Oak Class ~ Spring Term 1 ~ Topic Web

English:

- Myths and Legends
- Poems

Maths:

- Place Value
- Addition
- Subtraction
- Measure
- *Multiplication
- *Division
- *Fractions
- *Statistics

Science: Evolution

The way we will investigate:

Year 3 & 4

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Year 5 & 6

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

What we will investigate:

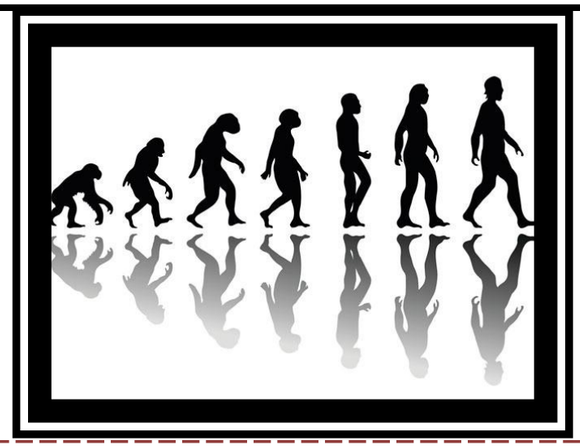
Year 6:Evolution

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

END POINT:

The children will complete an end of unit assessment to show what knowledge

Music: This will be completed each term by Mrs Monteath



ART: Greek Jugs

Year 3 & 4

Produce creative work, exploring their ideas and recording their experiences

- Investigate different starting points for their work, and choose which idea to develop further
- Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these.
- Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.

Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms

- Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.
- Begin to understand the historical and/or cultural significance of a chosen artist /art form.

Become proficient in drawing, painting, sculpture and other art, craft and design techniques

- Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture.

Evaluate and analyse creative works using the language of art, craft and design

- Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work.
- Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.

Year 5 & 6

Produce creative work, exploring their ideas and recording their experiences

- Independently investigate a range of starting points for their work, and confidently develop their ideas further.
- Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops.
- Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.
- Confidently use language appropriate to the chosen art form, to help them to explain their ideas.

Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms

- Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.
- Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.

Become proficient in drawing, painting, sculpture and other art, craft and design techniques

- Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas.

Evaluate and analyse creative works using the language of art, craft and design

- Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.
- Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.
- Annotations reflect their critical evaluations and development of ideas.
- Reflect on the ways in which their imaginative work has developed from a range of starting points.

History: Ancient Greece

Year 3 & 4

Chronology

- Use dates and historical terms when ordering events and objects.
- Identify where people and events fit into a chronological framework.
- Demonstrate awareness that the past can be divided into different periods of time.

Events, People and Changes

- Use sources to address historically valid questions and hypotheses.
- Recognise why some events happened and what happened as a result.
- Identify historically significant people and events in different situations.

Interpretation, Enquiry and Using Sources

- Recognise that different versions of past events may exist.
- Describe some of the ways the past can be represented.
- Recognise how sources of evidence are used to make historical claims.

Communication

- Discuss significant aspects of, and connections between, different historical events.
- Select and organise relevant historical information to present in a range of ways.
- Use relevant and appropriate historical terms and vocabulary linked to chronology.

Year 5 & 6

Chronology

- Use dates and a wide range of historical terms when sequencing events and periods of time
- Develop chronologically secure knowledge of the events and periods of time studied.
- Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.

Events, People and Changes

- Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world.

Interpretation, Enquiry and Using Sources

- Regularly address and sometimes devise historically valid questions and hypotheses.
- Give some reasons for contrasting arguments and interpretations of the past.
- Evaluate sources and make simple inferences.

Communication

- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.
- Use appropriate vocabulary when discussing, describing and explaining historical events.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Choose the most appropriate way of communicating different historical findings.

RE: Easter—Victory

Explore the Easter story from the perspective of it being the story of Christ's triumph and victory over death.

Why do Christians believe that Easter is a celebration of victory?
In what ways is Christ's death and resurrection a victory?
What is Jesus victorious over and why?
How does his victory affect us today?
What did Jesus do to save human beings?

PE: Dance and Gymnastics

Dance:

Year 3 & 4:

Developing Skills

- Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.
- Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment.

Application of Skills: Linking Actions and Sequences of Movement

- Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.
- Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.

Year 5 & 6:

Developing Skills

- Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.

Application of Skills: Linking Actions and Sequences of Movement

- Compose motifs and plan dances creatively and collaboratively in groups.
- Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance.

Gymnastics:

Year 3 & 4:

Developing Skills

- Travelling - change direction easily.
- Perform travelling, rolling, jumping and balancing skills.
- Perform movements, shapes and balances that are matched and / or mirrored

Application of Skills: Linking Actions and Sequences of Movement

- Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance

Year 5 & 6:

Developing Skills

- Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner.
- Work cooperatively with a partner and small group.
- Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed.
- Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.
- Accept responsibility when working in a team.

Application of Skills: Linking Actions and Sequences of Movement

- Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.

EVALUATING SUCCESS:

Year 3 & 4

- Describe what is successful in their own performances.

Year 5 & 6

- Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.
- Watch performances and games and use criteria to make judgements and suggest improvements.

END POINTS:

Dance: The children will create their own sequence of movements, using a range of skills, balances and moves.

Computing: Coding

Year 3 & 4~ Computer Science

- Plan and write algorithms and programs using sequence and repetition and further develop their computational thinking strategies to solve problems and errors in their algorithms and programs.
- Design and write more complex algorithms and programs using sequence, repetition and selection.
- Further develop their computational thinking to help debug their programs and design and solve problems and tasks.
- Develop their understanding of inputs and outputs further, demonstrating how they can use programs to control external devices such as sensors, motors and robots.

Year 5 & 6~ Computer Science

- Design and write programs using sequence, repetition, selection and variables.
- Develop greater understanding of how to use selection and repetition in more complex programs.
- Further develop their computational thinking showing they can plan and decompose tasks; explain how the algorithms they write work and correct errors in their programs.
- Develop their computational thinking can demonstrate that they can decompose and evaluate their tasks and correct errors in their algorithms and programs.
- Be confident in their knowledge of inputs and outputs and plan and write programs to solve tasks to control external devices such as sensors and motors.

END POINT: To create an algorithm on Scratch

PSHE: Growing and Changing

Year 3:

Relationships

Menstruation

Keeping Safe

Year 4:

Body changes during puberty

Managing difficult feelings

Relationships including marriage

Year 5:

Managing difficult feelings

Managing change

Getting help

Year 6:

Keeping safe

Body Image

Self esteem

END POINT: Children will understand what changes happen to their body. They