

Stunning Starter: Pathways to Write recommended film 'Moana'.

Magnificent Middle: Making own phones in science.

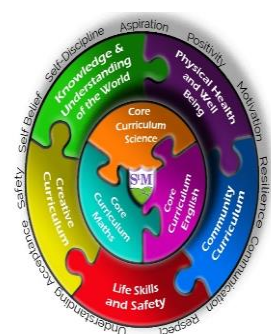
Fantastic Finish. Raft building project

English Class text: When the Giant Stirred by Celia Godkin.
 Class novel: Ariki and the Island of Wonders by Nicola Davies.
Writing outcome: To write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story. Use past and present tenses appropriately. Sequence events. Section story into beginning, middle and end. Use 3rd person consistently. Write expanded noun phrases. Use inverted commas to punctuate direct speech. Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use and punctuate direct speech. **Grammar:** Use commas after fronted adverbial. Sequence stories in different stages: introduction, build up, climax, resolution. Create dialogue between characters that shows their relationship with each other. Use 1st or 3rd person consistently. Use small details to describe characters and for time, place and mood. **Handwriting:** oo, wl, of, fl, y. **Spelling:** Statutory spellings, 'anti-' and 'inter-', endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion', endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'
Reading: Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence. Discuss words and phrases that capture the reader's interest and imagination.

Mathematics Fractions greater than one whole. Representing fractions as improper fractions and mixed numbers. Adding and subtracting fractions. Problem solving - adding and subtracting fractions. Calculating fractions of a quantity - measures. Reasoning about fractions. Tenths as decimals. Place value introducing the decimal point and tenths column. Tenths as measures - millimetres as tenths of centimetres etc. Mixed numbers as decimals e.g. $4.5 = 4 \frac{1}{2}$. Hundredths as decimals. Introducing the hundredths column and relating it to the tenths column, decimal point and decimal tenths. Hundredths as decimals. Introducing the hundredths column and relating it to the tenths column, decimal point and decimal tenths. Diving by 100. Maths assessment week.

Year 4 - Making Sound. Be able to manipulate simple instruments. Know sounds can be produced in several different ways. How is sound made? Identify how sounds are made, associating some of them with something vibrating. Group together instruments according to how the vibrations are produced. Pitch. Know that pitch can be changed. Find patterns between the pitch of a sound and features of the object that produced it (e.g. length of string/pipe, thickness of string, tension of elastic). Explain why you can feel low pitch sounds (vibrations slower). Volume. Know that loudness can be changed by changing how hard something is hit or plucked. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. How do we hear? Recognise that vibrations from sounds travel through a medium to the ear. Consider how sound travels through solids and liquids. **Year 5 - Forces** - Friction - different surfaces - experiments, look at different surfaces through the magnifying glass. Air resistance and gravity - gravity between the earth and an object, the speed of fall, shapes of objects, cars, boats, planes. Movements, gears and pulleys. Balancing using a see-saw. Using a lever, pulley and gear. The role of cogs.

Knowledge & Understanding of the World including British Values
 In **Geography** Why does Italy shake and roar? - in depth study of how earthquakes happen. How are UK and Italy the same/different? Comparing Bay of Naples with Shropshire. Settlements. Land use. In **History**, the children will continue to learn about the Roman Empire and its impact on Britain at the time and the legacy it left us. They will focus on Roman roads and why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made. Boudicca's Rebellion. Understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made. Understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.
RE - How do people make sense of life and death? What is alive? What do we share our lives with? Does all life die? What do we believe happens when



Life Skills, Safety & Careers.
Times tables - Children will be encouraged to learn all their times tables and not only see them as a maths topic but also as a life skill that can be applied to many areas of daily life.
Computing - The children will be learning about coding using the code.org website. They will build real working apps, games and websites.

<p>something dies? What do Christians believe? Why do they believe this? What happened to Jesus? What evidence is there to support this? French</p>		
<p>Physical Health & Well-being including outdoor learning mindfulness/reflection/looking after ourselves. PSHE - Wellbeing. As part of the wellbeing focus the children will work through a number of activities in the Well Being activities booklet. Ongoing discussions and support about Covid related matters. PE - Football drills and skills - pupils will need football boots please.</p>	<p>Community Curriculum Where did the Romans stay in Shropshire? Viroconium - Wroxeter. Covid safety in our school and in our community.</p>	<p>Creative Curriculum D&T - Raft building project in D and T week linked to 'The Island of Wonders'. Music- The children will continue their weekly music sessions with Mr James focusing on rhythm, tempo and pitch.</p>