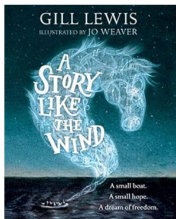




**English**



A Story Like the Wind by Gill Lewis

Flashback Narrative and Newspaper Report
<b>Vehicle Text</b>
A Story Like the Wind
<b>Writing Outcome &amp; Writing Purposes</b>
Fiction Outcome: Flashback Narrative Purpose: To narrate
Non-Fiction Outcome: Newspaper Report Purpose: To report
<b>Grammar: Word</b>
Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing (WO2) Develop understanding of how words are related by meaning as synonyms and antonyms Convert nouns or adjectives into verbs using suffixes e.g.: -ate, -en, -ify and -ise
<b>Grammar: Sentence</b>
Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely
<b>Grammar: Text</b>
Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials
<b>Grammar: Punctuation</b>
Build on previous units & focus on: Using semi-colons to mark the boundary between independent clauses Using hyphens to avoid ambiguity

**Maths**

Fractions A  
Fractions B  
Measurement - Converting units

White Rose Maths - [Home learning videos](#)

**Science**

**Animal, Including Humans**

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  
Describe the ways in which nutrients and water are transported within animals, including humans

**History**

**How did conflict change our local area in World War 2? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

**Geography**

**Physical processes: earthquakes, mountains and volcanoes**  
**Human and physical geography**

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

**Geographical skills and fieldwork**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  
Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Computing**

This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

**Art**

**Painting and Collage**

Create still life compositions by combining different media and in response to cubist work  
Adapt and refine ideas and techniques and respond to different styles of artists and art movements  
Know that observation of still life can be responded to through a combination of different media and styles  
Be able to create a still life using a variety of colours, textures and materials, including paint

**Design Technology**

**Mechanisms**

Pulleys and gears - rotary and linear movement  
How do pulleys and gears let you see the world?

**Religious Education**

**What matters most to Christians and Humanists?**

**Physical Education**

**Throwing and Catching**

Target - Netball - Basketball

**PSHE (Jigsaw)**

**Celebrating Difference** - Respect for similarity and difference.  
Anti-bullying and being unique

**Music**

**Developing ensemble skills**

You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ("crescendo") or from loud to soft ("decrescendo") can help make music more exciting.

**French**

**Daily Routine**  
**Telling the time**