

<p><u>English</u></p> <p>As always, we begin the term with a poetry week, which this term will be an Allan Ahlberg poem to perform in Class Worship. We then continue the term with writing based on 'The Great Chocoplot', a narrative mystery. We will be looking at apostrophes for plural possession, use of the present perfect tense and expanded noun phrases. We will of course be continuing to foster a love of reading.</p>	<p style="text-align: center;"><u>Squirrel Class Term 4</u></p> <p style="text-align: center;"><u>2023</u></p> <p style="text-align: center;">Values:</p> <p style="text-align: center;">Perseverance and Joy</p>		<p><u>Maths</u></p> <p>Year 4s begin the term with written multiplication and division, including regrouping and exchanging, moving later in the term to geometry – looking at acute and obtuse angles, and putting angles in size order.</p> <p>Year 5s begin with fractions, decimals and percentages, understanding the relationship between the three and converting from one to another.</p> <p>Both year groups will continue to focus on times tables and the related division facts.</p>
<p><u>Science</u></p> <p>Animals (including humans): Life Explorers. We will complete online research to find out the gestation periods of a range of animals and present this information. We will explore the key stages of human foetal development and baby growth. Finally we will investigate the physical and mental changes to the human body as it goes from puberty to old age.</p>	<p><u>R.E.</u></p> <p>Why do Christians believe Jesus was the Messiah? We will examine the place of Incarnation and Messiah within the 'big story' of the Bible, and discuss how the idea, that Jesus is the Messiah, makes sense in the wider story of the Bible. We will weigh up how far the idea that Jesus is 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.</p>		<p><u>History</u></p> <p>Year 4 will investigate why the Romans invaded Britain and the reaction of the Celts and learn how the Romans changed life in Britain. We will consider why the Roman army was so successful and further our historical skills by understanding what artefacts tell us about Roman times.</p> <p>Year 5 will be comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p>
<p><u>Music</u></p> <p>In Music, we will be learning some partner songs and finding out more about music from around the world, specifically Samba music from Brazil. We will be finding the pulse, tempo, dynamics and structure of traditional samba music. We will finish the term with a Samba workshop.</p>	<p><u>Design and Technology</u></p> <p>Pulleys or Gears – We will learn that mechanical and electrical systems have an input, process and an output, and how gears and pulleys can be used to speed up, slow down or change the direction of movement.</p>		<p><u>P.E.</u></p> <p>This term, our PE will be swimming and handball, furthering our use of techniques and becoming great team players.</p>

<p><u>P.S.H.E.</u></p> <p>Our PSHE unit is called 'Rights and Responsibilities.' We will look at media influence, how to be good members of our communities, and discuss what we mean by rights, responsibilities and duties. We will finish by looking at how to spend money wisely.</p>	<p><u>French</u></p> <p>We will be consolidating prior learning about homes and where we live, and revising days of the week, months of the year and numbers 1-31, so that we can ask and answer questions about dates.</p>	<p><u>Computing</u></p> <p>Branching Databases We will learn how YES/NO questions are structured and answered and use YES/NO questioning to play a simple game with a friend. Children should be able to explain why they choose a particular question to split their database. Some children will begin to use 'or more' and 'or less' in their questioning.</p>
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