



R E S C U E  
&  
S U R V I V A L





# READING

We will continue to cover the discrete reading skills through a class book and topic specific texts:

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Summarise

Vocabulary: skim fluency stamina  
scan clues clues



# W R I T I N G

The text types we are learning about this half term are:

- Biographies
- Diary writing

We will be writing biographies of the main people involved in the Apollo 13 mission including Jim Lovell and Katherine Johnson (Goble) one of the hidden figures behind the rescue.

We will also be looking at the biggest rescue in RNLI history, the SS Suevic and writing diary entries from these amazing heroes.

Vocabulary:      ominous      sustain  
                 hazardous      contingency      incident

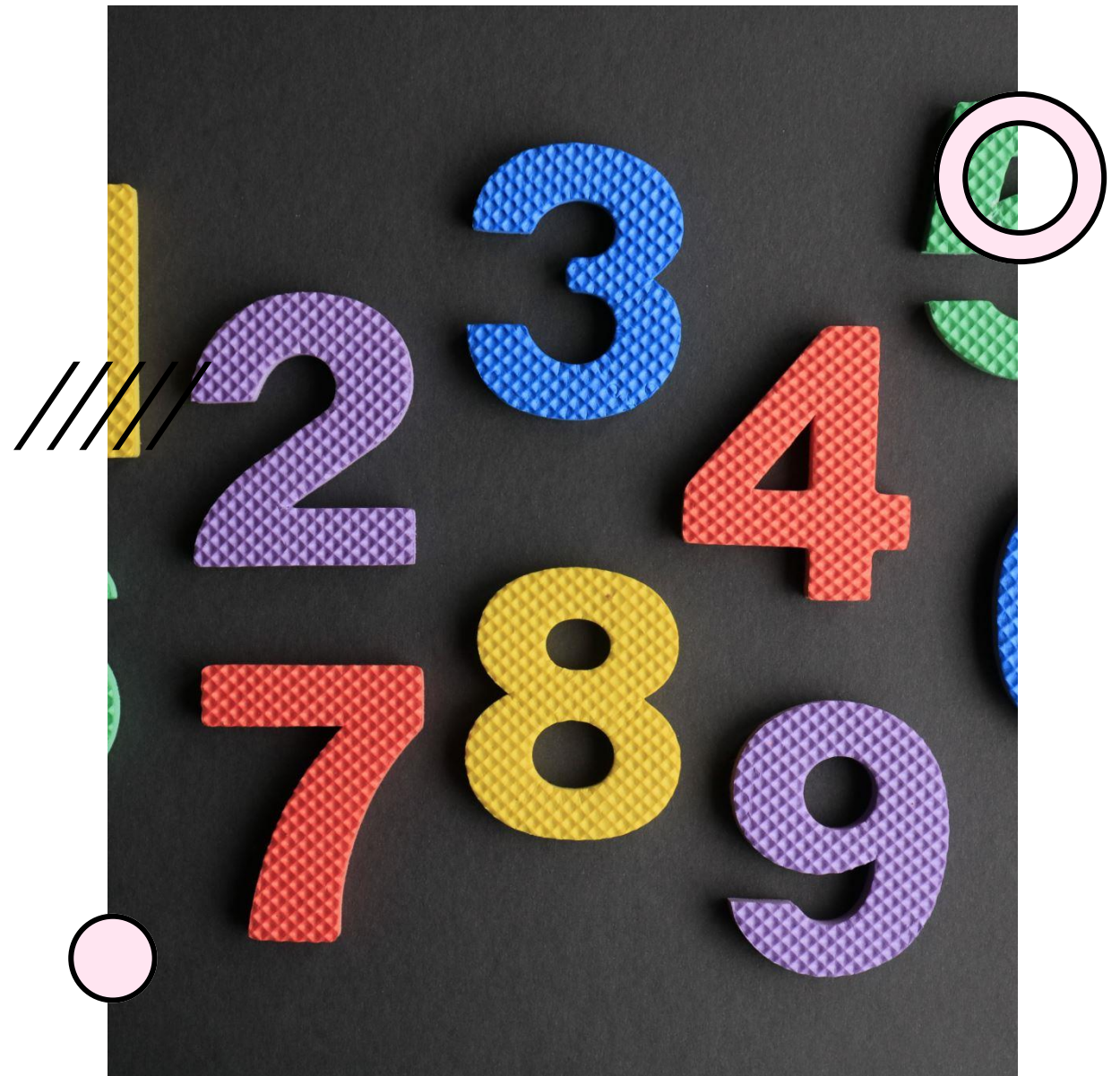


# MATHS

We will be continuing working through our maths units, focusing on fluency skills and then developing our reasoning and problem solving.

