

<p>Topic Title: Inventors workshop</p>		
<p>Science:</p> <p>Light Recognising that they need light in order to see things and that dark is the absence of light Noticing that light is reflected from surfaces Recognising that light from the sun can be dangerous and that there are ways to protect their eyes Understanding that shadows are formed when the light from a light source is blocked by a solid object Finding patterns in the way that the size of shadows change.</p> <p>Forces & Magnets Comparing how things move on different surfaces Noticing that some forces need contact between two objects, but magnetic forces can act at a distance Observing how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles Predicting whether two magnets will attract or repel each other, depending on which poles are facing. Comparing and grouping together a variety of everyday materials on the basis of whether they are attracted to a magnet.</p>	<p>Geography:</p> <p>Using geographical fieldwork instruments: camera, rain gauge, data logger (inventions)</p> <p>Use four figure grid references</p> <p>Use the 8 points of a compass</p> <p>Physical and human features in our local area. Exploring globalisation and commercialisation</p> <p>Global learning - Finland</p>	<p>History:</p> <p>To investigate and interpret the past: Using evidence to ask questions and find answers to questions about the past. (historical timelines, London in the past, key London figures) Using more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Suggesting suitable sources of evidence for historical enquiries.</p> <p>To build an overview of world history Describing the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To communicate historically Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>
<p>Art and design:</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 	<p>Design Technology:</p> <p>To design, make and evaluate new designs (Rosie Revere/IGGY PECK ARCITECT) Generating ideas and recognising that my designs have to meet a range of different needs.</p> <p>-Thinking ahead about the order of my work, choosing</p>	<p>Computing:</p> <p>Design and make inventions using ICT</p> <p>Unit 1: We are communicators -Write an email -Understand how to use emails safely</p>

<p>produce shapes, textures, patterns and lines.</p> <p>Sketches/science drawings</p>	<p>appropriate tools, equipment, materials, components and techniques.</p> <ul style="list-style-type: none"> -Ordering and clarifying ideas using labelled sketches and models to communicate the details of my designs. -Using scoring, and folding to shape materials accurately. -Making cuts (scissors, snips, saw) accurately -Joining a variety of materials to make products using both permanent and temporary fastenings. -Using my work to identify where my evaluations have led to improvements in my products. <p>STEM challenge day: create an invention to solve a problem</p>	<ul style="list-style-type: none"> -Create a presentation to email -Edit a presentation with a partner <p>Unit 2:We are opinion pollsters Survey an ICT related topic, review and evaluate</p>
<p>French: Simple phrases Greetings Colours Numbers Food</p>	<p>RE Life Story of Siddartha Buddhism Talking about other people's views Use resources to ask and answer questions Discussing our feelings and those of other people Recognising and respecting that everyone is entitled to their own feelings and experiences Start to make links about how feelings and beliefs can affect my behaviour and those of others</p>	<p>Music: Composing and innovating music. Ed Sheeran – loop pedal, technology to create music Digital music & downloads Singup</p>
<p>Physical Education: Athletics: Run at a speed appropriate to the distance I am running Take a running jump Demonstrate a range of throwing actions using a variety of objects Recognise a change in heart rate, temperature and breathing rate</p>	<p>BUSHCRAFT:</p>	<p>Stunning start: STEM day! Making inventions Marvellous middle: Sublime science workshop Fabulous finish: Dragons den</p>