

**Curriculum Information for Parents**

Class: Willow Term: Spring 2024

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|  | **Topic/ Learning** |
| English | **Rain Player by David Wisniewski & History in Infographics: The Maya by Jon Richards and Jonathan Vipond**.Link to topic: ancient civilisation in Central America**. Outcomes:** Instructions, poster, missing scene, diary, newspaper, debate**. Main Outcome:** Analytical essay about The Maya  ***The Boy in the Tower* by Polly Ho-Yen.**Link to topic: mythical element to the apocalyptic part of the storyline) **Outcomes:** Journalistic writing, formal letters, non-chronological reports  ***Can we Save the Tiger?* by Martin Jenkins** Link to topic: human impact on the natural world; ecology **Outcomes:** Letter, explanation, persuasive poster, persuasive speech, simple poem |
| Maths | Measurements, Percentage, Ratio, Algebra, Area and Perimeter, Volume and Arithmetic. |
| Science | **Living Things and Their Habitats** To describe how living things are classified into broad groups according to observable characteristics.  **Electricity** To associate the brightness of a lamp or volume of buzzer to the voltage of cells. To use switches and recognise the symbols. |
| Learning Tree | Objectives in both Geography and history will focus on Central and South America and include the following:   * Use atlases, maps and aerial photographs to locate world countries and major cities, before locating the countries and major cities in Central and South America. * Use atlases, maps and aerial photographs to locate the world’s **rainforests** and explain what the **climate** is like there. Explain why **rainforests** cannot be found in the UK. * Label the world’s **biomes** and **vegetation** belts * Compare the average rainfall in different **climate zones**, including the **rainforest**, and draw a graph to represent this. * Compare the sizes of different **rainforests** and represent them in a table. * Explain how the **vegetation** and animal life changes in the different layers of the **rainforest**. * Investigate the effects of **climate change** and **pollution** on **rainforests.** Use your knowledge to create a campaign to limit **pollution** and **deforestation.** * Explain how **deforestation** can impact the Earth. * Research **trade routes** from the UK, looking at key **exports** and **imports**.   Explain why people have settled near the Amazon river   * The Mayans were one of a few civilisations that invented a Writing System * Mayan cities had similar layouts to each other. They would have a palace for the ruler, a plaza for the marketplaces and temples, in the form of stepped pyramids. * Mayan cities were often found near trade routes and good farmland. * Mayans were polytheists, believing in many nature gods or deities. |
| P.E | Indoor Basketball and Swimming |
| Art & DT | Structure – Playgrounds and Drawing -Make my Voice Heard- Exploring art with a message, children look at the famous ‘Guernica’ by Picasso and the confronting works of Käthe Kollwitz. They develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style. |
| Music | Baroque  Exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.  **Film music** Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film. |
| Spanish | Places in town and describing locality. Directions –understanding and giving directions Numbers up to 1,000,000 in multiples of ten 1 – 1,000 (R/W) Haunted castle mystery Character profiles, describing characters and events, eliciting information from longer text. Further use of prepositions Counting x2, x3, x5, x10, fractions and decimals |
| PHSE | Physical Illness, Immunisation, Marriage, Healthy Minds, Mental Wellbeing and Support & Care. |  |
| Computing | Quiz Show Host and Solve it Club- The children will create their own quizzes using a variety of apps, Children will produce their own digital guide to being a maths genius. |
| RE | **Big life questions and Faith’s answers to them** This unit will help children to think more openly and explore how different faith try and answer the big questions in life. **Prayer- across the Faiths I**n this unit, the children will be looking at different holy texts and how different faiths pray, where and why. |





**Term Dates**

**First Half Term begins:**

**8th January – 9th February**

**Second Half Term begins:**

**19th February - 28th March**



**Homework-** Given out on Thursday and handed in on a Tuesday

**Reading** – every day, for at least 20 minutes

**Spellings** – Given each week for a test on Tuesday

**Literacy and Maths or Topic-**

Homework will be given out on Wednesdays and need to be brought back to school by Tuesday of the following week.



**PE:**

Friday (Indoor)

**Reading Records:**

Reading Records and books must be brought back to school every day.

Oracy Presentational Tasks: Deforestation and Mayan gods.