**Elder, Maple and Sycamore Classes Autumn Term 2020**

|  |  |  |
| --- | --- | --- |
|  | **1st Half Term** | **2nd Half Term** |
| Theme Title | **Blitz!** | **Going Bananas** |
| **English** | **Our reading texts will be:** The Boy, the mole, the fox and the horse by Charlie Mackesy;Scarecrows; Pigeon News;The little Ships by Louise Borden; Rose Blanche by Ian McEwan and Roberto Innocenti.  **Our writing texts will be:** The Piano by Aidan Gibbons; Diary of a mother; Diary of a soldier; The Lion and the Unicorn by Shirley Hughes; Goodnight Mr Tom by Michelle Magorian.  **Writing Outcomes:** Character description; diary entries; Letters (informal and formal); a narrative set in the past.  **Key learning will involve:**  Speaking and Listening: We will be improving our ability to express our ideas and feelings clearly and building a rich and varied vocabulary, especially for formal language.  Reading: We will be reading books different books and identifying and discussing the different themes within them. Additionally we will practice drawing inferences about characters feelings, thoughts and motives from their actions finding evidence within the texts we read.  Writing: When writing narratives, the children will consider how authors have developed their own characters and settings so as to use these in their own writing, to describe settings, characters and atmosphere. They will also secure using dialogue in their stories to show how a character thinks and move the action onwards. | **Our reading texts will be: A range of texts all about Chocolate:** When youwish upon a Bar: a narrative text; Melting Chocolate: a science experiment; Bournville: an information text; Aztec Chocolate: an information text.  **Our writing texts will be:** Offside by Tom Palmer; Fair Trade (Explore!) by [Jillian Powell](https://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Jillian+Powell&text=Jillian+Powell&sort=relevancerank&search-alias=books-uk); Chocolate: from Bean to Bar by Anita Ganeri; Droolz Delivers New Delight: a newspaper text  **Writing Outcomes:** Narratives;Non-chronological reports; balanced arguments; newspaper reports.  **Key learning will involve:**  Speaking and Listening: The children will be using different points of view when responding to others, and learning how to anticipate the listeners response, and using counter arguments. They will learn how to present spoken arguments logically and making use of persuasive language and evidence.  Reading:  We will be Identifying how vocabulary and presentation contribute to what texts mean. We will also learn how to distinguish between fact and opinion and retrieve, record and present information from non-fiction texts.  Writing:  When writing non-fiction texts the children will be expected to use organisational devices to structure texts and to guide the reader, for example, headings, bullet points, and underlining. The children will select appropriate grammar and vocabulary, understanding how their choices can change and enhance meaning. |
| **Maths** | **Counting and Place Value:**  The children will be able to read, write, order and compare numbers up to 10,000,000 and round any whole number. They will use negative numbers in context and calculate problems across zero.  **Four Operations (Addition, Subtraction, Multiplication and Division):**  The children will take four weeks to consolidate and become confident to solve addition and subtraction multi step problems in contexts, deciding which methods to use and why.  They will also be able to multiply multi-digit numbers (up to 4 digits by a 2-digit number) using the formal written method of long multiplication and divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division. They will become confident to use these methods to solve problems. | **Counting and Place Value:** This unit of learning will mean the children will be able to round whole numbers and decimals with three places to the nearest whole number or one or two decimal places. They will be able to identify the value of each digit in numbers given to three decimal places, multiply, and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.  **Fractions and percentages:** The children will identify common factors, common multiples and prime numbers, and compare and order fractions and use common factors to simplify fractions. Moving on from adding and subtracting fractions they will be able to multiply simple pairs of proper fractions and divide proper fractions by whole numbers. We will revise and consolidate the children’s understanding of how to recall and use equivalences between simple fractions, decimals and percentages, and find simple percentages of amounts.  **Measurement:** The children will revise how to solve problems involving conversion of units of measure, and use, read, write and convert between standard units of measurement, converting measurements of length and mass. They will also be able to confidently convert between miles and kilometres. |

