



English

Macbeth

- To retell and perform stories in a range of formats.
- To develop creative responses to the text through drama, oral storytelling and artwork.
- To draw inferences from a text
- To understand how authors have developed characters and setting
- To identify the audience and purpose for the writing.
- To edit writing to improve grammar and vocabulary.
- To use a range of devices to build cohesion within paragraphs.
- To understand the effect of vocabulary and grammar on the audience.
- To empathise with a character.
- To select ideas based on the audience.
- To understand Shakespeare’s life and work.
- To integrate dialogue to convey character and advance the action.
- To explore the themes of a Shakespeare comedy.

Guided reading

- Improvise, using a range of drama strategies and conventions, to explore themes such as hopes, fears and desires.
- Understand how writers use structure to create coherence and impact.
- Understand different points of view.
- Deduce information about a character from a visual text.
- Offer opinions and provide evidence to support them.
- Consider the ways that visualisation helps to gain a deeper understanding of a description of a setting.
- To use drama strategies to explore characters’ feelings.

Mathematics

Fractions

- To use concrete materials to simplify fractions; to recognise equivalence in fractions to $\frac{1}{4}$.
- To simplify fractions using division and common factors; to represent fractions using concrete materials and pictorial representations
- To compare fractions and place them in order from smallest to largest.
 - To compare and order fractions by finding common denominators.
- To compare and order fractions using common factors.
 - Adding and subtracting fractions with different denominators.
 - Add and subtract fractions with different denominators and mixed numbers.
 - To add and subtract mixed numbers, including fractions with different denominators.
 - Multiply simple pairs of proper fractions, writing the answer in its simplest form (for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$).
 - Divide proper fractions by whole numbers (for example, $\frac{1}{3} \div 2 = \frac{1}{6}$).

Decimals

- Identify the value of each digit in numbers given to three decimal places.
- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$].
- Multiply 1-digit numbers with up to two decimal places by whole numbers.
- Use written division methods in instances where the answer has up to two decimal places.
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Percentages

- Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

<p style="text-align: center;">Science</p> <p><u>Living things and their habitats</u> <i>In this unit, the children will build on their work in Year 4 by sorting animals into groups based on their similarities and differences. They will extend their learning to find out about the standard system of classification first developed by Carl Linnaeus.</i></p> <ul style="list-style-type: none"> • Give reasons for classifying plants and animals based on specific characteristics. • Describe how living things are classified into groups. • Identify the characteristics of different types of animals and classify a creature based on its characteristics. • Describe and investigate helpful and harmful micro-organisms. • Identify the characteristics of different types of micro-organisms. • Explain the classification of organisms found in the local habitat. 	<p style="text-align: center;">RE</p> <p><i>Islam: How does Tawhid create a sense of belonging to the Muslim community?</i></p> <ul style="list-style-type: none"> • To engage with the idea that one thing can have affect which spreads. • To enquire into the idea that Tawhid is at the centre of Muslim faith. • To explore ideas about Tawhid in Muslim stories or Quranic text. • To explore ideas about Tawhid in Muslim community practise: The Five Pillars of Islam. • To explore aspects of Tawhid in Muslim living. • To evaluate our learning of Tawhid. 	<p style="text-align: center;">PE</p> <p style="text-align: center;">Outdoor: Fitness</p> <ul style="list-style-type: none"> • I can change my running technique to adapt to different distances. • I can collect, record and analyse scores to identify areas where I have made the most improvement. • I can work with others to organise, manage and record information at a station. • I encourage and motivate others to work to their best. • I understand that there are different areas of fitness and how this helps me in different activities. • I understand the different components of fitness and ways to test and develop them. • I work to my maximum consistently when presented with challenges <p style="text-align: center;">Outdoor: Netball</p> <ul style="list-style-type: none"> • To develop passing and moving to maintain possession. • To use a variety of attacking skills to lose a defender. • To move into and create space to support a teammate. • To use defending skills to gain possession. • To develop accuracy in the shooting action under pressure. • To use and apply skills, principles and tactics to a game situation.
<p style="text-align: center;">History</p> <p>N/A this half term</p>	<p style="text-align: center;">Geography <i>Mountains</i></p> <ul style="list-style-type: none"> • Describe what a mountain is and locate the world's 'Seven Summits' on a map • Describe the key features of mountains and how they are formed. • Describe the climate of the mountains and explore mountain life • Explore and locate the UK's highest mountains. • Recognise the importance of the Himalayas for people living in the region. • Share knowledge about a world-famous mountain or mountainous region. 	<p style="text-align: center;">Computing <i>Web page creation</i></p> <ul style="list-style-type: none"> • To review an existing website and consider its structure. • To plan the features of a web page • To consider the ownership and use of images (copyright) • To recognise the need to preview pages • To outline the need for a navigation path • To recognise the implications of linking to content owned by other people

<p style="text-align: center;">Art &DT North American Art</p>	<p style="text-align: center;">French</p>	<p style="text-align: center;">Music</p>
<p>In this unit you will learn:</p> <ul style="list-style-type: none"> • to draw the other half of a famous image • make collage landscapes • create body abstracts • make 'building block' houses • draw patterned skulls and be an artist's model to create quality artwork. <p>You will also have the opportunity to explore the works of</p> <ul style="list-style-type: none"> • American artists John Singer Sargent • Helen Frankenthaler • Jean-Michel Basquiat • Mary Cassatt • architect Frank Lloyd Wright • photographer Ansel Adams. 	<ul style="list-style-type: none"> • To revise vocabulary for saying what is in your town. • Making & responding to invitations. • Using 'mais' (but) and 'parceque' (because) • To talk about and compare well-known French Christmas traditions and key 'Christmas' vocabulary. 	<ul style="list-style-type: none"> • Use body percussion, instruments and voices. • Justify a personal opinion with reference to Musical Elements. • Rehearse and learn songs from memory and/or with notation • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E\flat major, D minor and F minor.
<p style="text-align: center;">PSHE and Resilience</p> <ul style="list-style-type: none"> • I have given thought to people I will meet in the future and how I will respond to them. • I have the skills and confidence to know when to ask for help and who to ask in various situations in the future. • I have skills to work cooperatively with others. • I have developed strategies to resolve disputes and conflict to benefit others as well as myself. 		