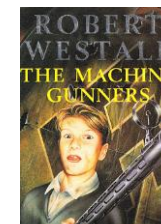




# Mill Class - Outline of Work (Spring Term 2020)



## English (some key objectives) Spelling

Strategies for learning 'difficult' words from the statutory word list for Year 3/4 and Year 5/6; prefixes, meaning 'not' such as 'im' and 'in'; adding suffixes with vowels to words ending 'fer'; words ending 'ent', 'ence' and 'ency'; words ending 'ant', 'ance' and 'ancy'; the suffix 'ous' - rules for adding suffixes beginning with vowel letters

## Reading

- Read, discuss, respond to 'The Machine-Gunners' by Robert Westall
- Explore themes in the stories and make comparisons with other books
- Develop reading skills: predicting, drawing inferences, summarising, justifying opinions with evidence

## Writing composition

- Writing a story set in the Battle of Britain
- Using formal language to report on a science experiment
- Summarising arguments for and against appeasement
- Editing and proof-reading skills (e.g. for tenses, punctuation and spelling)

## Grammar/punctuation

- Revise key word classes and identify within sentences: adverb, verb, noun, adjective, determiners
- Revise apostrophes for possession
- Simple past tense and present progressive tense
- Identify active and passive sentences and use the passive to help write in a formal way
- Revise pronouns and possessive pronouns
- Continue to explore the full range of punctuation, including semi-colons, colons and dashes

## Mathematics (some key objectives)

- Place value of decimals up to three decimal places - thousandths (Year 5 and 6)
- Read, round, order and compare decimals (Year 5 and 6)
- Multiply decimals by integers e.g.  $1.212 \times 3$  and make links to money and measures (Year 6)
- Divide decimals by integers e.g. 3.69 divided by 3; use division to solve problems where the answer has up to 2 places (Year 6)
- Decimals as fractions - change a decimal into a fraction (Year 6)
- Convert from a fraction to a decimal by finding an equivalent fraction with a denominator of 10, 100, 1000 (Year 6)
- Multiply and divide by 10, 100 and 1000 (Year 5)
- Introduce per cent and understand parts per hundred; explore different representations; represent percentages as fractions using the denominator 100 and make the connection to decimals and hundredths (Year 5)
- Recall and use equivalences between simple fractions and percentages in different contexts; recognise simple equivalent fractions and represent them as decimals and percentages; find % of amounts (Year 6)
- Find missing values e.g. If 7 is 10% of a number, what is the number? Find % increase and decrease (Year 6)
- Measure and calculate perimeters; count squares and use a formula for area (Year 5)
- Find areas of compound shapes; find areas of irregular shapes (Year 5)
- Calculate areas and perimeters using formula (Year 6)
- Find the area of a triangle and of a parallelogram (Year 6)

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## Science (Light and Electricity)

- Explain how we see things
- Know the difference between a reflection and a shadow
- Make a periscope and explain how it works
- To take and record measurements; to present data in appropriate ways; set up a fair test - how the size of shadows can be changed
- Explore the difference between transparent, translucent and opaque
- Learn how and why bulbs can change in brightness in a circuit
- Know the correct symbols for drawing circuits
- Learn about the concept of 'resistance'

## Computing ('We are cryptographers')

- Learn about communicating information securely through cryptography
- Investigate methods of communication over distances
- Learn about ciphers
- Consider what makes a secure password

## Music

- Learn about female Polish composer Grażyna Bacewicz (Overture 1942)
- Listen and reflect on orchestral music
- Create own piece of music using instruments and voice
- Perform as an ensemble
- Develop musical language

## French

- Madame Coulson - every Friday

## RE/PSHE

- What are the important times for Jews?
- Jewish festivals/rites of passage

## Physical Development

- Games including tag rugby, lacrosse and hockey
- Apply basic principles suitable for attacking and defending
- Compare performances and demonstrate improvement to achieve personal best
- Gym - develop flexibility, technique control and balance

## History ('The Battle of Britain')

- Learn how and why WW2 started
- Learn about appeasement and the arguments for and against
- Identify what happened in the Battle of Britain and establish a timeline of events
- Use original sources to find out what it was like in the Battle of Britain
- Why did Germany lose the Battle of Britain? Examine possible reasons and discuss their importance
- Select artefacts to show why Britain won the battle - museum curator's task

## DT (Powered Buggies)

- Design and make a buggy powered by an electric motor

