

As **Writers**, we will use our class text **The Nowhere Emporium** to write a Narrative.



We will also study poetry, focussing on **The Highwayman** by **Alfred Noyes**.



As **Historians** we will study **Baghdad AD900**. We will focus on:

- The Rise of Islam
- Baghdad: A City of Peace.
- Baghdad: Building a City.
- Baghdad: A Centre for Learning in the Islamic Golden Age
- The Mongol attack on Baghdad and the Regional Powers

Our PE lessons will focus on swimming and will be on **Wednesday's**, running from 9th September-6th January.

The children will require swimwear and towels and cannot wear any jewelry including stud earrings.

In **RE** we will study and answer the question:
What does it mean if God is loving and holy?

There will be a focus on how Christians and Scientists can have similar, different and intertwining views on the creation of the world

Class Tolkien.
Autumn 1



Baghdad AD900

As **Mathematicians** we will focus on:

Place Value:

- Read, write and represent numbers up to 1,000,000.
- Partition numbers in different ways to deepen their understanding of place value.
- Find 10, 100, 1,000, 10,000 and 100,000 more or less than a given number.
- Round numbers to the nearest 10, 100, 1,000, 10,000 and 100,000.
- Read and interpret scales, including those that involve negative numbers.

Addition and subtraction:

- Use formal written methods to add and subtract numbers with more than four digits.
- Estimate answers by rounding and use this to check the accuracy of calculations.
- Apply addition and subtraction skills to solve multi-step word problems, using representations such as bar models to support reasoning.

In Geography we will be thinking about **spatial sense**. Our burning question for this topic is:

What do Cartographers need to think about when they create maps?

Our **Life skills** lessons will focus on **Setting Ground Rules**.

The aim of these lessons will be to recap learning in PSHE education from Year 4 and how we can help everyone to learn effectively in these lessons

As **Artists**, we will focus on **Drawing – Depth, emotion & movement**.

- Use various types of lines to emphasise emotion or draw attention.
- Describe how artists have shown emotion.
- Use colour and line to convey emotion or movement in their sketch.
- Use a combination of marks to create tone and depth.
- Describe how artists use tone to show depth in their artwork.
- Reflect and improve their sketchbook experiments and final work.

As **musicians** we will focus on **Melody and Harmony in Music**.

Musical Spotlight: Melody and Harmony in Music

A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Can you hear the difference?

Social Question: How Does Music Bring Us Together?

Explore this question as you progress through the unit.

Musical Learning: Singing and listening are at the heart of each

Don't forget...

Homework is due in on Friday.
Reading books and records need to be in school every day.

Thank you

As **scientists** we will investigate **The Human Body** by focusing on:

- Gestation and Infancy.
- Adolescence and Puberty.
- Slowing Down.
- Growth in Humans and Animals.



As **Technology users** we will be focusing on **Systems and Searching**

Children develop their understanding of computer systems and how information is transferred between systems and devices. They consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems.

Children discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.

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?'

Practise spellings together and encourage your child to maintain fluency with their multiplications.