|  |  |  |
| --- | --- | --- |
|  | **1st Half Term** | **2nd Half Term** |
| Theme Title | **Blitz!** | **Going Bananas** |
| **Science** | **Working Scientifically**:  The children will plan different scientific enquires to answer questions, take measurements with increasing accuracy and precision, recording their results using scientific diagrams, classification keys, tables and graphs. They will also use scientific models to describe their ideas and draw conclusions from their findings. | |
| **Electricity:**  The children will learn how to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells (batteries) used in a circuit. They will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. They will also use recognised symbols when representing a simple circuit in a diagram | **Animals, including humans**  The children will be able to identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood. They will additionally recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function and describe the ways in which nutrients and water are transported within animals, including humans |
| **Art** / **DT** / **Geography** / **History** / **Music** | **History:**  The children will continue to develop a secure knowledge and understanding of the key events and dates of WWII and use dates and vocabulary relating to the passing of time. The children will learn the characteristic features of what life was like for children during WWII and the impact of the Battle of Britain. They will understand evacuation and its effect upon children and mothers.  **Geography:**  The children will learn which countries were Allies and which were Axis and their locations.  **PHSE**:  We will compare recent ‘unprecedented’ times with those in WWII.  **Art/DT:**  We will be studying WWII Propaganda posters and making gas mask boxes, Evacuee labels as well as miniature Anderson shelters. We will also make some WWII recipes using rations.  **Music:**  The children will listen to and learn some WWII songs. | **Geography:**  The children will learn about trade across the world, including fair-trade and consider the consequences for those who are producing products and those consuming them. They will focus on one particular product e.g. chocolate/bananas and investigate how fair-trade works and impact it has had across the world.  **History:**  We will look at key trade routes and how these have changed over time through the development of transport and technology (tea cutters to planes).  **Art/DT:**  In art we will look at textiles and create some tie-dye and Batik fabrics. In our DT lessons we will study food technology, understanding the seasonality of food and how food is processed into ingredients that can be used in cooking and nutrition ( using fair-trade ingredients).  **Music:** **Appreciation of music**  The children will analyse features within different pieces of classical music and compare and contrast the impact that different composers from different times will have had on people at the time. |
| **ICT** | **Communication Networks & eSafety**  The children will agree sensible e-safety rules for the classroom and discuss their own personal use of the Internet and choices they make including excessive use, personal information and password security. They will also discuss the importance of keeping an adult informed about what they’re doing online, and how to report concerns. | **Multimedia: Film-making**  The children will discuss audience, atmosphere and structure of a presentation or video, collecting information and media from a range of sources (considering copyright issues) into a presentation for a specific audience. They will use sound, images, text, transitions, hyperlinks and HTML code effectively in presentations and evaluate the effectiveness of their own work and the work of others. |
| **Languages** | **Spanish Nuestro colegio (Our school)**  We will be learning how to tell the time and name the different places in our school as well as describe what subjects happen at different school times and subjects.**.** | **Spanish Las cuatro estaciones (The four seasons)**  We will be learning how to name the months and seasons of the year as well as describe the weather in the different seasons. |
| **PE** | **Swimming and hockey**  To begin to understand when the best time is to pass, dribble, shoot etc, and use attacking and defending skills effectively. | **Swimming and Outdoor Adventurous Activities**  To work individually, as a pair or small team to solve problems and use maps and compasses effectively.. |
| **PHSE** | **Say No!**  This unit will explore Anti-bullying; peer pressure; drugs, alcohol and smoking; knife crime and anti-social behaviours. | **Who Likes Chocolate?**  This unit will involve learning about global trade, fairness including Fairtrade and trade links between countries. |
| **RE** | **How does faith enable resilience?** | **What helps Hindu people as they try to be good?** |