

Term 4

# What I am learning this term

## Key Skills



**HOLLINGTON**  
PRIMARY  
ACADEMY

Topic: Marvellous Migration

Texts: **Amazing Animal Journeys / Jemmy Button**

Subject	I can....	Where can you find it?
<b>Maths</b>	<ul style="list-style-type: none"> <li>Describe positions on a 2-D grid as coordinates in the first quadrant.</li> <li>Describe movements between positions as translations of a given unit to the left/right and up/down.</li> <li>Plot specified points and draw sides to complete a given polygon.</li> <li>Interpret and present data using bar charts, pictograms and tables.</li> <li>Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts, pictograms and tables.</li> <li>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> <li>Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<p><b>Map work</b></p> <p><b>collecting and recording data</b></p> <p><b>weekly maths problems linked to topic</b></p>
<b>English</b>	<ul style="list-style-type: none"> <li>Write for a wide range of purposes using the main features identified in reading.</li> <li>Use techniques used by authors to create characters and settings.</li> <li>Compose and rehearse sentences orally.</li> <li>Plan, write, edit and improve.</li> </ul>	<p>diary entries, letter writing, non-chronological reports, autobiography, instructions, persuasion</p>
<b>Science</b>	<ul style="list-style-type: none"> <li>Describe the movement of the Earth relative to the Sun in the solar system.</li> <li>Describe the movement of the Moon relative to the Earth.</li> <li>Notice that light is reflected from surfaces.</li> <li>Associate shadows with a light source being blocked by something; find patterns that determine the size of shadows.</li> </ul>	<p><b>Animal migration and the effect of the moon / earth / seasons</b></p> <p><b>Shadows in different parts of the world</b></p>
<b>What is the investigation ?</b>	<ul style="list-style-type: none"> <li>Ask relevant questions.</li> <li>Set up simple practical enquiries and comparative and fair tests.</li> <li>Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li> <li>Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> <li>Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> <li>Use straightforward, scientific evidence to answer questions or to support their findings.</li> </ul>	<p><b>Shadow investigation</b></p> <p><b>Eclipses</b></p> <p><b>Effect of sun on earth and moon</b></p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>Describe geographical similarities and differences between countries, Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li><b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul>	<p><b>Map work</b></p> <p><b>comparisons of climate and physical features</b></p> <p><b>descriptions of journeys, climate and settings</b></p>

<b>DT</b>	<ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques.</li> </ul>	<b>Front cover - print</b>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul>	<b>Silhouette Printing</b>
<b>History</b>	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<b>Darwin Victorian Britain Slavery Religious v scientific explanation of the start of the world</b>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<b>Ukulele</b>
<b>Community</b>	<b>Journey through our community</b>	<b>Herstmonceux</b>
<b>Knowledge of the World</b>	<b>Discrimination / slavery / equality</b>	<b>Slavery Class system</b>
<b>PSHE</b>	<b>Health and wellbeing</b>	<b>Jemmy Button - was the new life better? Compare diet in both cultures</b>
<b>Aspiration</b>	<b>travel</b>	<b>Exploring the world</b>
<b>British Values</b>		<b>Rights of the individual Cultural differences Tolerance</b>
<b>Homework Ideas - Homework grid</b>		

