



## 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.
- Use written division methods in instances where the answer has up to two decimal places.

### 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;"><b>Science</b> <b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>• Explain the importance of the major discoveries in electricity.</li> <li>• To observe and explain the effects of differing volts in a circuit.</li> <li>• To plan an investigation.</li> <li>• To understand variations in how components function.</li> <li>• To record data and report findings.</li> <li>• To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• To use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p style="text-align: center;"><b>RE</b> <b><i>Islam: How does Tawhid create a sense of belonging to the Muslim community?</i></b></p> <ul style="list-style-type: none"> <li>• To engage with the idea that one thing can have affect which spreads.</li> <li>• To enquire into the idea that Tawhid is at the centre of Muslim faith.</li> <li>• To explore ideas about Tawhid in Muslim stories or Quranic text.</li> <li>• To explore ideas about Tawhid in Muslim community practise: The Five Pillars of Islam.</li> <li>• To explore aspects of Tawhid in Muslim living.</li> <li>• To evaluate our learning of Tawhid.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Indoor: Fitness</b></p> <ul style="list-style-type: none"> <li>• I can change my running technique to adapt to different distances.</li> <li>• I can collect, record and analyse scores to identify areas where I have made the most improvement.</li> <li>• I can work with others to organise, manage and record information at a station.</li> <li>• I encourage and motivate others to work to their best.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I understand the different components of fitness and ways to test and develop them.</li> <li>• I work to my maximum consistently when presented with challenges</li> </ul> <p style="text-align: center;"><b>Outdoor: Netball</b></p> <ul style="list-style-type: none"> <li>• To develop passing and moving to maintain possession.</li> <li>• To use a variety of attacking skills to lose a defender.</li> <li>• To move into and create space to support a teammate.</li> <li>• To use defending skills to gain possession.</li> <li>• To develop accuracy in the shooting action under pressure.</li> <li>• To use and apply skills, principles and tactics to a game situation.</li> </ul>
<p style="text-align: center;"><b>History</b></p> <p>N/A this half term</p>	<p style="text-align: center;"><b>Geography</b> <b><i>United Kingdom</i></b></p> <ul style="list-style-type: none"> <li>• To locate the countries in the UK</li> <li>• To use an atlas to locate different regions in England.</li> <li>• To identify topographical features of a map</li> <li>• To identify physical features of the UK</li> <li>• To research some human features of the UK</li> <li>• To understand and evaluate different energy sources in the UK</li> </ul>	<p style="text-align: center;"><b>Computing</b> <b><i>Web page creation</i></b></p> <ul style="list-style-type: none"> <li>• To review an existing website and consider its structure.</li> <li>• To plan the features of a web page</li> <li>• To consider the ownership and use of images (copyright)</li> <li>• To recognise the need to preview pages</li> <li>• To outline the need for a navigation path</li> <li>• To recognise the implications of linking to content owned by other people</li> </ul>

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