

English

- To be able to use a dictionary and thesaurus to edit and improve work
- To understand how to use and to use inverted commas in speech
- To recognise and use modal verbs
- To begin to use semi colons and colons
- Writing to Entertain - Write a story based on 1001 Arabian Nights/Winter descriptive poetry

History

The Islamic Civilisation

- I can sequence up to 10 events on a timeline.
- I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
- I can compare beliefs and behaviour with another period studied, write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied.
- I can compare and contrast ancient civilisation.
- I can use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigation.
- I can describe how some changes affect life today.

Art

- The Art of Kandinsky

Physical Education

- Couch to 5K

Modern Foreign Languages

- To initiate and sustain simple conversations.
- To describe incidents or tell stories from own experience.
- To understand and begin to use tenses.
- To perform or make a presentation to an audience.

National Curriculum

- Please click [here](#) for a link to the National Curriculum.

Science

- Light- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- Living things and their habitats- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

Computing

- E-safety continued – recognise acceptable and unacceptable behaviour when using technology safely.

Religious Education

- Christianity – How significant is it that Mary was Jesus' mother?

PSHE

- To describe how boys' and girls' bodies change during puberty and to express feelings associated with changes

Our Newbridge Journey

Our enquiry is:

Where in the world?

This means we will be learning about:

The Islamic Civilisation

The Key Skills we will be developing are:

- I can show an awareness of the social and political world and know how we can affect change
- I can choose what is relevant, and present information in an appropriate format
- I can use a range of criteria to reflect on my own and other's learning
- I can improve through practice and perseverance, managing my time effectively

Mathematics

- To be able to multiply and divide fractions
- To find fractions of amounts
- To plot coordinates in all four quadrants
- To translate and reflect shapes in all four quadrants
- To use the four operations in decimals
- To convert fractions into decimals

Geography

- Not taught this term

Design Technology

- **Chinese Inventions**
- To understand how key events and individuals in design and technology have helped shape the world.
- To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- To evaluate ideas and products against their own design criteria and consider the views of others to improve their work.

Home Learning

- All Times tables up to 12 x 12
- Reading at least 3 times a week at home
- Doodle Maths and English
- Weekly Spellings

Drama

- Not taught this term.

Music

- To perform as a class a piece of music

British Values

- Show mutual respect for those with different opinions, faiths and beliefs and for those without faith