- Decimals and percentages
- Area, perimeter & volume.

Vocabulary:    percent (out of 100)    convert  
                  tenth            hundredth            width    length  
                  thousandth            rectilinear





# SCIENCE

We will be learning about light.

- 1. Recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- 2. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- 3. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.



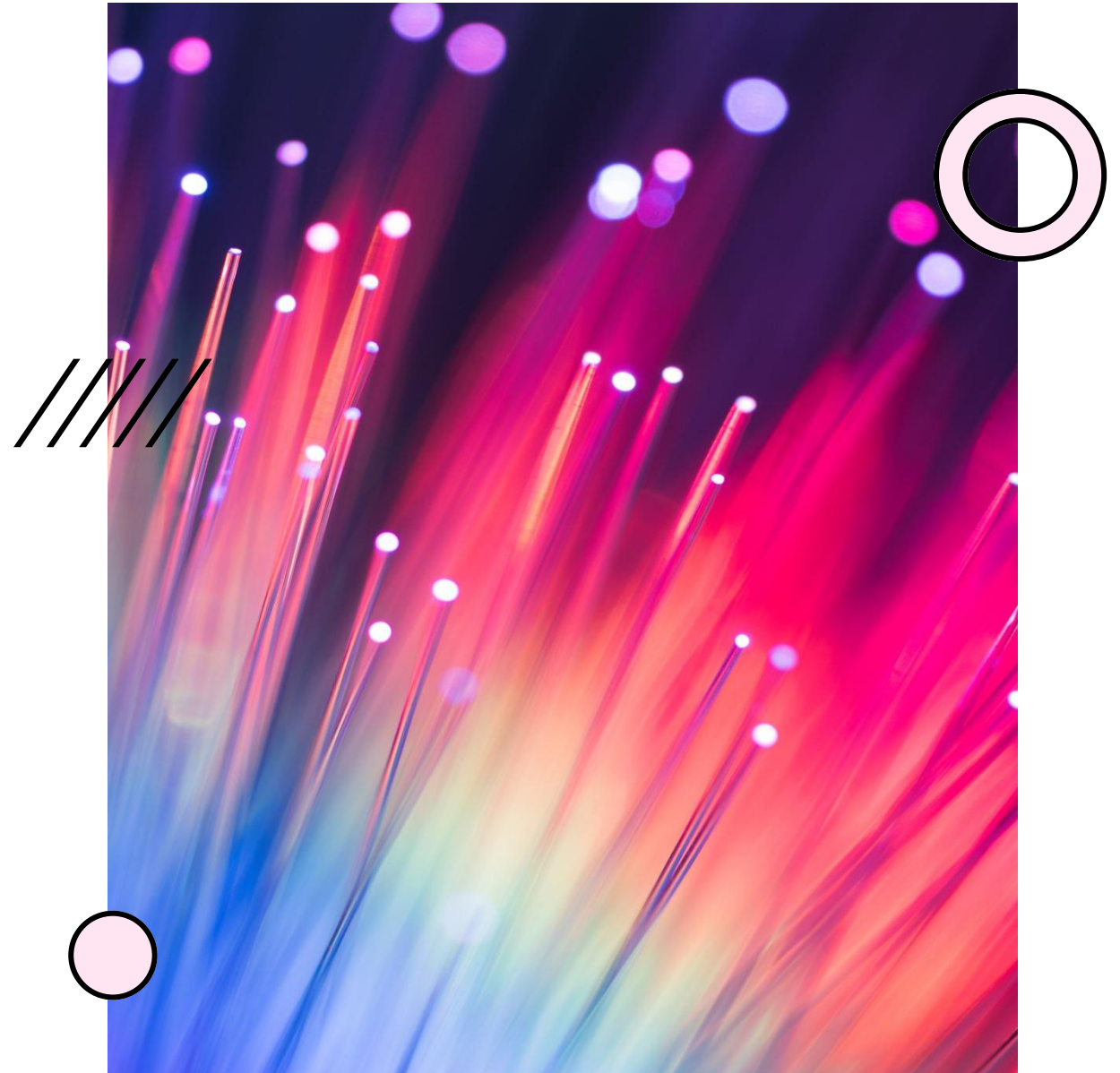
1. Light waves travel out from sources of light in straight lines called rays or beams.

