

Term 1

Topic - Relationships

What I am learning this term

There's a boy in the girls' bathroom - Louis Sachar

Key Skills



HOLLINGTON
PRIMARY
ACADEMY

Subject	I can....	Where can you find it?
Maths	<p>Place Value:</p> <ul style="list-style-type: none">- Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.- Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.- Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000- Solve number problems and practical problems that involve all of the above.- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <p>Addition & Subtraction:</p> <ul style="list-style-type: none">- Add and subtract numbers mentally with increasingly large numbers.- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.- Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why.	Weekly reasoning maths problems linked to relationship between numbers.
English	<p>Use the techniques that authors use to create characters, settings and plots.</p> <ul style="list-style-type: none">• Create vivid images by using alliteration, similes, metaphors and personification.• Interweave descriptions of characters, settings and atmosphere with dialogue.• Write paragraphs that give the reader a sense of clarity.• Write paragraphs that make sense if read alone.• Write cohesively at length.	Diary entries, letter writing, non-chronological reports, instructions
Science	<p>To understand light and seeing:</p> <ul style="list-style-type: none">• Understand that light appears to travel in straight lines.• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. <p>To work Scientifically:</p> <ul style="list-style-type: none">• Plan enquiries, including recognising and controlling variables where necessary.• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.• Present findings in written form, displays and other presentations.• Use test results to make predictions to set up further comparative and fair tests.• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.	<p>Crime lab investigations:</p> <p>Investigate a range of simple light challenges</p> <p>Investigate and demonstrate that light travels in straight lines</p> <p>Investigate shadows</p>

Computing	<ul style="list-style-type: none"> - Recognise how computers and modern technology can be used in real life E-Safety, Protocols (acceptable use and the law), Participate and collaborate (Presentations/Blogs): • Participate in class social media accounts. • Understand online risks and the age rules for sites • Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work. 	<p>Create e-safety posters</p> <p>Create blogs</p> <p>Write online rules</p>
Geography	<ul style="list-style-type: none"> • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Name and locate the countries of North and South America and identify their main physical and human characteristics. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	<p>Create fact files of class countries.</p> <p>Include:</p> <p>Locate on maps</p> <p>Physical features</p> <p>Research on internet</p> <p>Cities, towns and villages</p> <p>People</p>
DT	<ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. 	<p>Create recipes</p> <p>Bake savours & sweet</p> <p>link it to country.</p>
PE	<p>Swimming</p> <ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements. • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length. <p>Games - see term 5</p>	<p>Swimming at local school</p>
Music	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. - • Perform with controlled breathing (voice) and skillful playing (instrument). 	<p>Learn and perform relationship songs</p>
RE	<p>Where did the Christian Bible come from? 5 lessons</p>	<p>See separate plan</p>
Community	<p>Bake sale</p>	<p>After school to raise money for Sierra Leone</p>

Knowledge of the World	Create a fact file about our class countries	See Geography
PSHE	Relationships	There's a boy in the girls bathroom
Aspiration	To become a well- rounded citizen.	PSHE/Topic
British Values	International day	Exploring others nationality

Homework Ideas

Create a graffiti wall on paper, Research class countries