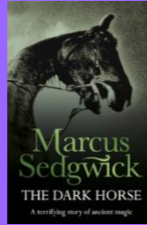


Our core text/s for this term:

The Dark Horse
by Marcus Sedgwick



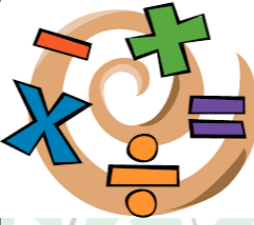




Questions to ask your child:

Why do people come to Britain?

Do you feel 'English', 'British', or both? What does it mean?

Do you think the Vikings were just savages, or is there more to the story?

Writing	Reading	Maths	Science
 <p>In writing we will be focusing on three key text types: narrative, informal persuasive letters, and evocative description using the core text of <i>The Dark Horse</i> to support and inspire our writing.</p> <p>We will continue to consolidate understanding of KS2 punctuation and embed it in our writing. We will also explore vocabulary choices and the impact of our chosen language on the reader. In our writing, we will think carefully about sentence structure using adjectives, adverbs, prepositions, and conjunctions to build meaning and add detail.</p>	<p>In this unit centred around Marcus Sedgwick's "The Dark Horse," students will explore themes of courage, resilience, and the power of friendship.</p>  <p>Through guided reading, discussions, and activities, learners will develop critical thinking skills as they analyse characters' motivations and actions. They'll explore the importance of empathy and understanding differences, while also honing their comprehension and ability to make inferences supported by evidence from the text.</p>	 <p>Statistics and Shape Students will learn how to read and create line graphs, dual bar charts, and pie chart interpretation. They will read pie charts with percentages, draw pie charts, and find the mode, median, and mean. Through hands-on activities, students will develop statistical literacy and analytical skills essential for real-world understanding.</p> <p>As the term progresses, students will measure and classify angles, calculate angles, and explore concepts like vertically opposite angles, angles in triangles, quadrilaterals, and polygons. They will also learn about nets of 3-D shapes, developing foundational skills in geometry and spatial reasoning.</p>	<p>Imbalanced Forces Building on their knowledge of contact and non-contact forces, children explore gravity, friction, air resistance and water resistance in more depth and consider the effect of these forces being unbalanced. They plan investigations to further their understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system.</p> <p>Key vocabulary <i>Aerodynamics, air resistance, amplify, balanced, contact force, distance, effort, force, friction, gear, gravity, lever, load, machine, mass, matter, non-contact force, pivot, pulley, streamlining, surface area, unbalanced, water resistance</i></p>
History/Geography	Art/DT	RSE & PSHE/RE	Other
<p>History: Were the Vikings raiders, traders, or settlers?</p> <p>Students will learn about Britain's tumultuous history of Viking invasion, settlement, and assimilation. They will investigate whether the Vikings were raiders, traders or settlers, making their deductions from primary and secondary sources. Students will identify the author's viewpoint and explain how this impacts the accuracy of the source.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Comparing different periods of history and identifying changes and continuity. Identifying the links between different societies. Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. <p>Key Vocabulary: <i>Anglo-Saxon Chronicle;</i></p>	<p>Art Focus – Atmospheric silhouettes</p>  <p>Students will learn to create atmospheric silhouettes for both people and landscapes, exploring techniques in composition, lighting, and mood.</p> <p>Objectives include mastering silhouette creation, understanding atmospheric perspective, and conveying emotion through form and contrast.</p> <p>Through practice and critique, students will develop their artistic vision and skills.</p>	<p>PSHE - An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community</p> <p>Key Vocabulary: Defendant, Environment, Freedom of expression Government, House of Commons, Human rights, Judge Jury, Member of Parliament (MP), Parliament, Pressure group, Prime Minister, Trial</p> <p>Religious Education: Why does religion look different around the world? Building on comparisons about the origins of the Abrahamic religions, children discover how some religious practices are observed. They consider how culture, tradition, migration and interpretation can affect how someone practices their religion.</p> <p>Key vocabulary: Abstain, Adornment, avatar, Buddhist Canon, celestial, commemorate, consent, cultivate, culture, deities, devotee, Dharmic religion, diversity, Diwali</p>	<p>Computing Designing a new electronic product and using software to design appropriate housing for it. Developing skills in website design, and persuasive language to promote their product. Evaluating and adapting programs, and searching for accurate information online.</p>  <p>Music Students will sing like Vikings The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.</p> <p>French Discovering the many French-speaking countries, giving and following directions in French and discussing climate using comparative language.</p> <p>PE Children develop their catching, throwing, and batting skills in the context of rounders. They will also learn to</p>

<i>Balanced; bias; cause; consequence; Danelaw; event; longboat; one-sided; perspective; Viking</i>			make maximum use of biomechanics in their practice of athletics.
---	--	--	--