

**As readers and writers**, we will be inspired by the wonderful adventure: 'Girl of Ink and Stars', by Kiran Millwood Hargrave to explore quest stories. We will explore similarities in the structures of quests, providing the children with opportunities to compare and contrast different quest stories that they have read, justifying their ideas with evidence. We will then use the different structural elements of quests to inspire different pieces of writing, such as writing narratives to entertain.

**As mathematicians**, we will continue to develop our understanding of fractions, including equivalent fractions, mixed numbers and improper fractions. We will use this understanding to compare, order and calculate with fractions within and across one whole. We will then link this to decimals and percentages, recognising equivalences across all of these. Finally, we will explore measures by converting between different units of measure and time, including reading timetables. Throughout all of our learning, we will seek to communicate like mathematicians, developing our reasoning skills and our resilience in problem solving contexts.

**As athletes**, we will be refining our throwing techniques in order to develop accuracy over different distances. We will work collaboratively to develop effective team communication to complete different challenges. We will continue to develop our swimming skills.

**Through our learning about education for safety**, we will link with science to explore changes in humans, with a focus on puberty. This will cover menstruation, the reproductive systems of males and females and appropriate and accurate scientific terminology. The children will also explore the importance of personal hygiene during puberty.

## *How would you survive?*

**As computer scientists**, we will link with our learning in science to handle data in different ways, including entering data and formulae into Excel spreadsheets and presenting data in different ways, such as using tables and graphs.

**As designers**, we will be drawing upon our cooking skills to design a healthy, micro-biotic smoothie. We will begin by investigating and analysing a range of existing products to come up with a design criteria, an ingredients list and recipe. The children will then work in groups to perfect their recipe, considering the best way to combine and store certain ingredients. As part of our evaluation, we will taste the products and consider using ratios to scale recipes up or down.

**As scientists**, we will be describing the differences in the life cycles of mammals, amphibians, insects and birds. Using scientific skills of observation, we will also explore the life process of reproduction in different types of plants. Our learning in science will link with education for safety, as we will explore changes as humans develop from birth to old age. We will plan different types of scientific enquiries to answer questions in relation to plants and mammals, reporting and presenting findings from enquiries in different ways, linking with our learning in computing.

**As linguists**, we will develop our understanding of basic grammar associated with the French language, such as using the masculine, feminine and neuter forms of nouns to describe people and objects such as clothing. The children will identify key features and patterns of the language and apply these to build simple sentences.

Key texts and complimentary reading:

'The Girl of Ink and Stars' by Kiran Millwood Hargrave  
'Pax', by Sara Pennypacker.  
'Pax – Journey Home' by Sara Pennypacker.  
'The Hobbit', by J.R. Tolkien.  
'Scavengers' by Darren Simpson.  
'Fly by Night' by Frances Hardinge.  
'Holes' by Louis Sachar.