2. Reflection is when light bounces off a surface, changing the direction of light.

3. The angle of the incident ray is equal to the angle of the reflected ray.

Vocabulary: reflect      source      ray

light wave      refract      angle



# HISTORY

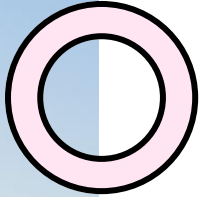
We will be learning about the Mayans.

- 1. Order significant events, movements and dates on a timeline.
- 2. Give reasons why changes may have occurred, backed up by evidence.
- 3. Make links between some of the features of past societies. (e.g. religion, houses, society, technology).
- 4. Evaluate evidence to choose the most reliable forms.
- 5. Know that people both in the past have a point of view and that this can affect interpretation.
- 6. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

1. The Mayan civilisation began in Mexico and part of Central America in around 2,000 BC.
2. The Mayan civilisation was at its strongest around the same time as Vikings invaded Britain in 900 AD.
3. In around 1,600 AD the Maya were conquered and partially destroyed by the Spanish invaders.
4. The Maya built significant cities like Tikal, home to up to 90,000 people and important temples.
5. The Maya came up with a calendar system that recorded more accurately than equivalent versions in Europe.
6. Today there are over seven million Maya people.



Vocabulary: source conquered  
enquiry artefact significant  
evidence





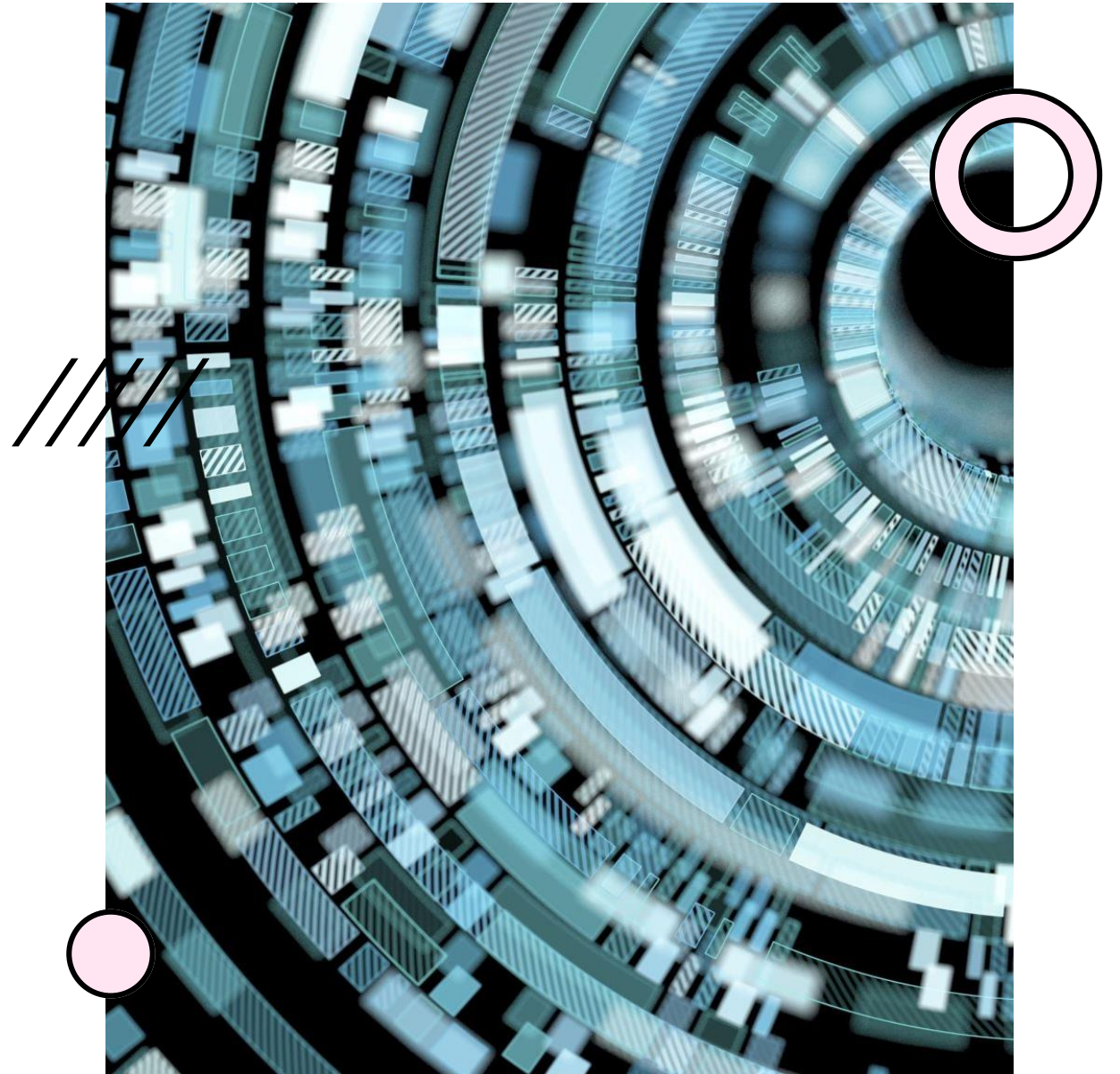
# COMPUTING

We will be learning about variables in games.

- Introducing variables
- Variables in programming
- Improving a game
- Designing a game
- Design to code
- Improving and sharing

Vocabulary:

code	programming
task	design
	variables





# P . S . H . E

## Safety First!

- You are responsible!
