

**Literacy**

**Key Texts:** *The Works* by Paul Cookson,  
*Street Child* by Berlie Doherty

**Purpose for writing:** Performance poetry and story writing

**Writing:** Children will be looking at the structure of a historical fiction introduction and how writing is used to create a detailed scene—recapping the features of writing covered this year.

**Grammar:** Pupils will be learning how features from the text can be used to inform their own historical fiction introduction to a story. (speech, relative clauses, commas/brackets for parenthesis, short sentences for dramatic effect/suspense). Children will also be exploring the language features of performance poetry focusing on metaphors, alliteration, onomatopoeia and its rhyming structure. They will be able to perform these poems to the class and will be developing their speaking skills

**Word Reading / Comprehension:** Children will be learning a wide range of vocabulary from the book *Street Child* to help their understanding of the text. Key vocabulary will also be explored when the children read, examine and create their own performance poetry.

**Maths**

**Key Facts: Position and Direction**  
The children will revise reading and plotting coordinates on a grid. The children will learn how to read and plot the x-value of the coordinate. They will identify the coordinates of given points on a grid, then move on to plotting points with given coordinates. As they continue with this topic it will lead to them drawing shapes on a coordinate grid with given coordinates or working out the coordinates of a shape from known information.

**Key Facts: Decimals**  
The children will add and subtract decimals within 1 whole using known facts. They will move on to using a formal method to add and subtract decimals later in this block. Through unitising, children will be able to make connections between whole numbers and decimals. For example, 7 ones + 9 ones = 16 ones, therefore 7 hundredths + 9 hundredths = 16 hundredths. The children will develop a good understanding of place value, by using a stem sentence which allows children to recognise that the unit they are adding or subtracting must be the same, so in this example 48 hundredths + 30 hundredths = 78 hundredths.

**History**

**Focus: Crime and Punishment:** *Children will continue their learning about crime and punishment by focusing on how this changed throughout history from Normans through to the present day.*

(Please see History Knowledge Organiser for essential knowledge and vocabulary to be learnt.)

**Science**

**Light:** Children will learn how light travels and how this allows us to see objects that light can reflect off. They will also discuss different sources of light and the effects light have in different forms. Shadows are another area covered in the 'light' topic, discussing how shadows can be changed to the transparency, translucency and opaqueness of different objects.

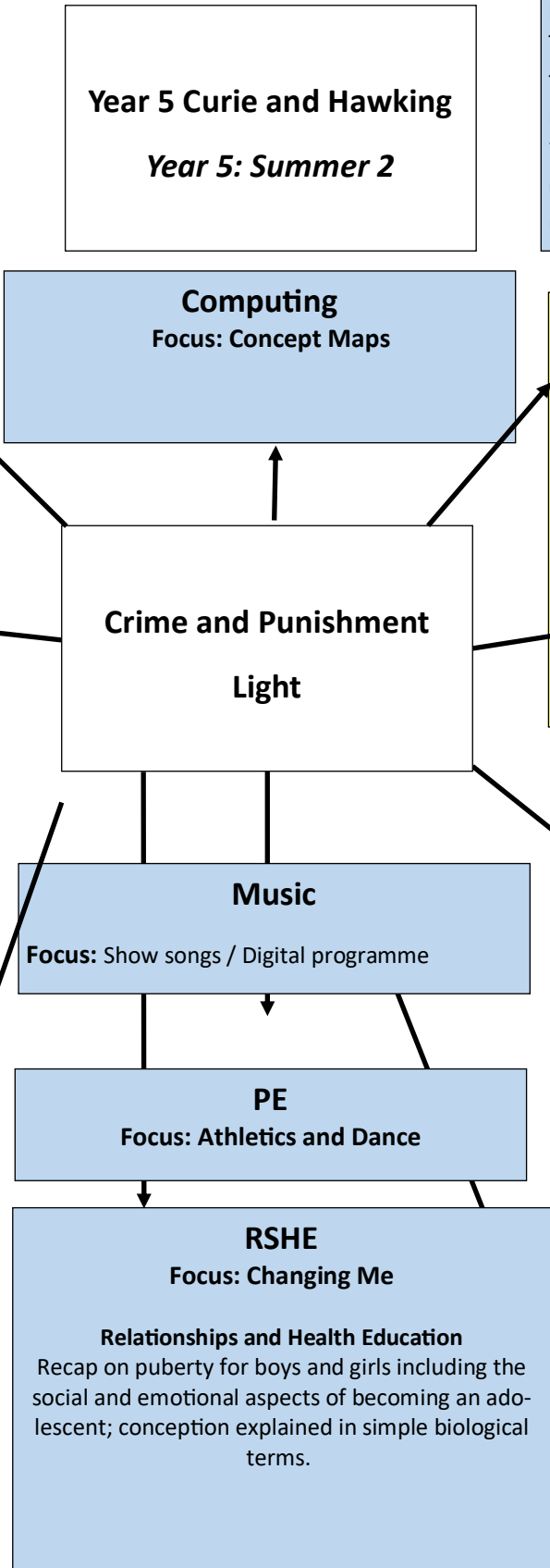
**Working Scientifically:** Children will learn how to: ask relevant questions, plan a scientific enquiry to answer a question, take accurate and precise measurements using a range of scientific equipment, set up further comparative / fair tests using test results.

(Please see Science knowledge organiser for essential knowledge and vocabulary to be learnt.)

**DT**

**Focus: Fabrics and textiles**  
Know how a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate.

(Please see DT Knowledge Organiser for essential knowledge and vocabulary to be learnt.)



**RE**

**Focus: Why do some people believe in God and some people not?**  
**Make sense of belief:** Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs  
**Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from**

**Understand the impact:** Make clear connections between what people believe about God and the impact of this belief on how they live  
**Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)**

**Make connections:** Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging their own about in their own lives, in the light of their learning.

**French**

**Focus:** Time, favourite sports and travel.  
Revisit setting the date and give the date of your birthday including the four seasons. What sports do I do? What is my favourite sport? What I would like to do. I am going on holiday by car, plane, boat or train.