series of Unfortunate Events- A Bad Beginning</i>.</p> <p>We will develop our skills in writing:</p> <ul style="list-style-type: none"> • Explanations • Instructions • Recounts <p>We will continue with weekly spelling tests, supported by EdShed materials available online.</p>
Maths	<p>Using equivalence and the compensation property to calculate:</p> <ul style="list-style-type: none"> • If one addend is increased (or decreased) and the other is kept the same, the sum increases (or decreases) by the same amount. • If the minuend and subtrahend are changed by the same amount, the difference stays the same. (same difference) • If the minuend is increased (or decreased) and the subtrahend is kept the same, the difference increases (or decreases) by the same amount. • If the minuend is kept the same and the subtrahend is increased (or decreased), the difference decreases (or increases) by the same amount. • The value of the expressions on each side of an equals symbol must be the same; addition and subtraction are inverse operations. We can use this knowledge to balance equations and solve problems. <p>Composition and calculation: numbers up to 10,000,000:</p> <ul style="list-style-type: none"> • Patterns seen in other powers of ten can be extended to the unit 1,000,000. • Seven-digit numbers can be written, read and ordered by identifying the number of millions, the number of thousands and the number of hundreds, tens and ones. • The digits in a number indicate its structure so it can be composed and decomposed. • Knowledge of crossing thousands boundaries can be used to work to and across millions boundaries. • Sometimes numbers are rounded as approximations to eliminate an unnecessary level of detail; rounded numbers are also used to give an estimate or average. At other times, precise readings are useful. • Fluent calculation requires the flexibility to move between mental and written methods according to the specific numbers in a calculation. • There will be many TT Rockstars tournaments coming up with certificates and jewels to be awarded.
Science	Chemistry- Properties and Changes of Materials

	<ul style="list-style-type: none"> • Know that things are composed of a matter commonly in one of three states of matter: solid, liquid or gas • Know that things are made of particles (tiny building blocks) and that these are organized differently in each state • Know that materials can change state when temperature changes • Know that there are bonds between the particles (building blocks) in a solid; as temperature increases, these bonds are somewhat overcome as the particles absorb energy and solids can change into liquids; with a further increase in temperature, the particles become even more energetic and the bonds are overcome entirely so the liquid changes into a gas • Know that when solids turn into liquids, this is called melting and that the reverse process is called freezing • Know that when liquids turn into gases, this is called evaporation and that the reverse process is called condensation • Know that when a solid turns into a gas without passing through the liquid state, this is called sublimation • Know that the melting point of water is 0°C and that the boiling point of water is 100°C • Know that some materials are magnetic, meaning that they are attracted to a magnet, while other materials are non-magnetic • Know that materials can be sorted in a variety of ways based on their properties • Know that in some solid materials the bonds between particles break when surrounded by a liquid; this allows the liquid to absorb the solid; when this happens, the solid is called a solute, the liquid is called a solvent and the result is a solution; when a solid does dissolve in a liquid it is described as being soluble in that solvent (e.g. sugar in water); when it cannot it is insoluble (e.g. sand in water)
History	<p>The Benin Kingdom</p> <ul style="list-style-type: none"> • Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past (retrieval) • Know how our knowledge of the past is constructed from a range of sources (retrieval) • Know that oral tradition is the passing down of what has been said from generation to generation; in particular, it relates to aspects of culture that were not written down originally (retrieval) • Know that some historians are sceptical about the reliability of oral traditions for understanding history; others argue that other sources are also imperfect and that systematic collection of oral histories can shed light on parts of history that might otherwise be entirely unknown • Know that oral history suggests that the ancestors of the rulers of Benin moved to what became the Kingdom of Benin from Egypt • Know that in a forested area of Western Africa circa 900 CE the Edo people cleared parts of the forest and built villages in which to live; by around the 11th century, these consolidated into a kingdom; the rulers of

	<p>this kingdom became known as Obas, and they held a similar role to monarchs in European countries</p> <ul style="list-style-type: none"> • Know that circa (circa - around) is used to indicate that a date is only approximate due to a lack of decisive information from historical sources • Know that Africa is a continent (retrieval from the geography curriculum) • Know that the Kingdom of Benin was located within the country that is now called Nigeria; there is a modern country called Benin, but this is not directly related to the Kingdom of Benin • Know that before the Obas ruled, the area was called Igodomigodo and the rulers were called Ogisos • Know that the Obas were part of dynasties, with the kingdom passed down from father to son; the first Oba was called Eweka I; the line of Obas has continued up until the present day • Know that a dynasty is a line of rulers of a country who are part of the same family • Know that women were not considered as potential Obas, but the Oba's mother was a key advisor to the Oba and ranked with the highest chiefs; women in the Kingdom of Benin had many important roles, including doing much of the farming, house-building and undertaking some crafts (e.g. pottery) • Know that a line of Obas ruled the Kingdom of Benin until circa 1440 when Oba Ewuare became the Oba and began the kingdom's expansion into an empire • Know that an emperor or empress is a monarch who governs many nations or separate territories; a group of nations or separate territories ruled by an emperor or empress is called an empire • Know that the people of the Kingdom of Benin worshipped many gods, including Osanobua who created the world; his son, Olokun who was the god of the sea and of wealth; Osanobua's daughter, Obiemven, who was in charge of farming; and Osanobua's youngest son, Ogiuwu, who became the king of death.
DT	<p>Pulleys and Gears-</p> <ul style="list-style-type: none"> • Experience of axles, axle holders and wheels that are fixed or free moving. • Basic understanding of electrical circuits, simple switches and components. • Experience of cutting and joining techniques with a range of materials including card, plastic and wood. • An understanding of how to strengthen and stiffen structures. • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.

	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. • Technical knowledge and understanding • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project
PSHE	<p>'Cyber detectives', created by the City of London Police and funded and co-developed by Lloyds Banking Group, will help equip pupils with the skills they need to stay safe online, protect their personal information, report concerns and access help.</p> <p>The lessons will help pupils:</p> <ul style="list-style-type: none"> • Explain what online fraud is and identify and analyse examples of scams • Describe the importance of protecting personal information and data online • Explain why age restrictions for online game can help to keep us safe and prevent fraud • Recognise ways to stay safe online and report concerns about online fraud
French	<p>As-Tu Un Animal?</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> □ Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. □ Tell somebody in French if they have or do not have a pet. □ Ask somebody else in French if they have a pet. □ Tell somebody in French the name of their pet. □ Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but")
PE	<p>Newcastle Thunder will be delivering our PE sessions in the spring. These will take place on a Friday and children should come to school dressed appropriately for PE.</p>
Computing	<p>Unit 5.4 - Data and Information - Flat File Databases</p> <p>This unit looks 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</p>

	<p>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.</p>
Music	<p>How Does Music Improve our World?</p> <p>In this unit, we ask 'How Does Music Improve Our World?' as an entry point for the broad Social Theme of 'Music Is a Changemaker'. Aside from social justice and political issues, this is relevant to learning topics such as psychology, feelings, emotions and other topics as you, the teacher, see fit.</p> <p>In this unit, the Musical Spotlight is 'Exploring Key and Time Signatures'. You will continue to learn about all the Foundational Elements of Music with a focus on key signatures and time signatures, while working implicitly with all the other elements of music as you go through the steps of the unit.</p>
RE	<p>Why do Christians believe that Jesus is the Messiah?</p> <p>We will:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms <p>Understand the impact:</p> <ul style="list-style-type: none"> • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible <p>Make connections:</p> <ul style="list-style-type: none"> • Weigh up how far the idea of Jesus as the 'Messiah' - a Saviour from God - is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.