

As Writers, we will...

- *persuade others to conserve the environment
- *create a fact file to present information about an endangered animal
- *describe an underwater setting
- *write an underwater story using an image as a stimulus
- *use imagery and descriptive language to create a water poem
- *write a non-chronological report about life in the ocean
- *instruct others
- *use cause and effect to explain
- *explore and extend complex sentences

As Mathematicians, we will...

- *learn about negative numbers
- *use mental addition and subtraction including decimals and money
- *explore co-ordinates and statistics
- *multiply and divide mentally and using a written method
- *calculate fractions, decimals and percentages
- *calculate area, perimeter and volume
- *scale quantities
- *learn algebra

As Scientists, we will...

- *classify living things in ponds and oceans using keys
- *construct food chains
- *research how changes to the environment can pose danger to living things
- *explore how adaption may lead to evolution
- describe life cycles of a mammal, an amphibian, an insect and a bird
- *discover how the water cycle works

Onside coaching will continue with multi-skills next term (athletics.) We no longer go swimming on a Tuesday. Mr Boothroyd will teach RE and music. Our new RE topic is 'Speaking for yourself.'

Endangered Ocean

As Geographers, we will...

- *identify human and physical characteristics
- *label key topographical features and explore how these have changed over time
- *explain how coasts are formed
- *describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- *carry out field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

As Historians, we will...

- *explore the decline of the previously successful Roman Army
- *understand anglo-saxon invasions
- *investigate early settlers: where did they come from and what did they need?
- *find evidence of old settlements in the local area
- *explore early village life
- *use maps to decide the success of settlements
- *find out about King Alfred
- *explore who was buried at Sutton Hoo

In computing, we will...

- *collect and present data appropriately (about the gestation periods of animals and the weather in a coastal area)
- *develop our editing skills
- *word process
- *find out about the use of networks for collaboration and communication e.g. email

In Art/Design and Technology, we will...

- *observe water landscapes
- *sketch waves, ripples, water droplets and coastlines
- *use water colour paints to create a landscape
- *create a class wave collage using a range of materials
- *use modroc/papier mache to create a water sculpture
- *create a coral reef scene using colour and texture
- *evaluate existing products and improve our own