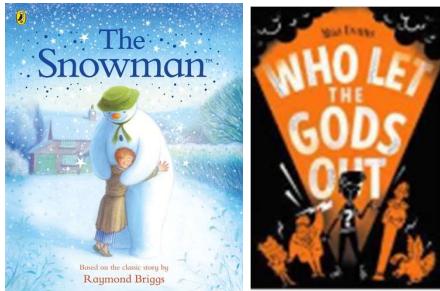


As **Writers**, we will use the texts **The Snowman** to write a narrative, and **Silent Music: A story of Baghdad** to write a non-chronological report on calligraphy.

Our class test for reading for pleasure will be **Who Let the Gods Out** by Maz Evans.



As **Historians** we will study **The Transatlantic Slave Trade**. We will focus on:

- The Origins of the Transatlantic Slave Trade
- The Atlantic Passage
- Enslaved Africans: Treatment and Resistance
- The Abolishment of Slavery
- An Abolitionist: Thomas Clarkson

Our PE lessons will focus on **gymnastics** and will be on **Wednesday**.

The children will require indoor sportswear.

In **RE** we will study **Gospel** and answer the question:
What would Jesus do?

Our understanding Christianity lessons will focus on **Gospel** and for our other faith lessons we will focus on **Islam** and understanding Islamic values.

Our Christian Values for this half term are **Humility and Friendship**.

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The Transatlantic Slave Trade

As **Mathematicians** we will complete our work on money before moving on to:

Negative number

- Pupils represent a change story using addition and subtraction symbols
- Pupils interpret numbers greater than and less than zero in different contexts
- Pupils read and write negative numbers
- Pupils identify and place negative numbers on a number line
- Pupils use their knowledge of positive and negative numbers to calculate intervals
- Pupils explain how negative numbers are used on a coordinate grid

Short multiplication and division

- Multiply two and three digit number by a one digit number.
- Multiply a two and three-digit number by a two-digit number.
- Divide two and three-digit numbers by one digit number.
- Multiply and divide with no regrouping and multiplying and dividing with regrouping and remainders.

Our **Life skills** lessons will focus on **Citizenship: Breaking the Law**.

Children will learn that they have rights, how these rights benefit them, and the responsibilities adults have to support and protect those rights. They will explore how local communities work by recognising different community groups, understanding how local buildings are used, learning how charities support others, and discovering how local democracy affects daily life. Children will also understand the importance of recycling, the need for rules, and the consequences of breaking them.

As **Artists** we will focus on **Painting and Mixed Media: Portraits**.

Pupils who are secure can plan and create portraits by outlining with words, experimenting with materials and backgrounds, and making thoughtful decisions about composition and placement. They can communicate their ideas clearly, create successful prints, and adapt techniques to develop expressive photo and self-portraits that represent something about themselves. Pupils use art vocabulary to discuss, compare, and explain opinions about artworks, while also identifying key facts using a website as a reference.



As **musicians** we will focus on **composing and chords**.

Musical Spotlight: Composing and Chords

If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.

Social Question: How Does Music Improve Our World?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes:

C, D, Eb, E, F, F#, G, Ab, A, Bb, B

Artist of the term: Dolly Parton

Don't forget...

Spelling homework due in: Monday

Reading books and records need to be in school everyday.

Thank you

As **scientists** we will investigate **Living Things and** by focusing on:

- Life Cycles of Plants and Animals in our Local Area
- Life Cycles of Mammals and Amphibians
- Life Cycles of Insects and Birds
- Reproduction in Plants
- The Work of David Attenborough and Jane Goodall



As **Technology users** we will be focusing on **Video Production** The children will be able:

To create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. The children are guided with step-by-step support to take their idea from conception to completion.

How can I help my child?

Read with your child as often as you can asking questions such as 'why does the character feel that way?'

What clue tells you that?