



STONE AGE Bronze Age IRON AGE

Teaching 123



Willow Class Y4/5 – Spring 2 2017



In **Literacy** we will be focussing on Persuasive Writing. We will be learning about the many Persuasive Devices used in order to convince the reader to agree or sympathise with a particular viewpoint. We will analyse a number of Persuasive texts and will evidence our understanding of the devices used by creating our own persuasive posters, leaflets and speeches.

In **Numeracy** we will be focussing on Measurement. We will cover: calculating area and perimeter; converting units of measure; solving problems involving money; reading, writing and converting times between analogue and digital 12 and 24 hour clocks.

As **Historians** we will be studying what life was like during the Stone Age, Bronze Age and Iron Age. As **Artists** we will create our own Cave Paintings and Rock Art depicting aspects of everyday life during The Stone Age.

As **Design Technologists** we will design and create our own jewellery and shields inspired by those made during the Bronze and Iron Ages.

As **Musicians** we will be singing in 'Rounds'. We will learn a number of songs and practice singing them as 2 and 4 part rounds, ready to perform during our Easter Assembly.

In **Computing** we will be studying the unit 'We are Cryptographers - Cracking Codes'.

In **P.E** we will be focussing on Tri-Golf with a Specialist Teacher on Thursdays and will be doing Dance on Tuesdays.

In **R.E** we will continue to focus on Stories from the Quran. We will also revisit the Easter Story and reflect on the importance of the events that took place before and after the death of Jesus.

In **French** we will be revising numbers and applying this to being able to state particular dates, especially our Birthdays!!

As **Scientists** we will be investigating the properties of materials, including flexibility, transparency, strength, conductivity and magnetism. We will consider how these different properties enable certain materials to be suitable for specific purposes.