Term-on-a-page for Ravens
Autumn Term 2021

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Reading	Whole class reading – 'There's a Boy in the Girls Bathroom' by Louis Sachar. Various extracts from classical texts, poetry, fiction and non-fiction.													
Writing	Short Burst Writing	Biography: Research and write a biography of a person you admire			Non-Chronological Report			Story: Real life stories with a perilous climax			Assessment week	Newspaper: write TV/ radio sports or news reports about real events to make a class newspaper		
Grammar and punctuation	Refresh previous learning	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Use of the semi-colon, colon and dash to mark the boundary between independent clauses Layout devices to structure text						Linking ideas across paragraphs using a wider range of cohesive devices: adverbials, tense choice, repetition of a word or phrase, grammatical connections and ellipsis Use of the passive to affect the presentation of information in a sentence Brackets, dashes or commas to indicate parenthesis						
Spelling (patterns and statutory words)	High frequency words	Suffixes: cious tious	Suffixes: cial tial	Suffixes: ant/ancy	Suffixes: ent/ency	Suffixes: able/ably	Suffixes: ible/ibly	Statutory words	Adding suffixes to words ending in '–fer'	Adding prefixes to words using a hyphen	Assessment week	Words with the /i:/ sound spelt 'ei' after 'c'	Words with the letter string '-ough'	Words with silent letters.
Mathematics	Place Value		Four Operations					Fractions						
Science	Raptors			Earth and Space				Properties and Changes of Materials					RE – Pilgrimage and Hajj	
Foundation subjects	History- Anglo-Saxons, Vikings and Scots settlement in Britain				Art: Anglo-Saxon Architecture			Geography- deforestation			DT: Frame Structures			
PSHE	**Families and Friendships**: Attraction to others; romantic relationships; civil partnership and marriage					**Safe Relationships**: Recognising and managing pressure; consent in different situations.				**Respecting Ourselves and Others**: Expressing opinions and respecting other points of view, including discussing topical issues.				
Computing	Computing Systems and networks: Communication							Data and Information: Spreadsheets						
PE and games	PE and games with Mrs Dunnett- Fitness							Dance with Kelly- Contemporary dance						
	PE and games with Mr Goodliffe- rugby							PE and games with Mr Goodliffe- hockey						
Forest School	Forest School													
French								Salut Gustav		A l'ecole		Culture: exploring Montpellier		
Music with Mr Suter	Pop Brass							Romantic composers Brass						

Curriculum summaries	How you can support at home
History: Anglo-Saxons, Vikings and Scots settlement in Britain - Children will learn about the chronology of Anglo-Saxon, Viking and Scots invasion, settlement and kingdom building from the end of the Roman Empire from 410AD to 1000AD. They will find out why these different peoples settled in Britain and who they were. They will study how the Vikings and Anglo-Saxons got on with each other. This will include using sources like the Anglo-Saxon Chronicle to find out about the Viking raid on Lindisfarne in 793. The children will learn about the wars between King Alfred and the Danes (865- 878) and understand about the cause and effects of these events. Finally, they will consider the impact of the Anglo-Saxons and Danes on our landscape today through architectural remains, their impact on local settlement in this area (seen through place names) and their impact on the English language.	The Castle Museum at Norwich has good displays about the Anglo-Saxons and Sutton Hoo near Woodbridge in Suffolk is an amazing place to visit. Alternatively, use the library to read books about the Anglo-Saxons. Make your own Anglo-Saxon archaeological dig or make a replica of the Sutton Hoo helmet!
Science: Raptors - Pupils build on their learning in Key Stage 1 and Lower Key Stage 2 about animal life cycles and food chains and their knowledge and understanding of birds through a study of raptors. The children will study different raptors from the UK to compare and contrast their feeding and hunting habits and look at how different raptors have evolved and adapted to their environments. They will look specifically at the external anatomy and physiology of Barn Owls; focussing on specific adaptations. The children will learn about the decline in Barn Owl numbers and the reasons for this. In their study of Barn Owls, the children will dissect an owl pellet in order to find out what it eats. They will also study the Red Kite; particularly wing, tail and feather formation and how they affect flight. They will study the feathers of Red Kites and other hawks, kites and eagles, learning the shape and function of different feathers. The children will learn how humans have had both a negative and positive impact on the success of this bird over the past two centuries.	Go for walks- you may see barn owls, buzzards, red kite and kestrels. If you go to Ranworth or Cley, you may see marsh harriers, which are quite rare in other parts of the country.
Science: Earth and Space - Pupils should be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones). Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.	Visit NASA's website, research the moon landings There are some wonderful clips on Youtube. Make a model of the solar system. Go out at night and have a look at the constellations or look for satellites.

