

As geographers we will research Europe with an in depth study of Spain.

To investigate places, to investigate patterns and to communicate geographically

- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how countries and geographical regions are interconnected and interdependent.
- Physical geography; climate zones, rivers and mountains.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

As computer scientists we will communicate information through an introduction to cryptography

- Be familiar with semaphore and Morse code
- Understand the need for private information to be encrypted
- Encrypt and decrypt messages in simple ciphers
- Appreciate the need to use complex passwords and to keep them secure
- Use some understanding of how encryption works on the web

As scientists we will be learning about electricity

To understand electrical circuits

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

A European Study
Year 4/5
Spring 1

As readers & writers we will look at fiction from our literary heritage

- Choose the appropriate form of writing using the main features identified in reading.
- Use the techniques that authors use to create characters, settings and plots.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Interweave descriptions of characters, settings and atmosphere with dialogue.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

As mathematicians we will be

To divide:

- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
 - Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
- Fractions & Percentages:**
- Compare and order fractions whose denominators are all multiples of the same number.
 - Compare and order fractions, including fractions > 1 .
 - Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.
 - Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
 - Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
 - Read and write decimal numbers as fractions.
 - Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
 - Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
 - Associate a fraction with division and calculate decimal fraction equivalents.
 - Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

As religious educators we will be looking at Celebrations Relating to Key Figures

To understand beliefs and teachings

- Explain how some teachings and beliefs are shared between religions.
- Explain how religious beliefs shape the lives of individuals and communities.
- Show an understanding of the role of a spiritual leader.
- Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.
- Explain why different religious communities or individuals may have a different view of what is right and wrong.

Possibilities / Ambition

We will be ambitious learners through our research into the Spanish traditions and culture.

Global Knowledge

We will expand our global knowledge by learning about the location of Europe and researching its countries.

First-hand Experiences

We will enjoy first-hand experiences by welcoming a Spanish visitor to talk about traditions. We will also be cooking some Spanish traditional dishes.

Emotional Awareness

We will recognise and express feelings about our own identities and relate these to religious beliefs or teachings.