

Learning skills that we are practising this half term:
Motivation, organisational skills, questioning, communication

<p>English <u>The Railway Children</u> Investigating the use of language and its impact on the reader. Writing from different points of view. Using evidence from the text to support ideas and opinions. Writing a chapter for the story by planning first and editing to improve. Writing for a range of different purposes and audiences.</p> <p>Non-fiction research and writing – research on steam trains and distinguishing between facts and opinions. Presenting information gathered from non-fiction writing.</p>	<p>Maths <u>Fractions</u> Simplifying fractions and recognising equivalents. Compare and order fractions by finding and using common denominators. Adding and subtracting fractions, including mixed numbers and fractions with different denominators. Multiplying fractions. Dividing fractions by whole numbers.</p> <p><u>Decimals</u> Reading and writing decimals. Dividing whole numbers. Writing fractions as decimals. Multiplying decimals and whole numbers. Dividing decimals using written methods. Multiplying and dividing decimals by 2-digit numbers.</p>	<p>Science <u>Electricity</u> Plan electric circuit investigations Establish current understanding of electricity and approaches to working scientifically. Set up a series of enquiries that explore electrical circuits and various effects. Record findings in tables and graphs Identify from circuit diagrams those circuits that will or won't work. Draw an accurate circuit diagram. Research and explain why electrical components behave as they do in terms of resistance. Investigate, design and make dimmer switch and describe how a dimmer switch affects resistance. Build a working circuit. Explain how components work. Present findings from prior investigations through presentation.</p>
<p>Computing <u>We are Project Managers</u> Scope a project to identify different components that must be successfully combined Identify their existing talents and plan how they can develop further knowledge and skills Identify the component tasks of a project and develop a timeline to track progress Identify the resources they'll need to accomplish a project Use web-based research skills to source tools, content and other resources Consider strategies to ensure the quality of a collaborative project.</p>	<p>Topic - History <u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u> a significant turning point in British history, for example, the first railways: - Understand how key events and individuals in design and technology have helped shape the world. - Continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study by learning about the first trains and railways. - Address and sometime devise historically valid questions about change, cause, similarity and difference and significance by learning about some of the most iconic steam trains of Britain. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how the railway network in Britain grew and spread over time. - Construct informed responses that involved thoughtful selection and organisation of relevant historical data by investigating the impact of the first railways on existing industries, the environment and people in society.</p>	<p>Art and design Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by studying examples of railway art and considering what the pictures tell us about the railways of the past and present. Design Technology Investigate examples of festive lights, identifying key features. Create a prototype of their design. Use working electrical systems within their prototype. Use tools and materials effectively in their prototype, adapting as they work. Present a working prototype, explaining how it works and how it meets the design criteria. Evaluate and make improvements on prototype.</p>
<p>P.E. Net/wall games Unit 2 REAL PE Social skills</p>	<p>Music <u>Classroom Jazz 2</u> This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes: Bacharach Anorak and Meet The Blues.</p>	<p>Citizenship <u>Getting On and Falling Out</u> This theme focuses on developing children's knowledge, understanding and skills in three key social and emotional aspects of learning: empathy, managing feelings (with a focus on anger) and social skills.</p>
<p>RE <u>Is 'God made man' a good way to understand the Christmas story?</u></p>	<p>British values/SMSC <u>This will underpin all the children's learning:</u> - democracy. - the rule of law. - individual liberty - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>French <u>Let's Visit a French Town</u> <u>Let's Go Shopping</u></p>