

Our Half-Termly Topic is

Where does energy come from?

English



As **Writers**, use our key text 'Holes' to write a newspaper report and persuasive letter. Further we will develop our literacy skills by writing an extended narrative.

As **Readers**, we will be exploring vocabulary, practising our fluency, extending our reading skills and exploring the themes and characters.

Maths



As **Mathematicians**, we will be developing our skills in fractions and measurements. Working out multi-step problem solving questions involving fractions and measurement.

Science



As **Scientists**, will learn about electricity. We will investigate the question: How different components function in a circuit? We will compare electrical components and conduct fair experiments to understand their behaviour in circuits. Further we will identify patterns in how different components and arrangements affect circuit behaviour.

Islamic Studies



As **Theologians**, we will learn about the elevated status of females in Islam, prophets and messengers and their qualities. We will also understand who the companions of the Prophet (s.a.w) were, aim to recognise their status, and highlight some of their contributions.

Geography



As **Geographers**, we will be focusing on the learning question, where does energy come from? We will discuss the benefits and drawbacks of different energy sources. Further we will collect and present data on where to position a solar panel on the school grounds.

PSHE



As **Global Citizens**, we will consider what it means to take responsibility for our own safety. We will assess the risk associated with different situations and learn about what to do if we feel in danger. We will also learn about how to identify an emergency, what to do in this situation and how to get help when needed.

Art and Design



As **Artists**, we will continue to describe, interpret, and evaluate the work, ideas and processes used by artists. In addition, we will be creating waistcoats and designing our own playground for DT.

Computers



As **Computer Scientists**, we will show awareness of how computers and digital technology helps us today. Understand how technology has changed over time and represent it as an interactive timeline. Have a debate about the impact (positive/negative) technological changes have on society.

Physical Education



As **Athletes**, we will learn and perform individual point balances and partner balances and will use these to create group formations to represent mountains and mountain ranges. We will also perform some rhythmic gymnastics to represent the features of the river course and learn how to create a range of shapes with their bodies, both on the floor and on apparatus.