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| **AN00790_English** | **Fiction**  We will be exploring the genre of science fiction through a study of ‘Boy in the Tower’ by Polly Ho-Yen. During the unit we will consider how authors develop characters, setting and atmosphere and will learn to apply these techniques to our own writing. We will continue our grammar work by revising: relative clauses; formal and informal writing; using subjunctive forms; modal verbs and expanded noun phrases.  **Non-fiction**  Our first topic will be persuasive writing. We will examine ‘The Tin Forest’ by Wood and Anderson, ‘Dinosaurs and all that rubbish’ by M Foreman and ‘Eco wolf’ by L Anholt to identify the features of the genre before writing our own persuasive texts.  After half term, we will use the text, ‘You are awesome, find your confidence and dare to be brilliant’ by Matthew Syed to discuss the transition to Senior House. We will discuss the meaning of fixed and growth mindsets and reflect on all we have learnt in life so far. We will research the life of a famous person and consider how failure can contribute to success.  **Poetry**  We will use a selection of Emily Dickinson's poems to explore figurative language and poetic devices. The girls will read and write poetry, investigate personification through drama and drawing, make careful observations of nature and research the life and works of Dickinson.  Our guided reading text will be ‘Floodland’ by Marcus Sedgwick. |
| **BD05092_Mathematics** | Our first topic will be **Geometry.** The girls will learn how to measure with a protractor and will practice drawing angles accurately. They will learn to calculate vertically opposite angles, missing angles in a triangle and quadrilaterals. They will practice drawing polygons accurately and will learn how to draw nets of 3-D shapes.  Our second topic will be **position and direction**. We will extend our knowledge of coordinates to include four quadrants and will practice translating and reflecting shapes.  After half term, we will prepare for the transition to KS3 by consolidating our knowledge of calculation strategies with a series of explorations, investigations, puzzles and problem-solving activities. |
| **Science**  **BD05179_** | **Electricity**  During our topic on electricity the girls will:   * Plan and carry out a series of simple electrical circuit investigations * Carry out a series of enquiries that explore the effects of voltage on electrical circuit components * Draw circuit diagrams with a summary of the brightness, volume and speed of components within them * Annotate their circuit diagrams with explanations of the role of resistance in making components work |
| **History** | **The Maya civilisation**  We will discover where and when the Maya built their magnificent civilisation and investigate how they lived, their culture and their legacy. The girls will learn about the Copan stairway and its hieroglyphs, discover the fascinating maths and calendar systems of the Maya and find out about everyday life in a Mayan city. |
| **Geography** | **Climate Change**  We will learn what the greenhouse effect and climate change are. We will also study natural and human causes of climate change. We will identify some of the impacts of climate change and will describe in detail how plants and animal species are being impacted. Finally, we will explain some of the different ways in which people are taking climate action and will identify some ‘green’ careers. |
| **MFL**  **FD01110_** | **French**  **Les instruments:**   * Learn musical instruments. * Revisit expressing likes and dislikes and giving justifications.   **À la plage:**   * Learn vocabulary associated with the beach. * Learn ice cream flavours. * Revisit ordering food. |
| **Art** | * Use of different lines to create texture e.g. cross hatching, waves, diagonal lines, 3D lines * How to create different tones to create the illusion of light and shadow * Using drawing skills and techniques to create realistic still-life sketches * The effect of different lines and tones in the work of Vincent Van Gogh   ***A sketch pad and sketching pencils would be useful for this term’s topic*** |
| **Music**  music-notes[1] | **Exploring theme and variations in music**- what is a theme/ main melody and how to vary a main melody. Students will learn how to represent change in pitch, dynamics and texture using graphic notation.  **Exploring music theory** and gaining the knowledge of reading and writing music and understanding rhythmic choices. |
| **Computing**  **BS00094_** | **Website design**  Our work this term will focus upon the creation of websites for a chosen purpose. The girls will identify what makes a good webpage and use this information to design and evaluate their own websites using Google sites. Throughout the process the girls will pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths. |
| **Physical Education** | * Rounders – Throwing – underarm/overarm, bowling catching, hitting, rules and tactics. * Tennis – Grip, forehand, backhand, serve. * Athletics – High Jump, long Jump, overarm throw, sprinting, distance running, hurdles, relay. * Cricket – Throwing, catching, bowling, hitting, rules. |
| **PSHE / RE**  **BD00115_** | **PSHE**  We will cover:   * + Health and well being   + Puberty and reproduction   + Transition to Senior House and moving on   **RE**  Our theme will be ‘Expressing religious faith through the arts’. We will study a range of religious paintings and discuss their significance to modern life. We will also compare and contrast how different world religions use art, music, drama and literature as a means of expressing faith. |

**Attendance**

Excellent attendance and punctuality promote excellent learning and the opportunity for children to achieve their full potential.

Westfield School believes that regular school attendance is crucial in allowing children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.

 The government has a national target of greater than 95%. We must statutorily monitor the attendance of our girls closely and work alongside you if attendance slips below expectation. (Further details on the school website.)

**We would be grateful therefore if you could inform us of any absences as soon as possible** andsupport us in promoting the value of education and regular school attendance at home. Please also share any changes in circumstances that may have an impact on attendance so we can work together to minimise the impact.