

As writers we will be writing: a written version of the film clip Replay (a story with a flashback); persuasive texts linked to refugees and fairtrade; an explanation text about climate change; and poetry about a current environmental or social issue (refugees, climate change or fairtrade)

To write with purpose

- Note, develop and research ideas
- Plan, draft, write, edit and improve

To use imaginative description

- Create vivid images by using alliteration, similes, metaphors and personification.
- Interweave descriptions of characters, settings and atmosphere with dialogue

To organise writing appropriately

- Choose effective grammar and punctuation

To use paragraphs

- Write paragraphs that give the reader a sense of clarity

To use sentences appropriately

- Write sentences that include: relative clauses, modal verbs, relative pronouns, brackets, parenthesis, a mixture of active and passive voice, a clear subject and object, hyphens, colons and semi colons, bullet points.

As geographers we will be exploring some current affairs linked to our world in the 21st century, in particular refugees, climate change and fair trade.

To investigate places

- Identify and describe how the physical features affect the human activity within a location
- Name and locate some of the cities and countries of the world and their identifying human and physical characteristics and to understand how some of these features have changed over time

To investigate patterns

- Describe how locations around the world are changing and explain some of the reasons for change
- Describe how countries and geographical regions are interconnected and interdependent

To communicate geographically

- Describe and understand key aspects of physical geography (including climate zones, rivers, mountains, volcanoes and earthquakes) and human geography (including settlements, land use, economic activity including trade links, and the distribution of natural resources)
- Create maps of locations identifying patterns (such as: climate zones, population, densities, height of land)

First hand experiences – to bring our learning alive we will: visit the Science Museum, lead a real life project to raise money/awareness for one of the issues studied.

Possibilities/ambitions – we will be inspired by the journeys that some people have made for freedom, peace and better opportunities, not to mention the courage and resilience these adults and children have shown.

Emotional Intelligence – we will develop emotional intelligence by empathising with the people and animals affected by refugee crisis, climate change and fair trade.

As readers we will be using our whole class shared reading sessions and guided reading sessions to develop our reading skills through non fiction books, stories, graphic novels and short films.

- Identify and discuss themes and conventions in and across a wide range of writing
- Make comparisons within and across books
- Learn poetry off by heart and perform showing understanding through intonation, tone and volume
- Discuss and evaluate use of language, including figurative language
- Identify how language, structure and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about books, taking turns and listening and responding to what others say
- Provide reasoned justifications for views

Around the World in 80 Days

As scientists we will be investigating Evolution and Inheritance as well as Animals, including humans, linking to climate change.

To work scientifically

- Plan enquiries, including recognising and controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.

Biology – *to understand evolution and inheritance*

- Recognise that living things have changed over time and that fossils provide information about living things inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

As historians we will be exploring the political and historical factors linked to refugee crisis and fair trade issues.

To build an overview of world history

- Describe the social, ethnic, cultural or religious diversity of past society
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

As artists we will be designing and creating textiles based products as part of our real life project using fair trade materials as well as creating persuasive images using digital media linked to our persuasive writing unit.

To master techniques – textiles

- Show precision in techniques
 - Choose from a range of stitching techniques
 - Combine previously learned techniques to create pieces
- To master techniques – digital media*

- Enhance digital media by editing (including sound, video, animation, still images and installations)

To take inspiration from the greats

- Create original pieces that show a range of influences and styles

As Linguists we will be learning the names and climate of a range of countries and continents in French.

- Demonstrate a growing vocabulary and ask and answer simple questions

As computer scientists we will use technology to research questions and present findings about refugees, climate change and fair trade.

To connect

- Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.
- Understand the effect of online comments and show responsibility and sensitivity when online.
- Understand how simple networks are set up and used.

To communicate

- Choose the most suitable applications and devices for the purposes of communication
- Use many of the advanced features in order to create high quality, professional or efficient communications

To collect

- Select appropriate applications to devise, construct, and manipulate data and present it in an effective and professional manner

As Religious Educators we will be exploring the significance of art, song and stories in faiths, in particular Buddhism and Christianity.

- Explain some of the different ways that show their beliefs

Community – we will engage with our school and wider communities as part of our real life project to raise awareness and money for one of the issues studied.