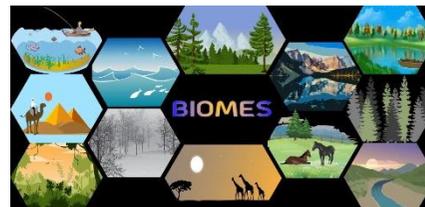
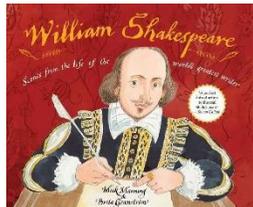
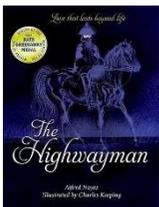


**Term 3 theme: Biomes**



**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.

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

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