- What are the risks?
- Making your mind up
- In an emergency
- Home-safe and sound
- Outdoors- playing it safe

1. Dial 999 or 112 for help.
2. Childline telephone is 0800 1111.
3. SMART acronym for internet safety means SAFE, MEETING, ACCEPTING, RELIABLE, TELL.
4. A responsible, global citizen is someone who is aware of and understands the wider world - and knows their place in it.
5. Change is the process when someone or something becomes different.



Vocabulary:      reliable      consequence  
citizen      community      consent

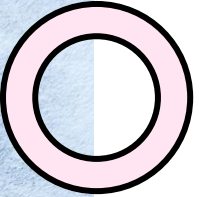




# ART OR D.T.

We will be making Mayan masks.


Vocabulary:





## R . E . Y 6

Why do Hindus want to be good?

- Identify and explain Hindu beliefs,
  - Make connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live
  - Explain how the story of the man in the well relates to Hindu beliefs
  - Show how Hindus put their beliefs into practice in different ways.
-  ○ Hindus believe in four core beliefs: dharma (righteousness), kama (desire), artha (wealth) and moksha (liberation).

Vocabulary:      dharma      moksha  
                         kama      artha





# FRENCH

We will be learning about animals.

- In this unit pupils will learn 10 familiar animals and be introduced to the 1<sup>st</sup> person singular high frequency verb 'I am' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.

## Vocabulary:

	une souris	un lion	
			une vache
un cheval	un lapin	un singe	
	un cochon	un canard	

# P . E .

We will be learning about .

(SSG=Small Sided Games) Using a variety of recognized games- basketball, netball, football

- Hitting/ striking
- Dribbling
- Drill to improve Dribbling
- Drill to improve passing
- Creating and using space
- SSG

