

Dragonflies Class



Curriculum Information

Spring Term 2025

Inside this booklet you will find details about your child's learning this half term including key vocabulary that they will come across.

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As Readers we will be exploring the story 'High Rise Mystery' by Sharna Jackson and practising our comprehension skills to deepen our understanding of the text by answering questions relating to: vocabulary, retrieval, inference, summarising, explaining and predicting.



Key vocabulary: inference, summarise, impression, predict, opinion, retrieval, evidence



As Writers we will be creating exciting adventure stories written as a flashback, based on the story Kidnapped, by Pie Corbett. We will learn to build and release tension, use cohesive devices to link moments in time and extend our sentences using 'drop-in' clauses. In non-fiction we will learn how to write discursive arguments, based on a text that explores whether Jack was right or wrong to climb the beanstalk

Key vocabulary: cohesion, subordination, description, flashback, past perfect tense, setting, character, relative clause, phrase, tension

As Mathematicians we will be continuing to learn how to manipulate fractions, in order to add, subtract, multiply and divide them, working from pictorial to abstract representations. We will also rehearse formal written methods of multiplication and division before moving on to decimals and area, perimeter and volume



Key vocabulary: total, product, divisor, dividend, quotient, denominator, numerator, common multiples, inverse, reciprocal, area, perimeter, length, width



As Artists and Designers we will be looking at how love has always been a central motivation and theme in Art. We will explore and critique different representations and forms of love by different artists in different media, thinking which motifs, symbols and compositions we would like to borrow. The children will then design and create their own piece of work depicting love.

Key vocabulary: composition, foreground, background, shade, tone, depth, perspective, emotive, depict, portray, insight, captivate, immortal, enduring, unconditional, purity

As Scientists we will be learning about the human life cycle, including the main phases of life from infancy to old age. We will also learn in detail about how babies develop from an early age, as well as the changes that occur in puberty. In the second half term we look at the life cycles of birds, mammals, amphibians and insects, as well as learning how some plants and animals reproduce.



Key vocabulary: fertilisation, gestation, prenatal, embryo, foetus, offspring, Infancy, childhood, early adulthood. Puberty – the vocabulary to describe sexual characteristics.

As Philanthropists, the class will learn about the different ways people identify, according to sexuality and gender. We will learn about different forms of prejudice and bullying and what it means to be tolerant.



Key vocabulary: gender, orientation, sex, trans gender, prejudice, discrimination, bias.

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As Explorers we will learn about water biomes and plant and animal life which characterise them. We will see how each form complex ecosystems and discover how climate change and pollution is challenging these fragile environments.



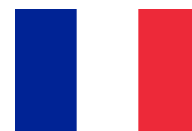
Key vocabulary: freshwater, marine, biome, oceans, reefs, rivers, lakes, streams, saline, photosynthesis, algae, phytoplankton, pollution, contamination, diversity, habitat, human processes



As Historians we will be looking at social history through the lens of crime and punishment Beginning with the Anglo, Saxons we will learn how different societies tried to prevent crime and catch criminals. We will use sources to find out how they determined guilt or innocence and try to see deeper into the underlying purpose of each punishment. We will try to generalise changes and continuity through time.

Key vocabulary: deterrent, execution, humiliation, judge, jury, ordeal, treason, victim Trial, oath, Witan, tithing, torture, capital punishment, witness, evidence

As linguists we will be looking at two units this term: Chez Mo, where children will learn to name and describe rooms in the house and to discuss activities that take place there. In Les Vetements, pupils learn how to ask for clothing items in a shop and to describe the clothes they are wearing.



Key vocabulary: la salle de bain, la cuisine, la salle a manger, la chambre, le salon, une robe, des pantalons, une chemise, une jupe, un pull, le magasin des vetements



As technicians we will look at information technology and website creation. Learners will be introduced to creating websites for a chosen purpose. They will identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

Key vocabulary: website, web page, browser, media, Hypertext Markup Language (HTML), logo, layout, header, media, purpose, copyright, fair use, home page

As Theologians we will be exploring the next big question: What does the resurrection mean to Christians? Building on their existing knowledge of Judaism and the Passover, we will look at different identities that Christians claim for Jesus- the son of God, the messiah, the suffering servant and the Passover lamb, in order to understand his role in Christian ideas of salvation, healing and redemption.

Key vocabulary: crucifixion, Easter Sunday, eternal life, forgiveness, Good Friday, gospel, redemption, resurrection, sacrifice, salvation

This overview is intended to give you a flavour of what we will be studying this term. If you recognise any of this 'good learning' at home, please feel free to write it on a post it note and send it into school so that we can add it to your child's learning. This will help us to recognise the next steps in learning that your child needs to take.

Any questions about this overview, please let us know via Class Dojo.

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Remember – you should be reading, practising your spellings and your times tables as frequently as you can every week.



Spelling

Spellings to learn each week will be given practised in class, then given out on Fridays to complete and rehearse for a spelling test each Wednesday.

Maths

One piece of maths homework also goes out on a Friday, to consolidate what we have been doing in class. This should be returned by the following Wednesday.

Times Tables

Times tables are a foundation for so much of our Maths learning and we will do lots in class but please practise yourself via Tackling Times Tables at least 4 times a week.



Also, practise with songs, chanting, write them down, get tested by a friend or family member...

Reading

Read aloud with an adult at least 5 times a week, write this in your



Reading Record book and get your adult to sign it. Bring these in each day as we will also have the opportunity to read in class.

Of course, you can read independently in addition to this!

Optional Topic Homework

These activities are for you and your children to explore together at home. They are a great opportunity to become immersed in the topic being taught this term. Children are rewarded with 'dojo points' for the completion of any optional activities.

- Imagine you are in charge of the country and write a set of laws detailing what should now be illegal and what the punishment would be for breaking each law.
- From the learning in class, make a model of your favourite punishment, or test of guilt.
- Make a wanted poster for a famous criminal- real or literary- such as Robin Hood, Dick Turpin, Moriarty or Voldemort. Don't forget to include their crimes and a reward.
- Write or draw a Horrible Histories sketch for one kind of crime and punishment you have learned about. You could act it out and record it with your friends.
- Research one of these famous criminals and make a presentation. Find out what they did, if they were caught or if they got away with it: Al Capone, Ronnie Biggs, Billy the Kid, Guy Fawkes, Ned Kelly.

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- Some people think the death penalty for serious crimes should be brought back. Write a discursive argument, presenting points for both sides.

Please use Class Dojo if you need to contact me, or to share anything that your child has done at home.