

As **writers** we will be starting our non-fiction unit with our new Jane Considine approach by exploring non-chronological reports based on mountain explorers. We will be having experience days to help the children understand what it would take to embark on a journey as a mountain explorer! We will be exploring the features of a non-chronological reports and identifying specific writing tools and grammar needed.

HPL



As **readers** we will:

- Explore our book, 'Shackleton's journey' by William Grill.
- Predict and pick out key vocabulary, whilst retrieving factual information and inferring from the text. Use the style of the book to help us understand and create our own non-fiction pieces of writing.
- Consider authorial intent and choice!

- As **mathematicians** we will:
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination..
 - Compare and order fractions, including fractions >1
 - Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
 - Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
 - Multiply simple pairs of proper fractions, writing the answer in its simplest form.
 - Divide proper fractions by whole numbers.
 - Use their knowledge of the order of operations to carry out calculations involving the four operations.
 - Use written division methods in cases where the answer has up to two decimal place.
 - Describe positions on the full coordinate grid.
 - Draw and translate simple shapes on the coordinate plane, and reflect them in the axis.
 - Consolidation.

This half-term we will:

Welcome the children to the planet's coldest lands... Vast wilds and hostile territories—incredibly beautiful but often deadly. Trek bravely and valiantly across treacherous terrain to the ends of the Earth, treading deep in snow or be pulled by a team of mighty sled-dogs.

Research facts and figures of climate, temperature, habitats and ecosystems, and compose evocative poems about the northern lights. Become part of an Antarctic rescue team, braving the elements to rescue terrified passengers from a ship struck by a deadly ice-berg! Be sure to wrap up warm!



As **scientists** we will: explore food chains and polar habitats, considering what the ecosystem needs to survive. We will consider climate change and melting rate of polar ice caps. We will devise a plan to help slow down these effects!

As **historians** we will: identify the key figures involved in historical polar expeditions.

As **design and technologists** we will: design our own unsinkable ship by exploring the elements of the Titanic!

As **users of technology** we will continue to understand the importance of e-safety throughout our units whilst also exploring

As **citizens' of the UAE** we will compare between different types of regimes in the world.

GFS Curriculum Drivers linked to the National Agenda

Enterprise and Innovation	Eco and Environment	Inclusive Communities
As enterprising children plan actions to raise awareness for saving the polar regions.	As people concerned with the environment we will consider the impact of climate change on the polar regions.	As members of a community ask our communities if they have ever visited a polar region. We will also explore how we care for our local community!

As **Artists** we will: use a variety of mediums to recreate the northern lights! We will consider how the varying colours evoke emotion.

Opportunities for Enrichment	
School	Home
<ul style="list-style-type: none"> ♦ Engage in a virtual field trip to explore how Polar Bears behave on the Tundra! ♦ Devise a plan to combat climate change! 	<ul style="list-style-type: none"> ♦ How does ice melt? Conduct your own experiment!