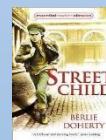
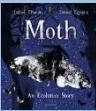


**As Readers, Writers and Orators, children will:**

"Street Child" (Fiction) – Explore plot, setting, character, and draw inferences to aid understanding; write texts based on fictional experiences and recounts from a character's point of view. (*Entertain and Inform – Workhouse narrative*)



"Charles Dickens Biography" (Non - Fiction) – Organise and order key events; make notes and develop key ideas through research; plan and perform an interview; write a non-chronological report about Dickens. (*Inform – Victorian Biography*)



"Moth" (Poetry) – Recite poetry with expression identify techniques / key features of narrative verse; analyse rhyme scheme and write own narrative poem. (*Entertain and Inform – Evolution Narrative Poem*)

As Scientists, children will:

Evolution and Inheritance: 'Should extinct species be brought back to life?' Think about characteristics passed from one generation to the next and how species have adapted to suit environments. Research the process of natural selection, and how our understanding has developed over time thanks to the work of scientists and palaeontologists.

As Sportspersons, children will:

Gymnastics (with Mrs Allan) – Perform jumps and leaps with control and body tension. Perform a T-roll and perform a side star roll with control. Perform paired balances with counter balance and tension. Move in and out of inverted skills with fluency and aesthetic appeal. Perform a squat on and squat off vault. Analyse and improve vaults.

Cross-country in Richmond Park**As Computer programmers, children will:**

Programming: Variables in games – Define what variables are and relate them to real-world examples, creating a simulation of a scoreboard before designing a game in Scratch.

As Musicians, children will:

'Growth' (Street Dance performance) - Explore Ravel's Bolero through rhythmical mime; learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance. (Texture, pitch, duration, tempo and structure)

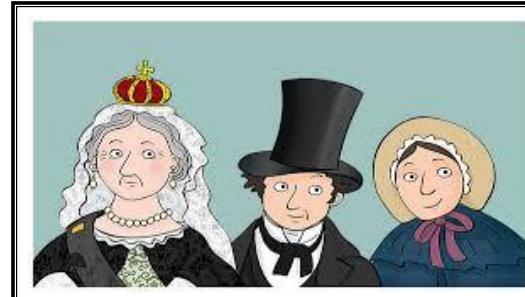
Character Virtues for the Spring Term

January – Wonder (Patience)

February – Dignity (Goodness)

March – Resilience (Self-control)

Victoriana

**As Artists / Designers, children will:**

Working with pattern – Investigate the Arts & Craft movement, reproducing man – made / natural patterns. Design own motifs in the style of William Morris, experimenting with different symmetrical / rotational techniques, before producing a tile print.

As PSHE Practitioners, children will:

Dreams and Goals – Recognise learning strengths and set challenging but realistic goals; work out the learning steps needed to reach such goals; work with others to make the world a better place.

As Linguists, children will:

Minimus: A soldier's life – Children begin to learn about place and position through the day in the life of a soldier. They continue to see the derivatives of English and links to prefixes (eg) circum – round, and sub – under.

As Mathematicians, children will:

Number: Ratio – Express number relationships as additive or multiplicative; Ratio language and notation; Ratios and fractions; Scale drawing; Use scale factors; Solve problems involving ratio; Solve proportion problems; Recipes.

Number: Algebra - Function machines; Form algebraic expressions; Substitution; Formulae; Form equations; Solve equations; Find pairs of values; Solve problems with two unknowns.

Number: Decimals - Place value – integers and decimals; Round decimals; Add and subtract decimals; Multiply and divide by 10, 100 and 1000; Multiply and divide decimals by integers, and in context.

As Faith Explorers, children will:

Christianity (God): Should every Christian go on a pilgrimage? Define what is meant by the term 'pilgrimage'. Identify places of importance for Christians and those of other world faiths, justifying their significance. Describe and compare the practices and experiences of pilgrims. (*identity and belonging*)

As Historians, children will:

Victorian Britain: "Golden era or Dark era?" - Place and define the Victorian era within the context of British history. Prioritise the factors of the Industrial Revolution, explaining personal views. Clarify how Lord Shaftesbury's campaigns improved children's lives during the Victorian period. Describe schooling in the Victorian period and assess the laws that made education free. Justify how the introduction of the railways changed travel and trade.

**Key Dates:**

- Victorian School Workshop @ Holly Lodge – 30th January
- Evolution Workshop @ Natural History Museum – 4th February
- Junior Citizen Event @ Chessington World of Adventures – 9th February