

Topic Title: London		
<p>Science:</p> <p>To build upon investigation skills and understanding</p> <ul style="list-style-type: none"> -Making simple predictions -Asking questions, suggest ideas or make predictions that can be tested. -Recognising a fair test -With some support and increasing independence carry out a fair test, explaining why it is fair - Recording observations in simple tables - Making accurate measurements - Use bar graphs, tables and charts to present results <p>Light</p> <p>Recognising that they need light in order to see things and that dark is the absence of light</p> <p>Noticing that light is reflected from surfaces</p> <p>Recognising that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Understanding that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Finding patterns in the way that the size of shadows change.</p> <p>Forces & Magnets</p> <p>Comparing how things move on different surfaces</p> <p>Noticing that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observing how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles</p> <p>Predicting whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Comparing and grouping together a variety of everyday materials on the basis of whether they are attracted to a</p>	<p>Geography:</p> <p>London and City comparisons</p> <p>Understanding geographical similarities and differences though the study of human and physical geography of a region of the UK.</p> <p>Creating a more detailed, labelled field sketch</p> <p>Using globes, maps, plans and atlases</p> <p>Use maps sights on the internet</p> <p>Use digital/computer mapping to locate countries and describe features</p> <p>Use atlases and globes (use contents, keys and grid references)</p> <p>Identify features on aerial photographs</p> <p>Read the 8 points of a compass</p> <p>Map knowledge</p> <p>Begin to identify points on maps</p> <p>Drawing maps</p> <p>Try to make a simple scale drawing</p>	<p>History:</p> <p>To investigate and interpret the past:</p> <p>Using evidence to ask questions and find answers to questions about the past. (historical timelines, London in the past, key London figures)</p> <p>Using more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Suggesting suitable sources of evidence for historical enquiries.</p> <p>To build an overview of world history</p> <p>Describing the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To communicate historically</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>

<p>magnet, and identify some magnetic materials</p>		
<p>Art and design: Portraits and Famous artwork</p> <ul style="list-style-type: none"> - exploring ideas and collecting visual and other information for my work e.g. artefacts, natural materials and research. - commenting on similarities and differences between my own and others' work. - adapting and improving my own work. - using a number of sketches to base my work on. - sketching closely using a view finder. - using a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. - using different grades of pencil at different angles to show different tones. Hatching and cross hatching to show tone and texture in my drawings. - Mixing colours using tints and tones. Using watercolour paint to produce washes for backgrounds and then add detail. -Starting to experiment in creating mood and feelings with colour. -Using a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. -Making notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line. 	<p>Design Technology:</p> <p>To design, make and evaluate a food based product</p> <p>Generating ideas and recognising that my designs have to meet a range of different needs.</p> <ul style="list-style-type: none"> -Thinking ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques. -Ordering and clarifying ideas using labelled sketches and models to communicate the details of my designs. 	<p>Computing:</p> <p>Unit 3: We are presenters</p> <ul style="list-style-type: none"> -Finding out how a TV programme is made -Use video cameras -Edit video -Give feedback on your video -Evaluate your choices from feedback <p>Unit 4: We are network engineers</p> <ul style="list-style-type: none"> -Find out how computers are connected in school - Find out how data is passed through networks - Test connections -Look up IP address - Create a poster on data safety
<p>French:</p> <p>Family, Animals</p> <ul style="list-style-type: none"> -Understanding a range of words and some familiar phrases. - Answering simple questions and giving basic information. -Giving short, simple responses to what I see and hear, using set phrases. -Listening attentively to spoken language and am beginning to join in and respond. 	<p>Religious Education:</p> <p>Christian Marriage & Maundy Thursday</p> <p>Making some links between religious stories and beliefs</p> <p>Recognising key religious beliefs</p> <p>Giving some examples of religious beliefs</p> <p>Know some examples of key religious figures</p> <p>Recognising why these figures are important to people</p>	<p>Music:</p> <p>Charanga Musical Scheme of Work</p> <p>Unit Three – Glockenspiel Stage 2</p> <p>Children will be able to use notes on an instrument and play a short tune.</p> <p>Children will be able to improvise using instruments</p> <p>Children will be comfortable performing and evaluating others work.</p> <p>Unit Four – Benjamin Britton – There was a monkey</p> <p>Children will learn about different dimensions of music</p>

		<p>through singing, playing and evaluating a range of songs. Children will instruments with and without notation. Children will play tunes and improvise. Children will keep a steady pulse in movement, song and instrument.</p>
<p>Physical Education: Gymnastics with Specialist PE Coach Zara weekly, including: -Copying remembering, exploring & repeating simple actions, and link & vary ideas with control & co-ordination - Applying compositional ideas to sequences alone & with others - Describing my own & others work noting similarities & differences. Making suggestions for improvements - Understanding working safely, recognising changes in my body and can give reasons why PE is good for health</p> <p>Dance -Improvising freely on my own & with a partner -Translating ideas from a variety of stimuli into movement. -Compare, develop & adapt movement & motifs to create longer dances. Use dance vocabulary to compare & improve my work -Understanding working safely, I recognise changes in my body and I can give reasons why PE is good for my health.</p>	<p>Forest School: Outdoor learning and experiences include: -Shelter building and recognising needs of living things (CC Science Link) - Using resources to create artwork -Colour matching natural resources and paints - Outdoor science forces work - Outdoor London Street Party - Forest Schools day</p>	<p>Stunning start: London Trip to Natural History Museum and River Cruise Marvellous middle: Forest School Day, in which children will get the opportunity to take their learning outside. Planting and using natural materials as part of science and PSHE learning. Fabulous finish: London Street Party</p>