

### Sound

### Science

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from a sound travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

### English

#### Our book this term is *Way Home* by Libby Hathorn and Gregory Rogers

Shane is a boy who lives alone on the streets. We don't realise this until the end of the book, when he takes the cat he has found back home with him to a shelter filled with his possessions, to be his friend. Shane's fast paced story is told to the cat. The illustrations in this picture book are very evocative, full of symbols and meanings that add to what we learn about Shane and his life.

Children will:

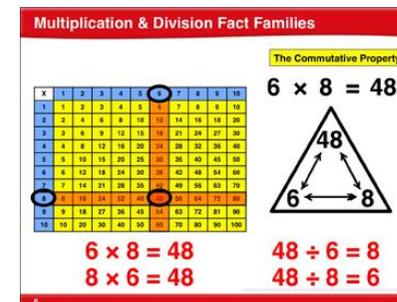
- Engage with a story with which they will empathise
- Explore themes and issues, and develop and sustain ideas through discussion
- Develop creative responses to the text through drama, storytelling and artwork write in role in order to explore and develop empathy for characters
- Write with confidence for real purposes and audience

### Mathematics

#### Multiplication and Division

In this block, Year 4 children focus on times-tables and Year 5 children link this learning to the concept of multiples. It is important that children focus on all times-tables up to the 12 times-table to improve fluency. Practicing on a daily basis will support children with retention.

Year 5 move onto learning about prime, square and cube numbers whilst Year 4 may focus on multiplying 3 numbers and the associative law.



### Humanities

#### Know your Place – What are the similarities and differences between a rural and urban environments?

Children will learn about their local area and begin to appreciate the importance of wider geographical location in understanding our capital city, London

### Topic

London



### Creative Arts

Children will study urban art and the work of graffiti artists such as Banksy. They will also explore the properties of different materials through investigating the place where Shane lives and how he has built a shelter for himself. The children will investigate how to make the shelter more structurally sound.

<p><b><u>PE and Games</u></b></p> <ul style="list-style-type: none"> <li>• Explore and create characters and narratives.</li> <li>• Create motifs.</li> <li>• Describe the need to warm up.</li> <li>• Evaluate their own performance and comment on improvements</li> <li>• Link to our work on Homelessness</li> </ul>	<p><b><u>RE, PSHE and Citizenship</u></b></p> <p><b>RE: Islam</b></p> <ul style="list-style-type: none"> <li>• Children study the Five Pillars of Islam, some main differences between Sunnis and Shiahs, the life of Muhammed [PBUH], the Qur'an and Arabesque</li> <li>• How do Muslim beliefs differ from my own, what are my 'five pillars'?</li> </ul> <p>PHSE: Living in the wider world  Children will consider Shane's homelessness and the ways different people can end up homeless and what this may mean. We will look at the work of <a href="https://centrepoint.org.uk/">https://centrepoint.org.uk/</a></p>	<p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• Choose a variety of software to accomplish a set task.</li> <li>• Select, use and combine internet services.</li> <li>• Analyse and evaluate the information I find.</li> <li>• Collect and present data.</li> </ul>
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