

Subject	Learning
English Cross Curricular	<ul style="list-style-type: none"> • Diary/persuasive letter writing – write diary entries based on the class text making use of paragraphs and write letters giving reasons for their view. • Playscripts – write and edit playscripts based on James and the Giant peach and the Year 4 Christmas playscript. • Non-Chronological report – use simple layout features e.g. subheadings and headings • Christmas poetry (shape poems and rhyming poetry)
Class Texts	James and the giant peach by Roald Dahl
Mathematics Cross Curricular	<ul style="list-style-type: none"> • Solve problems involving multiplying and adding. • Integer scaling problems. <p>Measuring straight line distances using scale (Geography objective) Children plan a route in a hot air balloon/Santa’s sleigh and work out distances to scale. Adapt a recipe to serve differing numbers of people (focus on 3x 4x and 8x table)</p>
History	Taught during Spring term
Geography	<ul style="list-style-type: none"> • Measure straight line distances using the appropriate scale (see maths link) • Draw accurate maps with more complex keys • Demonstrate knowledge of features about places around him/her and beyond the UK • Recognise the different shapes of continents <p>Plan an expedition and draw a map of the locality based on what children will see as we take off.</p>
MFL	<ul style="list-style-type: none"> • Reading carefully and showing understanding of words, phrases and simple writing. <p>Learn the names of fruit in French. Which countries on your journey speak French. (Taught during PPA by Mrs Burton)</p>
Art	<p>Christmas cards and calendar design and production.</p> <ul style="list-style-type: none"> • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. • Use taught technical skills to adapt and improve his/her work. • Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. • Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. • Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.
RE	<p>What is the Bible and how is it used by Christians?</p> <ul style="list-style-type: none"> • Know that the Bible is a ‘library’ of books. • Know it contains different ‘genres’ –and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. • Understand that the different books all teach something about God and His relationship with humankind. • Know that there are four gospels giving ‘good news’ about Jesus. • Know how to find a reference in a Bible using chapters and verses.

Science	Electricity <ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, Identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and Insulators, and associate metals with being good conductors.
Working Scientifically	<ul style="list-style-type: none"> • Ask relevant questions about Electricity e.g. why does a bulb light up? What causes a bulb to dim/be brighter? Which materials conduct electricity? • Set up tests to compare different series circuits and to test conductors and insulators. • Draw circuits and label them using scientific vocabulary.
PE	Football <ul style="list-style-type: none"> • To keep possession of the ball • To move and find space when they are not in possession during a game • To vary tactics and adapt skills according to what is happening • To select and use the most appropriate skills, actions and ideas Dance Cross curricular – Dance to be incorporated into Christmas production. <ul style="list-style-type: none"> • To take the lead when working with a partner or group • To use a dance to communicate an idea • To work on their movements and refine them • To ensure their dance is clear and fluent • To select and use the most appropriate skills, actions and ideas • To move and use actions with co-ordination and control • To explain how their work is similar and different from that of others • To use their comparison to improve their work
PE with Premier Sports	Gymnastics <ul style="list-style-type: none"> • To work in a controlled way • To include change of speed • To include change of direction • To include a range of shapes • To follow a set of rules to produce a sequence • To work with a partner to create, repeat and improve a sequence with at least three phrases • To move and use actions with co-ordination and control • To explain how their work is similar and different from that of others • To use their comparison to improve their work
Computing	Use logical reasoning to detect and correct errors in algorithms and programs. – Using scratch programme devised in Autumn 1 by pupils, look at how they can be improved.
Music	Christmas play – <ul style="list-style-type: none"> • Confidently recognise a range of musical instruments and the different sounds they make.

	<ul style="list-style-type: none"> • Sing as part of an ensemble with confidence and precision. • Listen to and recall sounds with increasing aural memory.
PSHE and RSE	<p>Getting on and falling out/ Is it fair? (link to LORIC – working as a team)</p> <ul style="list-style-type: none"> • Children consider what it means to be a good friend. • How to solve conflict. • How to be kind to others
LORIC	<p>Communication (session 1 & 2 will be taught in year 3)</p> <p>Session 3 – Sharing my opinion</p> <p>The children will learn how to work as part of a group and to respond to others as part of a team. They will consider why it is important to work as part of group and what could happen if group work goes wrong.</p>
DT	<p>Electrical systems – simple circuits and switches (link to science)</p> <p>Children design and make a Christmas card with a feature which lights up e.g. the lights on a Christmas tree, the nose of a teddy bear present.</p>
Sustainability	<ul style="list-style-type: none"> • Children will debate about the use of plastic and hold votes about its use and how we can reduce the use of plastic (link to Parliament week). • Look at sources of energy/renewable energy (link to electricity unit in science)
British Values	<p>Parliament week - learn about voting, our government, laws.</p> <p>Learn about Guy Fawkes and the gunpowder plot, what is UK parliament? Hold a debate/voting system based on the children's views about plastic pollution/global warming (link to previous topic)</p>
SMSC	<p>Christianity - understanding and respecting other beliefs and cultures.</p> <p>Parliament week - Respecting the rights of others</p>
Themed Weeks	<p>Enterprise – children will design and make crafts to sell at the Christmas fair. They must consider cost vs spend, target audience, supply needed.</p>
Learning Outside The Classroom	<p>Spring 1 – outdoor learning TBA</p>