

Wow moments

Hinduism in Education workshop
Geography and science fieldwork in Amphill.
Portals from the Past – WWI theme day.
WWI impact on Amphill trail.

Design Technology

Electrical Systems (simple circuits and switches): We will use our knowledge from our Science unit on electricity and circuits and we will design a torch for a particular purpose. We will consider why a torch needs a casing and evaluate our finished product.

Art

Art history and Artists: We will create images in the style of an artist from history (Paul Nash and Henry Moore) and explain how our work is similar/different. **Drawing/Painting:** We will experiment with different media including drawing and painting with a range of materials. We will create various pieces of art work connected to our theme of memory box.

Music

Samba – World Percussion

This term we will have the opportunity to recreate the exciting rhythms of Brazilian carnivals. The lessons will be led by a percussion teacher from Inspiring Music and will include the opportunity of a parent concert to allow all the children to perform. We will learn to play a range of percussion instruments, read musical notation, compose music, develop an understanding of the history of music and listen to a range of record music.

Computing

Information Technology: They will learn that the World Wide Web is part of the internet, and that the internet is a network of networks. They learn about who owns content and what they can access, add, and create.

Digital literacy:

Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. In order to record audio themselves, learners will use Audacity to produce a podcast.

Personal, Social and Emotional Development Values.

We will learn how rules and laws that protect us are made and enforced. We will learn about responsibilities at home and in the community. We will reflect on resolving differences by looking at others' points of view. We will appreciate the range of regional, religious and ethnic identities in the United Kingdom

Values: Respect and thoughtfulness.



Physical Education

Outdoor Adventure Activities: We will work in a team to plan and refine problem solving. We will use maps, compasses and symbols.

Tag Rugby: We will perform basic tag rugby skills, implement rules and develop tactics. We will increase our speed and build endurance.

Gymnastics unit 1: We will become increasingly competent and confident to perform skills more consistently in time with a partner or group. We will use compositional ideas in sequences such as changes in height, speed and direction.

Dance unit 2: We will choreography and perform using repetition, direction, level, speed and space.

Religious Education

We will look at how faith is expressed in Hindu communities and traditions. We will see how Hindus show their faith at home and within their faith communities. Identify and describe the core beliefs and concepts of Islam making clear links between these and texts studied. Understand how people show their beliefs in worship and in the ways they live. Make connections between when they have learnt and how we think and live.

Science

Working scientifically: We will set up a simple and practical enquiry to investigate what happened to the brightness of a bulb if we add more cells.

Living things and their habitats: We will look at ways that we can classify living things including farm animals. We will learn how environmental change can sometime pose risks to living things such as loss of habitats.

Electricity: We will construct a simple circuit, identifying and naming its basic parts. We will recognise some conductors and insulators. We will investigate complete and incomplete circuits.

Geography

Geographical skills and fieldwork: We will use maps, atlases and globes to describe features. We will use fieldwork to present human and physical features in the local area using a range of methods such as maps, plans and graphs.

Locational Knowledge: We will name and locate countries and cities of the UK and identify their human and physical characteristics

History

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history WW1

We will investigate what led to the start of WW1. We will explore what life was like on the Western Front and what life was like for people back in Britain as well as exploring how warfare advanced and the involvement and use of animals. Finally we will learn about how the war ended and what happened after.

English

Spellings – We will look at spellings with:

Aw spelt with augh and au

Adding the prefix in, im, ll, ir

Homophones and near homophones

Words with shun endings spelt with 'sion' 'ssion' 'tion' 'cian'

Words with 'ough' to make a long /o/oo/ or /or/ sound.

Key words from spelling list

Range of words taken from the year 3 and 4 spelling word list

Vocabulary, Grammar and Punctuation: We will recognise and use:

Paragraphs

Pronouns

Fronted adverbials

Apostrophes

Speech

Noun phrases

Suffixes

Reading and VIPERS (vocabulary, infer, predict, explain, retrieve, sequence/summarise):

Through studying our key texts we will:

- develop positive attitudes to reading and understanding of what we read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Also we will be identifying and discussing themes and conventions in a wide range of writing and increasing our familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Through our VIPERS lessons we will:

- Develop our understanding of what we read by: predicting what might happen from details stated and implied

Key texts: We will read a range of letters and instructions, War Horse, war poetry and The Christmas Truce

Writing:

We will develop positive attitudes towards and stamina for writing through planning, drafting and editing by:

- writing about real events, including a non-chronological report on a war poet
- writing for different purposes through letter writing, instructional writing, character descriptions, narratives, diary writing a setting description and character profile.

In order to support with the above, we will partake in a range of speaking and listening and drama activities

Maths

Number: Place Value

We will recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)

Order and compare numbers beyond 1000

Identify, represent and estimate numbers using different representations.

Round any number to the nearest 10, 100 or 1000.

Number: Addition and Subtraction

We will learn to add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

Measurement: Length and Perimeter

We will measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Convert between different units of measure

Number: Multiplication and Division

We will recall and use multiplication and division facts for multiplication tables up to 12×12 .

We will solve number and problems that involve all of the above and with increasingly large positive numbers.

Times Tables – We will be using daily Times Table Rockstars.