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| **SPAG**  Linking to writing a persuasive leaflet   * Conjunctions * Adjectives * Similes * Imperative Verbs * Paragraphs * Rhetorical Questions * Emotive language   **The weekly spelling patterns will be included in our SPAG lessons too.** | **English**  Writing a persuasive leaflet  This term children are going to have a go at writing a persuasive leaflet based around the Titanic. They are going to research what made the Titanic so popular and go back in time to write a leaflet persuading people to travel onboard the Titanic.  For our reading for pleasure book this term Class 4 will be reading the second book in our series Return to Roar  For our topic book this term C4 will be reading Call of the Titanic  For our poetry book this term C4 will be reading Sensational | **History: The Titanic**  This term Class 4 will be learning about The Titanic! They’ll be learning about the most famous vessel of the early 20th century and investigating the history behind the Titanic and her infamous maiden voyage. Over our Spring term we will be looking at:   * The timeline of the Titanic and her maiden voyage * Investigating different sources of information * Investigating what life was like for the different classes onboard the Titanic * Learning about the crew and their different roles * Debating and investigating why so many people lost their lives and who was to blame * Reflecting on what has changed since the Titanic and how the incident influenced these changes. |
| **Maths**  During our Spring term both Year 4 and Year 5 children will be focussing on multiplication and division followed by fractions. We will be following the scheme White Rose Maths. Children’s SumDog homework will link to what we have been learning in lessons.  Times Table of the Term (Children’s TT Rockstar’s test on a Friday will be based on these times table) –  Y4- 12 times table  Y5- 12 times table | **Science: Living things and their Habitats**  In this unit children will explore a variety of ways to identify, sort, group and classify living things. They learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. They use and create classification keys to group, identify and name living things from the local habitat and beyond. This unit also introduces children to the idea that environments are subject to human-made and natural changes, and that these changes can have a significant impact on living things. | **PSHE- Relationships**  We will be following the PSHE Matters scheme, and during the Spring term we will be looking at relationships, specifically:   * Healthy and unhealthy relationships and how to identify what these look like * Persuasion, influence and pressure |
| **PE**  In PE we will be doing circuits and Fitness with AVSP on a Tuesday and therefore need to come in PE kit for that day.  Class 4 will be going swimming for the Spring term so this will count as their second PE session for the week.  Our swimming session is on a Wednesday so children will need to remember their swimming kits. | **DT**  In DT this term children will be having a go at creating their own pop-up books based on our topic of the Titanic. They will:   * Produce a suitable plan for each page of their book. * Produce the structure of the book. * Assemble the components necessary for all their structures/mechanisms. * Hide the mechanical elements with more layers using spacers where needed. | **French-**  In French this term we are looking at numbers, calendars and birthday. By the end of the unit children will be able to:   * Say the numbers to 31 in French. * Read and calculate Maths sums correctly in French. * Say all the days of the week, working out the words for the days that are yesterday and today. * Match most of the French months to their English equivalents. * Ask when someone’s birthday is and give the number and month of their own birthday. * Say the seasons of the year. * Translate the date from English to French. * Say the similarities and differences between birthdays in the UK and France. |
| **Computing-**  Children will be following the Kapow unit Computational Thinking during Spring 1. We will:   * Understand that problems can be solved more easily using computational thinking. * Understand what the different code blocks do and create a simple game. * Understand the terms ‘pattern recognition’ and ‘abstraction’ and how they help to solve a problem. * Create a Scratch program which draws a square and at least one other shape. * Understand how computational thinking can help to solve problems and apply computational thinking to problems they face.   . | **RE-**  In RE this term we will be looking at ‘If God is everywhere why go to a place of worship?’  Describe and explain differences within Anglican and Baptist churches  • Make links between Christian beliefs and features of these places of worship. • Describe differences between worship in the home and at the mandir  • Describe the differences between different Jewish synagogues.  • Make links between Jewish beliefs and features of Jewish places of worship.  • Describe what places of worship are for  • Describe what people from different religions would say the most important function of their place of worship is  • Make links between Hindu beliefs and  worship.  • Give examples of how places of worship are helpful to believers in difficult times  • Explain how and some people see the place of worship as being more about the people than the building | **Music- Charanga**  We follow the scheme Charanga for our music lessons, children will be looking at the unit Stop! All the learning is focused around one song: Stop! - a rap/song about bullying. |