

	<p>plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof read for spelling and punctuation errors <p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely -
<p>Computing</p>	<p>"We are Architects"</p> <p>In We are Architects, the children will use Google Sketchup; an online 3D design software tool, to create their own Viking Long-ships and Anglo-Saxon huts. They will develop the skills to create a detailed inside and outside to their design, using techniques to add colour, blending and shape their very own 3D creations.</p>
<p>IPC</p> <p>Focus: Science</p>	<p>Making new materials: This unit gives the children a chance to learn about different kinds of materials and experiment with them, becoming cooks, chemists and creators or new materials. They will find out about the chemistry of cooking, how to make their own clay, about the importance of bronze, iron and clay, how artists use different materials in their work and how different countries work together to invent new materials.</p>
<p>Science</p>	<p><u>Main Focus</u></p> <p>Making New Materials - properties and changes</p> <p>They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. Working and thinking scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should be taught to:</p> <ul style="list-style-type: none"> · compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets · know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution · use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating · give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

	<p>demonstrate that dissolving, mixing and changes of state are reversible changes · explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Science week: <u>Living things and habitats:</u></p> <ul style="list-style-type: none"> ○ The Life Cycles of a mammal, amphibian and a bird. Describe the life process of reproduction in animals and plants. ○ Describe the changes as humans develop to old age. (PSHE/SEAL link)
History and Geography	Covered in the Spring term, within <i>The Great</i> , <i>The Bold</i> and <i>The Brave</i> .
Art	This term, we will focus on 3-dimensional art (looking at shape and form) using recycled materials to create sculptures and objects, inspired by the world around us. Children will explore the artwork of a variety of environmental artists. Children will be involved in designing and creating props for the musical performance.
Music	In music, we use recycled materials as instruments, to create rhythmic sequences. Children will be inspired by watching and listening to rhythmic musicians. Children will prepare for the Year 5 and 6 musical performance.
D & T	Covered in the Spring term, within <i>The Great</i> , <i>The Bold</i> and <i>The Brave</i> .
PE	Children will continue to apply and develop a broader range of skills, learning how to use them in different ways and link them. In indoor PE, children will be learning yoga stances and poses. In outdoor PE, children will develop skills in the following areas: athletics, striking and fielding games and swimming. In athletics, children will explore a variety of track and field events. In striking and fielding, children will develop their batting and fielding skills. In swimming, children will work towards achieving their 25m distance and developing strokes.
Languages	<p>We will be learning how to describe the weather and the names of popular foods and drinks. Children will also learn how to talk about their families, using key words and phrases. Children will learn to understand basic grammar, appropriate to the language being studied.</p> <p>Children will:</p> <ul style="list-style-type: none"> - engage in conversation, ask and answer questions - speak in sentences <p>develop accurate pronunciation and intonation</p>
PSHE/Citizenship/SEAL	During the term we will be looking at <i>My Relationships and Growing Up</i> . Children will develop their idea of friendships and how to develop these into the future. Within <i>Growing Up</i> we will be covering sex education. A letter will follow giving details of these lessons.
RE Devon agreed syllabus	This term will be exploring Buddhism through learning about Buddhist practises and philosophy. Through a range of media, DVDs, artefacts and visits, they will find out about the origins of Buddhism, key principles and beliefs. Children will be investigating two key questions: How should we live and who can inspire us? Looking at the notion of Nirvana, and What do people believe about life? They will do this by exploring the meaning of Samsara and the Wheel of Dharma. Children will learn through group and class discussion as well as reflect on how these ideas could be translated in their own lives.
Environmental Work	Maintaining the allotted area of the school grounds. Using the outdoor school environment where possible to enhance lessons and lesson objectives. Each class has an eco councillor who meets weekly to discuss environmental issues in school.
Cultural Awareness	Children will learn about the traditions, culture, celebrations and festivals within our Host Country, Mexico.