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Pupils will find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.	
Art & Design: Anglo-Saxon Architecture - In this unit the children start with a drawing exercise to collect information about Anglo-Saxon architecture. They use images of Anglo-Saxon houses to create 5 quick drawings focusing on outlines, shapes, texture, horizontal and vertical lines. The children are then encouraged to think about the difference between a model and a sculpture. They are introduced to the sculpture materials and possible joining techniques. The children will make 3d sculptures, using Anglo-Saxon architecture as a starting point from which they can diverge, expressing themselves creatively through their exploration of the materials and processes. Finally, the children will be encouraged to think of a single word which sums up the personality of their sculpture.	Find out about Anglo-Saxon homes- you could even make a village.
Geography: Deforestation In this study unit, children will learn about the different climate zones of the world and identify different areas of forestation. They will look at maps, film and photographs showing how human activity has caused large areas of forest to disappear and investigate the reasons for this eg clearing of land in Brazil and Indonesia for farming. They will consider how the landscape of the United Kingdom has also changed over centuries due to human activity. They will learn about the importance of forests for biodiversity and in the reduction of carbon dioxide and production of oxygen and how this affects climate change. They will consider ways that people in this country could assist with reducing deforestation in the world and plant their own trees around school or the local area.	Plant a tree in the garden. Introduce house plants to your bedroom and see if it improves your sleep. Find out about deforestation in areas such as Brazil and Indonesia.
Science: Properties of and changes in materials - Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.	
DT: **Frame Structures** - In this unit, the children will find out about frame structures and what makes them rigid in the context of a study of different types of bridges. They will find out about beam, truss, arch and suspension bridges and compare and contrast the key features of each and how they work. In particular the children will find out about the Roman Pont Du Gard, Thomas Farnolls Pritchard's Iron Bridge and the Akashi Kaikyo suspension bridge in Japan. As a focused practical task, they will make a simple beam bridge from card and square section wood to cross a 50cm river, which they will test by adding weight to the centre of the bridge and then analyse the reasons for the bridge to fail. The children will then be presented with the challenge of constructing a portable bridge to span a one metre river. The bridge can be of any of the designs studied, but must be free to lift on and off the river. As part of the design brief, the children must produce annotated sketches, exploded views and cross-sectional plans, as well as a step-by-step construction plan. Once completed, the bridge will be subject to a series of tests to check its strengths and aesthetics. They will use a range of tools in order to measure, cut and join their materials and finish their final products to a high standard, before testing and evaluating their final product against the intended purpose.	Take a look at bridges in the local area. The railway viaducts at East Runton and on Hall Road in Cromer are great examples. Find out about the longest bridges in the world. Try making a bridge in the garden.
RE: Pilgrimage and Hajj - The children begin this unit by considering special places. This is then extended to finding out about special places for different religions, including Jerusalem, Bethlehem, the River Ganges and Mecca. The children are introduced to the Christian concept of pilgrimage and the Islamic hajj, which is further explored through film. The children question the importance of the journey and consider for themselves how journeys can be as rewarding as the destination.	Walsingham near Wells is a very popular place of pilgrimage for Christians and is on our door step and definitely worth a visit

How can you support at home with reading, writing and mathematics?

Reading: Reading fiction, non-fiction and poetry for pleasure. Trips to the library. Share a book as a family. Refer to the reading strategy on the school website.

Writing: Access to paper and pencil/pen will allow your child to explore their creativity using the written word. Your child can write anything they wish, from a daily journal, film script or even a comic strip. Let your child decide if they want to keep their writing private or share it with the family.

Maths: Support your child to learn multiplication tables facts and related division facts. Free websites such as www.timestables.co.uk www.sumdog.org and BBC bitesize (Battle for Mathematica/Guardians of Mathematica) provide good practice. Your child has a login to Carol Vorderman's The Maths Factor, which is great for revision and practice.

Baking/construction projects are good for developing practical maths skills.

Timetable to half term

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning to break	Spelling Writing Reading	Handwriting Writing Reading	Spelling Writing Reading	Handwriting Writing Reading	Maths AN Writing DC
Morning after break	Story Time Maths	Story Time Maths	Story Time Maths	Story Time Maths	Music Story Time
Afternoon	Foundation subjects	Science	Forest School Computing	PE	PSHE Foundation Subjects

Timetable after half term

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning to break	Spelling Writing Reading	Handwriting Writing Reading	Spelling Writing Reading	Handwriting Writing Reading	Music Writing
Morning after break	Story Time Maths	Story Time Maths	Story Time Maths	Story Time Maths	Story Time Maths
Afternoon	Foundation Subjects	Foundation Subjects	Science	PE	PSHE French Computing