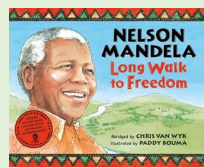
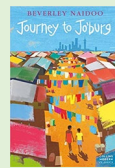
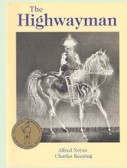




**As geographers**, we will explore the key question 'What are the main biomes of the world?'. We will explore a range of the world's different biomes. For example, there are many different biomes in Africa such as desert in Egypt, tropical in Mali, tundra at the top of Mount Kilimanjaro. We will then explore which biome we live in.

**As historians**, we will deepen our understanding of ancient civilisations by comparing the Ancient Egyptians to other ancient civilisations, focussing on the development of writing systems, technology, trade and governance. We will look how one of the oldest civilisations - the Ancient Sumer - developed the first writing system of cuneiform in what is now Iraq; how the Harappa Civilisation in the Indus Valley developed technology and trade in what is now Pakistan and north-west India and how ancient Chinese civilisations - especially the Zhou Dynasty - developed their government into a feudal system which was later used and adapted by many civilisations across the world.

**As readers**, we will be reading two very ambitious texts: Beverley Naidoo's *Journey to Jo'burg* raises questions of equality and human rights during Apartheid in South Africa while Alfred Noyes' famous ballad *The Highwayman* will take us to a world of revenge and love beyond the grave in 18<sup>th</sup> century England. We will continue to read widely in our reading lessons and enjoy reading a range of fiction, poetry and non-fiction for pleasure, information and analysis.



**As writers**, we will create a range of writing in response to our focus texts. We will analyse our focus texts to see how these writers create plot, character and suspense and magpie their literary and stylistic devices to improve our own writing. We will write a letter to Beverley Naidoo, asking her about her childhood in South Africa during Apartheid and share our ideas about the book with her. We will experiment with our poetic voice when studying the *Highwayman* and use drama techniques to perform the poem before writing our own prose version in response. We will focus on punctuation, especially commas for parenthesis and clarity; analyse the sentence structures we are using and work on more complex punctuation such as colons and semi-colons. Now that we are structuring our writing into paragraphs with confidence, we will refine our use of adverbs and pronouns to create cohesion and ensure our writing flows. We will continue to explore the spelling rules for Years 3 to 6 and include dictionary work in our editing session to check the spellings and synonyms of our increasingly sophisticated vocabulary.

**As artists**, we will explore the work of set designers for animations and 3D illustrations. We will look at how we can create our own model sets to produce 3D illustrations for a chapter in our class novel, *Journey to Jo'burg*. This will allow us to tell the story in a visual way, inviting other classes to come and hear the chapter. We will use our sketchbooks throughout to brainstorm, record, test and reflect.

**As designers**, we will dive into the world of food technology to celebrate cultural traditions and seasonality. We will look at healthy eating habits in different cultures and prepare, cook and eat together seasonal foods from different cultures that represent our international class community.

**As musicians**, we will use music to explore the clash of colours during the Holi festival. We will also explore 'Blues' music, including learning how to play a chord and a scale.

**As theologians (RE)**, we will be looking at Christianity and Sikhism to explore the question 'What impact do people's beliefs have on their lives?' We shall look at what it means to be spiritual and how different people express their spirituality. After half term, we will explore the key question 'How is human identity and belonging shaped by faith and non-religious beliefs?' We will look at Christianity and Humanism to answer this question.

**As athletes (PE)**, to ensure our safety around water (including swimming pools, rivers, ponds and the sea), we will focus on being able to swim at least 25m. In the second half term, we will be developing our striking and fielding skills, as well as accurate throwing and catching.

**As members of our community (PSHE)**, we will learn how to look after our own physical and mental well-being; explore how growing up means we become more aware of our personal identity and how we can express and assert our individuality and discuss how to keep safe in different circumstances as we explore the world with increasing independence.

**As computer scientists**, we will use Google Drawings to create vector drawings, which are used in many logos and labels. We will learn how to use different drawing tools to help us create images. using shapes and lines as our building blocks. We will develop our coding skills further when using Scratch, using our knowledge of writing programs and using selection to control outcomes when designing and programming a quiz about our favourite topics.

**As mathematicians**, we will build on our fractions work from last term and multiply fractions by an integer, find fractions of amounts and solve problems before we move on to the relationship between fractions, decimals and percentages. We will add and subtract decimals and expand our understanding of place value by multiplying and dividing numbers, including decimals, by 10, 100 and 1000, and explore negative numbers before we use different units of measure. We will continue to practise our general arithmetic skills and consolidate our use of the four operations, as well as improve our instant recall of our core times tables facts in our daily Mastering Number sessions. Daily times tables practice at home will ensure we are in good shape. In geometry, we will measure and calculate area and perimeter, measure and calculate angles, explore lines of symmetry and reflect and translate shapes using coordinates.

**As scientists**, we will focus on the life cycles of plants, insects, reptiles, birds and mammals. In the second half term, we will look at the changes humans go through from birth to old age, including the changes in puberty.

### Enrichment

Wednesday 24<sup>th</sup> June – London Symphony Orchestra performance at the Royal Festival Hall

### School Values

**Equality** – studying a text set in South Africa during Apartheid will be our starting point to explore what equality means for us and children around the world. We will explore further the UN convention of children's rights and discuss how we can contribute to making our class, our school, our country and our world a fairer place for all children to grow up in.