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| <p>English Daily spelling. Grammar, punctuation and handwriting. Whole Class Reading and Comprehension. Drama and speaking and listening activities. Fiction and Non-fiction Writing Units:</p> <p>Newspaper report: Goldilocks Norse Myth: Arthur and the Golden Rope Biography: Nicola Tesla Save the planet Adventure: The Firework Maker's Daughter</p> | <p>Art: Drawing, printing, clay work and sculpting birds. Artists/Designers: Constantin Brancusi and the designer Richard Sweeney.</p> <p>DT (Science link) In the second half of term, children will be designing and creating an electrical rotating fairground ride. The children will use the methods they have experimented with to create a stable structure for their ride which has moving parts and a hidden electrical circuit.</p> | <p>Science Y3/4: Children will be learning that pushes and pulls are forces and exploring how objects move on different surfaces. Through a series of investigations, they will learn more about magnetic attraction and repulsion and understand different uses of magnets. The children will also be learning about electricity. They will investigate conductors and insulators and learn to construct simple electrical circuits, Y5/6: Children will further their understanding of forces, learning about gravity and resistance through a series of practical investigations. In addition, they will learn to identify balanced and unbalanced forces and investigate the effect of levers and pulleys. Children will deepen their knowledge of electrical circuits, including how to make a dimmer switch.</p> | <p>PSHE: Children will focus on developing knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation. <u>Feeling and Emotions</u> Jealousy Anger Worry</p> <p><u>The Working World</u> What is Parliament Unit?</p> <p>Anti-Bullying Day/World Mental Health Day</p> <p>Collective Worship Link: Compassion and Trust</p> |
| <p>Music Composing using their imagination. Children will use their imagination when creating their compositions in this unit. What do they see when they close their eyes? Can they write a melody or find sounds that represent the story they want to tell?</p> | <p>Mathematics Children will follow the National Curriculum objectives for their year groups, covering topics of place value, addition and subtraction, multiplication and division and Y5/6 fractions. Homework will be linked with the children's current objectives.</p> | <p>French Children will continue to build their knowledge of French vocabulary and grammar, focusing on family members phonics Physical Education Mondays: Netball and Gymnastics Wednesdays or Fridays: Football/Rugby We have boots, socks and shin pads in school but please bring your own if you have them. Tudor link - Country Dancing</p> | <p>Computing Children will recognise that a network is two or more devices connected and its purpose. Identify key components that make up the school's network. Explain the difference between wired and wireless connections. Recognise that files are saved on a server. Understand the role of the server in a network when requesting a website. Identify parts of a website's journey to reach your computer. Recognise that routers connect to send information. Understand that data is broken into packets. Explain what is meant by 'field,' 'record,' and 'data.' Compare paper and computerised databases. Put values into a spreadsheet. Sort, filter and interpret data in a spreadsheet. Create a graph. Explain the purpose of visual</p> |

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| | <p>Religious Education This year, children will study Christianity and Hinduism. During the first term the focus will be on 'Incarnation'. Children will learn about Jesus' life on earth as the Son of God and investigate the meaning of the Holy Trinity. They will explore the Hindu belief that Rama was the Incarnation of Vishnu and learn about the festival of Diwali which celebrates Rama's triumph over evil.</p> | <p>Geography How is climate change affecting the world? Identify, describe and explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people; Make judgements as to the impact on people of changing weather patterns in Victoria in Southeast Australia; Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make judgements about what should be included in them; Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland; Explain how global warming is affecting weather patterns around the world and evaluate its impact in different places;</p> | <p>History What did the Vikings want and how did Alfred help to stop them getting it? We will investigate the attack of Lindisfarne in 793 by people referred to today as 'the Vikings'; identify and describe the design features of a longship; interpret evidence to explain why Norsemen travelled to Britain in Anglo-Saxon times; compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons; find out if helmets really had horns and evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great.. was he really 'Great'? Explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.</p> |