

## As language specialists we will.....

**Read stories including:** The Wind in the Wall, Letters from the Lighthouse and Macbeth

### In writing we will...

Further develop our skills as writers selecting vocabulary and structure to write formally using a wide range of devices to create cohesion.

We will write for a range of purposes including writing about historical events during the occupation; writing speeches about the importance of equity, equality, and diversity; and persuasive writing.

Perform our own compositions, using appropriate intonation, volume and movement so meaning is clear.

### In reading we will...

Be reading books that are structured in different ways and reading for a range of purposes, identifying and discussing themes.

Through our texts we will develop inference skills such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

## As Mathematicians we will:

Learn how to use ratio to compare quantities.

Find the area and perimeter of rectangles, parallelograms, and triangles. Find the volume of cuboids and solve problems involving volume. Investigate angles and find angles in polygons.

comparing and classifying geometric shapes based on their properties and sizes. Illustrate and name parts of a circle, including radius, diameter, and circumference.

Draw two dimensional shapes using given dimensions and angles. Recognise, describe, and build simple 3-D shapes, including making nets. Add, subtract, and use negative numbers.

Carry out revision of the math curriculum in preparation for secondary school.



## As Historians and Geographers we will:

Explore a variety of evidence about the occupation to discuss what it shows and what it tells us about people living during the occupation. Also exploring the strengths and weaknesses of different types of evidence and historical sources.

Know and understand the Occupation as part of the history of the Island and how people's lives have shaped the Island and its people.

Understand historical concepts such as continuity and change, cause and consequence and significance, and use them to make connections and draw contrasts.

Frame historically valid questions and create their own structured accounts, including written narratives.

Explore where and why bunkers and emplacements were put around the islands and the impact this has on the geography of the land.



## As Scientists we will:

Further develop our understanding of electrical circuits and symbols.

Learn about the human body and how it is affected by exercise, diet and drugs. We will also explore the human circulatory system to deepen our understanding of how our bodies function.

Linking to our PSHE, we will also learn about human reproduction and build on our learning from last year in understanding the changes which occur during puberty. We will discuss relationships and the importance of developing healthy ones and how to keep ourselves safe.

## Across the curriculum:

**As Physical Educationalists we will:** develop our deep and close catching, underarm and overarm throwing, long and short barrier technique when fielding in Cricket. We will learn to improve accuracy when bowling both underarm and overarm. In Athletics, we will improve our sprinting technique as well as throwing for distance and with accuracy. After half-term, we are delighted that we will be joined by dancers from the Ballet d'Jerri who will deliver interactive dance workshops. We will Choreograph our own dance to perform at the Ballet d'Jerri.

**As Theologians we will:** explore Christianity and what kind of a king Jesus was to Christians.

**As Musicians we will:** continue to develop our skills in playing the ukelele and hope to compose and perform our own pieces of music.

**As Artists we will:** be welcoming visiting artist Layla Arthur who will help us develop layered 2D and 3D collage techniques to represent shape, depth and texture to our work.

**As Computer Digital Leaders we will:** further develop our knowledge and skills in using computers for work and learning. We will also continue to reflect on how to keep safe when using the internet and social media.

**As Design Technologists we will:** research structure and types of bridges. We will generate designs, build and evaluate the effectiveness of our structures. Finally, we will apply further research to strengthen, stiffen and reinforce these complex structures.

**As members of our community we will:** discuss transition to Secondary school. How it makes us feel and what we can do to help us to feel confident about our move. We will begin to think about the consequences of anti-social behaviour and discuss rules and responsibilities. We will carry out our unit on Sex Education and Puberty.