

## English

This half term we will be focussing on narrative writing and poetry. We will look at the key texts *A River* and *The River*.



We build on earlier work using adjectives and adverbs to produce improved and sustained writing. We will compare the two different texts before planning and writing our own narrative about a river journey. We will finish the half term with two weeks reading a range of poems and writing our own poetry.

This half term in guided reading we will be reading *Marv and the alien invasion* written by Alex Falase-Kaya. We will be focussing on comprehension skills.

## Physical Education

Tuesday – Games and tactics – Select and apply a small range of simple tactics. Recognise good qualities in self and others. Work as a team to build basic attacking play.

Thursday- Throwing and moving - Using a variety of sporting resources. Developing power, agility, coordination around obstacles.

## Visits and workshops

- ‘That History Bloke’ is coming in to school on **Wednesday 4<sup>th</sup> March**
- As part of our science work on habitats the children will be going to Cineworld to watch “Oceans” by David Attenborough on **Wednesday 18<sup>th</sup> March**.
- A visit to our local Reform Synagogue on **Tuesday 24<sup>th</sup> March** as part of RE topic.
- Trip to the River Tyne in **March** as part of our Geography topic. (exact date TBC)

## Mathematics

We will complete our work on multiplication and division, applying our skills across different contexts. We then move onto measuring length and height, learning how to measure accurately, how to use different apparatus to measure different things. We then compare different lengths and apply this to real life situations. We follow on this to investigate statistics. We will learn to draw simple charts and graphs (block graphs, pictograms and tally charts). We look at how to sort categories by their quantities and use and compare different sets of data.



## **What would you see on a journey down the Tyne?**

**Community** – Which communities do people belong to along the River Tyne?

**Change** – How does a river change along its course?

**Pride** – Does the River Tyne instil pride in its communities?

**Identity** - How has the River Tyne influenced people’s identities?

## Science

In Science this half term we will be looking at living things and their habitats. The children will be exploring habitats in our local area and around the world.

## PSHE

Our enquiry question is what helps us to stay safe? We will be looking at keeping safe in our homes, electrical safety, medicines, fire safety and keeping safe outdoors.

## Music

In music we will be listening the song *an Orawa* - a 20<sup>th</sup> century classical piece where the children will imagine a journey down a river. They will invent new music using vocal chants and body percussion.

## Geography

The River Tyne will be our inspiration for our Rivers topic, we will look at the features of a river before tracking the journey of the Tyne, looking at how the landscape changes as it flows from source to mouth. We will look at identifying human and physical features around rivers and compare different locations around the Tyne.

## Art

We will look at Matisse and his use of colour, form and shape. We will explore differences and similarities with his earlier and later works of art. We will draw and paint in the style of Matisse and then use cutting and tearing techniques to make a collage artwork of Newcastle and Gateshead Quayside.

## Computing

We build on our coding skills learned last term and apply them to Lego Coding, a hands-on, STEM-based learning approach that combines LEGO bricks with digital technology. We will learn how to programme, engineer and develop computational thinking; learning how to decompose problems, use algorithms, and debug code.

## RE

What do people of the Christian and Jewish faiths believe God is like? We will learn how Christians believe God sacrificed his son for the world and how Jews celebrate their escape from slavery with Moses. We will use a Seder plate to help retell Exodus.