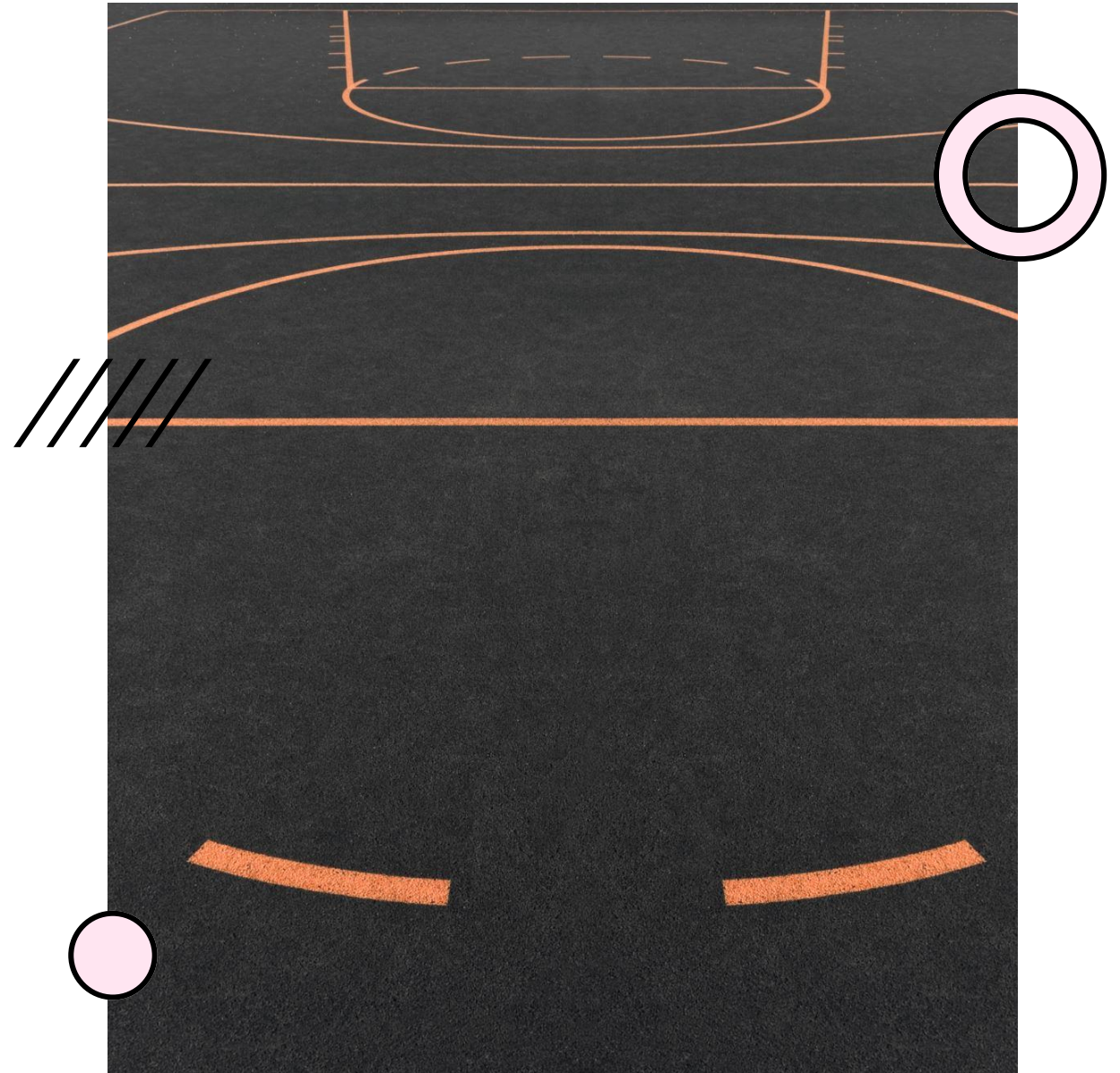
Vocabulary:

strike

pass

drill

hit







# MUSIC

In our singing sessions we will be using our voices with increasing accuracy, fluency, control and expression. We will listen with attention to detail and recall sounds with increasing aural memory. We will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

The songs we will focus on will be linked to the theme of Easter and spring:

1. New-life-has-begun
2. New-beginning
3. Interwoven-tapestry World Book Day
4. Hot cross buns | Sing Up (round)

Vocabulary:      fluency      aural  
accuracy      control      appreciate



We will be reading  
'The Explorer' by  
Katherine Rundell.



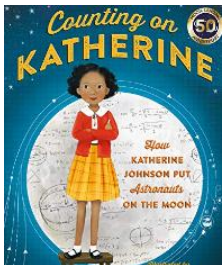
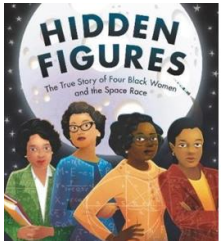
Whilst looking at the new space race to  
the Moon, we will look at Spaceport  
Cornwall.



We will be producing  
individual booklets about  
the Mayans which we will  
then combine to create  
one piece.



We will be learning about the  
amazing mathematician  
Katherine Johnson and reading  
about her extraordinary life. We  
will write her biography.



We will be listening to Hans  
Zimmer and Pharell William's  
score to 'Hidden Figures'.



We will be completing science  
investigations about light  
including shadows.

