Etal Class Overview – Spring 1 2024

Subject	What we will learn this half term
English	Our class book this half term is *Letters from the Lighthouse* by Emma Carroll. This half term our writing will be inspired by Neil Gaiman's *The Graveyard Book* to produce a tense, atmospheric narrative. We will also look at *Letters from the Lighthouse* to produce a recount linking to our World War 2 topic. We will use Letters from the Lighthouse, alongside a range of fiction and non-fiction texts, to continue to develop our vocabulary and skills in inference, prediction, clarification and evaluation.
Maths	**Using equivalence to calculate** ● Develop efficiency in calculation by using equivalence, through adjusting the factors (in multiplication) and the dividend and divisor (in division). **Calculation: multiply and divide fractions by whole numbers** ● Decimal fractions (with a whole number of tenths or hundredths) can be multiplied by a whole number by using known multiplication facts and unitising. ● Multiplying by 0.1 is equivalent to dividing by 10; multiplying by 0.01 is equivalent to dividing by 100. Understanding of place value can be used to divide a number by 10/100: when a number is divided by 10, the digits move one place to the right; when a number is divided by 100, the digits	**Using compensation to calculate** ● For multiplication, if there is a multiplicative change to one factor, the product changes by the same scale factor. ● For division, if there is a multiplicative change to the dividend and the divisor remains the same, the quotient changes by the same scale factor. ● For division, if there is a multiplicative increase to the divisor and the dividend remains the same, the quotient decreases by the same scale factor; if there is a multiplicative decrease to the divisor and the dividend remains the same, the quotient increases by the same scale factor. **Multiplying fractions and dividing fractions by a whole number** ● When a fraction is multiplied by a proper fraction, it makes it smaller. To multiply two fractions, multiply the

move two places to the right.

- To multiply a single-digit number by a decimal fraction with up to two decimal places, convert the decimal fraction to an integer by multiplying by 10 or 100, perform the resulting calculation using an appropriate strategy, then adjust the product by dividing by 10 or 100.

- If the multiplier is less than one, the product is less than the multiplicand; if the multiplier is greater than one, the product is greater than the multiplicand.

- To divide any decimal fraction with up to two decimal places by a single-digit number, convert the decimal fraction to an integer by multiplying by 10 or 100, perform the resulting calculation using an appropriate strategy, then adjust the quotient by dividing by 10 or 100.

numerators and multiply the denominators.
- When a fraction is divided by a whole number, it makes it smaller. To divide a fraction by a whole number, convert it to an equivalent multiplication.
- A more efficient method can be used to divide a fraction by a whole number when the whole number is a factor of the numerator.

Linking fractions, decimals and percentages

- Some fractions are easily converted to decimals.
- These fraction–decimal equivalents can be found throughout the number system.
- Fraction–decimal equivalence can sometimes be used to simplify calculations.
- 'Percent' means number of parts per hundred. A percentage can be an operator on a quantity, indicating the proportion of a quantity being considered.
- Percentages have fraction and decimal equivalents.
- If the value of a whole is known, a percentage of that number or amount can be calculated.

Science	**Biology: Living things and their habitats** We will lean that: ● Living things can be formally grouped according to characteristics. Plants and animals are two main groups but there are other livings things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms. Plants can

	make their own food whereas animals cannot. ● Animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates). ● Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals. Each group has common characteristics. ● Invertebrates can be divided into a number of groups, including insects, spiders, snails and worms. ● Plants can be divided broadly into two main groups: flowering plants; and non-flowering plants. We will learn about Jane Goodall- an anthropologist- who is most famous for her study of chimpanzees, of which she is considered the world's foremost expert. Goodall is also a conservationist and environmentalist and we will find out about the important work she does to help protect the planet, in particular animal habitats.
Humanities (History & Geography)	**What were the causes and consequences of World War 2?** ● What happened in the early 20th century in Europe that paved the way for World War 2? ● What is totalitarianism and how did totalitarian leaders push the world to war in the 1930s? ● Why were children across Britain evacuated from major towns and cities and what was evacuation like? ● What contribution did people from across the British Empire make to Britain's war effort? ● What brought World War 2 to an end? ● How did the world change in the aftermath of World War 2? ● How was propaganda used in Britain during World War 2?
Art & D&T	**Drawing: make my voice heard** ● explore expressive drawing techniques ● consider how symbolism in art can convey meaning ● apply understanding of the drawing technique chiaroscuro ● evaluate the context and intention of street art ● apply an understanding of impact and effect to create a powerful image
RE	**Why do Hindus want to be good?** Make sense of belief:

	● Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately ● Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. Understand the impact: ● Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live ● Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. ● Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections: ● Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus ● Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.
PSHE	**Expressing opinions and respecting other points of view, including discussing topical issues (relationships)** ● the link between values and behaviour and how to be a positive role model ● how to discuss issues respectfully ● how to listen to and respect other points of view ● how to constructively challenge points of view they disagree with ● ways to participate effectively in discussions online and manage conflict or disagreements **Valuing diversity; challenging discrimination and stereotypes (living in the wider world)** ● what prejudice means ● to differentiate between prejudice and discrimination ● how to recognise acts of discrimination ● strategies to safely respond to and challenge discrimination ● how to recognise stereotypes in different contexts and the influence they have on ● attitudes and understanding of different groups ● how stereotypes are perpetuated and how to challenge this
PE	This half term Etal Class will have PE on a Wednesday morning and will have NUFC on a Thursday afternoon. Children should come into school in PE kit every Wednesday and Thursday.

	We will also run the daily mile every afternoon!
Computing	**Sensing** This programming unit brings together elements of all the four programming constructs: sequence from year 3, repetition from year 4, selection and variables, which were introduced last half term. It offers learners the opportunity to use all of these constructs in a different, but still familiar environment whilst also utilising a physical device - the micro:bit. The unit begins with a simple program which learners build and test in the programming environment before transferring it to their micro:bit. Learners then take on three new projects, with each lesson adding more depth. We will use this knowledge to help us begin preparations for this year's Lego League where we will be programming our own robot to complete challenges!
Music	
French	**Chez moi** We will learn to: ● Say and write in French whether we live in a house or an apartment. ● Say what room we have and do not have at home using the key structure chez moi il y a… and chez moi in n'y a pas de/d'… ● Use the conjunction et to link two sentences together

Notices

Homework is set on Fridays for pupils to hand in the following Thursday. Homework diaries should be signed each week by a parent or guardian and pupils are expected to record independent reading in their homework diaries. Each week, a question will be set on our class reading padlet for children to respond to- they can also interact with posts from other members of the class. https://padlet.com/rebeccagleghorn/o1q83kwuj4nwzemn

Useful Links

Maths:

http://www.bbc.co.uk/bitesize/ks2/maths/
http://www.topmarks.co.uk/maths-games/7-11-years
https://play.prodigygame.com/
https://play.ttrockstars.com/ttrs/dashboard

English:

http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar
https://www.spellingshed.com/en-gb/index.html
ReadTheory | Free Reading Comprehension Practice for Students and Teachers