

As **Scientists**, we are learning about:

Plants

1. Which conditions help seeds germinate faster?
2. How does lack of light and water affect a plants' life?
3. How do the different requirements of a plant contrast? (Some live in water; some don't need water to survive)
4. How does the length of the carnation stem affect how long it takes for the food colouring to dye the petals?
5. How do flowering plants reproduce and what are all the different ways that seeds disperse?
6. What are pollinating insects and which colour flowers do they prefer?

Rocks

1. What is the difference between igneous, metamorphic, sedimentary and anthropic rock?
2. How can we classify our collection of rocks?
3. What is soil made of? How does a tumbling rock change over time?
4. How does adding different amounts of sand to soil affect how quickly water drains through it?
5. Who was Mary Anning and what did she discover?

As **Musicians**, we are learning about:

Pitch and Rhythm.

- Describe, compare and empathise with music
- Identify different sounds
- Understanding traditional notation
- Identify different instruments and classify them

In **PE**, we are learning about:

- Athletics: throwing, running and jumping.
- Cricket and Rounders

In **Computing**, we are learning about:

Creating Content and Searching - Word Processor

We will be investigating and answering the following questions:

1. What is spell check and how does it work?
2. How can I change the layout of a piece of text?
3. How can I improve the effectiveness of my online searches?
4. How can I use all of my skills to create a newspaper article electronically?
5. What is the best way to record an interview and import into my article?

As **Designers**, we are learning about:

Design, make and evaluate a product, including food technology.

- Plan how to use materials, equipment and processes.
- Suggest alternative methods if one fails.
- Select and identify appropriate tools and materials.
- Weigh and measure ingredients.
- Work safely with a range of cooking tools.
- Evaluate against the original design.
- Demonstrate hygienic food preparation and storage.

In **R.E** we are learning about:

Initiation Ceremonies

- How do different religions welcome new members?

Humanism

- What does being a Humanist mean?

In **PSHCE**, we are learning about:

Its My Body

- To explore the necessities to keeping our body healthy, both through diet, exercise and mental health.
- To understand medicine and how to stay safe around drugs.

Growing Up (Y4)

- To understand and describe the changes puberty brings.

- To describe the different types of relationships

Be Yourself (Y5)

- To explore how to communicate feelings and begin to show empathy towards other people's reactions.
- To discuss times when people may struggle to 'fit-in'

Leprechaun Class

Curriculum Letter

Vikings

As **Geographers**, we are learning about:

Are Peru and Northern Ireland really that different?

We will be investigating and answering the following questions:

1. Where is Peru in comparison to Northern Ireland?
2. How does Peru's physical features compare to Northern Ireland's?
3. What makes Peru's and Ireland's landmarks unique?
4. Are there similarities between Peru and Ireland's major settlements?
5. How is the climate in Peru different from Northern Ireland?
6. Peru and Northern Ireland: Are they really that different?

As **Historians**, we are learning about:

What legacy did the Vikings leave in Britain?

We will be investigating and answering the following questions:

1. Who were the Vikings?
2. Where were the Vikings from?
3. How did Vikings communicate?
4. Were the Vikings Law makers or Law breakers?
5. Where do we get our days of the week?
6. What legacy did the Vikings leave in Britain?

As **Artists**, we are learning about:

Collaging.

- The child can explain and discuss the roles and purposes of artists working in different times and cultures.
- The child can work in a sustained and independent way from observation, experience and imagination.

In **French**, we are learning to say and write:

- Basic directions
- Describing weather and the forecast
- Asking where to go/where someone is going
- The cost of items
- Recognising and buying items of food.
- Giving our opinion on activities.

Maths

Fractions (Continuation from Spring Term)

- Add and subtract fractions with the same denominators, crossing the whole.
- Add and subtract fractions with different denominators, crossing the whole.
- Add and subtract mixed numbers.
- Multiply unit fractions, non-unit fractions and mixed numbers by an integer.
- Calculate fractions of a quantity.
- Problem-solve with fractions of a quantity.
- Use fractions as operators.

Decimals and Percentages

- Recognise, read and write tenths and hundredths as a decimal.
- Multiply and divide decimals by 10 and 100.
- Write decimals up to 2 decimal places.
- Write decimals as fractions.
- Understand thousandths
- Understand percentages and convert to fractions and decimals.

Decimals (Including money)

- Recognise pounds and pence.
- Compare, order, round and estimate decimals and money.
- Add and subtract decimals, both with the same decimal places and different decimal places, including subtracting from a whole.

Time

- Recognise and convert between units of time, including hours, minutes, seconds, years, months, weeks and days.
- Read and write digital and analogue time in 12-hour and 24-hour.

Statistics

- Interpret bar charts, including comparison, sum and difference.
- Read and interpret tables, including two-way tables and timetables.

Properties of Shape

- Identify, compare and order angles.
- Draw and measure angles in degrees with a protractor.
- Calculate angles on a straight line, around a point.
- Identify 2D shapes, including triangles, quadrilaterals, regular and irregular polygons.
- Reason about 3D shapes.

Position and Direction

- Draw, move and describe the movement on a grid.
- Reflect and translate a shape with coordinates.

Mental Maths

- Answer a range of questions that cover all aspects of the mathematical curriculum in a weekly check.
- Practice Times tables and mental math ability daily at the start of each maths lesson, including a 'Flashback' to prior learning.

English

Reading Comprehension

- Read an extract of text and answer a range of questions linked to it.
- Practice the following reading skills: Vocabulary knowledge; Imagining; Linking; Asking Questions; Clarifying and Retrieving; Interring; Predicting; Summarising; Purpose and Viewpoint; Text Organisation and Writers use of Language.

Writing

- Write for a sustained period of time, while working on personal targets.
- Edit their own writing using a marking grid and improve it independently.
- Write a 'Rags to Riches' themed narrative.
- Write a newspaper article in a formal recount style, using topic vocabulary.
- Write an explanation text based on a webpage.
- Study Shakespeare's work and analyse his chosen style.
- Write a poem using a structure not previously used.

Grammar

- Recognise and know the purpose of relative clauses
- Use relative clauses to add detail to sentences
- Orchestrate a range of sentence structures
- Fully understand the difference between plural and possessives
- Use apostrophes to show plural possession
- Recognise and use modal verbs
- Recognise and use modal adverbs
- Use the suffixes -ate, -ise, and -ify to convert nouns or adjectives into verbs
- Understand what parenthesis is
- Recognise, identify, and use brackets and dashes for parenthesis.

Handwriting and presentation

- Present work clearly and in chronological order.
- Write with cursive handwriting, joining ascenders and descenders accurately.
- Form capital letters and lowercase letter correctly.
- Write neatly for a sustained period of time.

Spelling

- Use a range of methods to practice and learn spellings.
- Learn how to spell statutory Year 3/4 and some 5/6 words (depending on year group).
- Explore words that use the 'ch' grapheme in the phonemes 'k' and 'sh'.
- Spell words using the 'gue' or 'que' letter sequence.
- Spell words that use the 'sc' grapheme in the 's' phoneme
- Spell more uncommon ei, eigh and ey graphemes for the 'a' phoneme.
- Spell words with the im- and pro- prefixes.
- Use the suffixes -able, -ible, -ably and -ibly.
- Know and use phonics to segment and blend new words.
- Use different spelling techniques to learn spellings and apply them to writing.