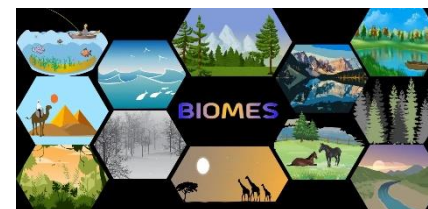
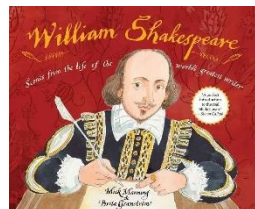
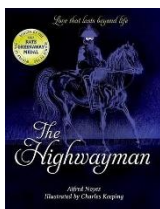


Term 3 theme: Biomes



Breadth:

As writers (English):

Core text for this term:

***The Highwayman* by Alfred Noyes**

- We will explore the genre of poetry, extending our knowledge of how poets manipulate and use language to form verse.
- We will interpret how poets use language to convey feelings, reflections and moods in their poetry.
- We will identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes.
- We will discuss and express views about contemporary and classic poetry.
- We will write our own poems experimenting with active verbs and personification, and rehearse and perform our compositions.
- We will continue to develop our editing skills.

As readers (guided reading):

Core text for this term: ***William Shakespeare* by Mick Manning and Brita Granström (biography)**

- We will read with confidence, fluency and prosody.
- We will identify and discuss themes and conventions in and across a range of writing.
- We will discuss understanding and exploring the meaning of words in context (vocabulary).
- We will make inferences from the text using evidence to support this.
- We will be able to predict what might happen from details stated and implied.
- We will identify how language, structure and presentation contribute to meaning.

As mathematicians: multiplication and division, fractions

- We will multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.
- We will divide up to four digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately.
- We will solve problems involving multiplication and division, including knowledge from term 1 and 2 of factors and multiples, squares and cubes.
- We will multiply proper fractions and mixed numbers by whole numbers.
- We will use our fractions knowledge to solve problems.

As scientists: properties and changing materials

- We will investigate how materials can change by looking at mixtures and solutions.
- We will consider which changes are reversible and which are irreversible, including changes caused by burning.
- We will conduct scientific inquiries by hypothesising, testing (including awareness of what a fair test is) and analysing results to draw conclusions.
- We will explain how the properties of materials affect their use.
- We will describe how separating mixtures can help solve crimes.
- We will describe Stephanie Kwolek and her work with materials.

As musicians: looping and remixing

- We will know that dance music is usually produced using electronic percussion sounds.
- We will create a loop which is a repeated rhythm or melody.

Being physically active: PE (ball games)

- We will combine techniques in games (running, throwing, catching, passing, jumping and kicking).

As linguists (French): directions

- We will develop our ability to converse in French, revisiting previous vocabulary.
- We will learn new vocabulary relating to food, drink,

As computer experts: programming

- We will set IF conditions for movements. Specify types of rotation giving the number of degrees.

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| <ul style="list-style-type: none"> We will understand how DJs and producers remix (change or alter) music, usually so it is suitable for dancing to. We will compare, discuss and evaluate music using detailed musical vocabulary. | <ul style="list-style-type: none"> We will choose appropriate tactics for a game. We will uphold the spirit of fair play and respect in all competitive situations. | likes/dislikes and ordering from a menu. | <ul style="list-style-type: none"> We will change the position of objects between screen layers (send to back, bring to front). We will upload sounds from a file and edit them, adding effects such as fade in and out and control their implementation. |
| As artists: <ul style="list-style-type: none"> We will describe some of the features of Elizabeth St. Hilaire's artwork. We will give our opinion on a range of her artwork and refer to colour, materials and texture. We will use a variety of materials and techniques to create a collage of an animal. | As geographers: Biomes <ul style="list-style-type: none"> We will explore the Earth's 10 different biomes and understand that biomes are large ecosystems. We will investigate how biomes have distinct climatic conditions, flora and fauna. We will describe the key features of each biome, including mapping biomes. We will investigate how human activity affects the Earth's biomes. | Religious Education: Sikhism <ul style="list-style-type: none"> Key question: how important are Sikh stories today? We will explain how some stories can teach people about what is important and how to behave. We will recognise that stories can be an important way of expressing belief. We will explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. | As citizens (PSHCE): dreams and goals <ul style="list-style-type: none"> We will explore a range of jobs including how much people earn in different jobs. We will describe the dreams and goals of young people. We will understand that communicating with someone in a different culture means we can learn from each other We will encourage our peers to support young people here and abroad to meet their aspirations. |
| Key Vocabulary: | biomes, categorise, inhabit, terrestrial, inhabit, climate, ecosystem, diverse, latitudes, temperate, precipitation, emergent, canopy, deciduous, vegetation, nocturnal, permafrost, migrate, situated, sporadic, desertification, equal, unequal, part, numerator, denominator, congruent, non - congruent, unit fraction, non-unit fraction, properties, materials, burning, solid, liquid, gas, collage, texture | | |

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| Curriculum Drivers: | Curiosity: <ul style="list-style-type: none"> Where are the world's biomes? How are they different? How do the biomes effect the way people live in them? What type of flora and fauna live in the different biomes? | Knowledge of the wider world: <ul style="list-style-type: none"> How do the biomes around the world effect the behaviour of the humans who live there? How does the location of different biomes affect the flora and fauna? For example, the biomes nearer the equator have more abundant species than those nearer the poles. | Aspirations: <ul style="list-style-type: none"> Knowledge of different careers - historians, scientists. Knowledge of environmental issues affecting the world's biomes and how to make a positive impact. |
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| Home learning: | <ul style="list-style-type: none"> • Weekly logging into Spelling Shed to practise the weekly spellings (6 games per week). Spellings can be practised in homework books too, if preferred. • Weekly logging into Times Tables Rockstars (15 minutes to release other games). • Reading 4 times per week, recorded into the reading diary. <u>Reading diary to be handed in every Wednesday</u> to be eligible for the readers' raffle (4 reads = 1 raffle ticket, 5 reads or more = 2 raffle tickets). • 2 items to be chosen from the homework grid (<u>to be handed in on the last Wednesday of term, 7th February</u>). |
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