

Burton Leonard Church of England (VC) Primary School

Class 3

Areas of Learning Spring Term 2018

<p>English</p> <p>Dead man's cove by Lauren St. John</p> <p>Diary extracts</p> <p>Newspaper reports</p> <p>Non-chronological reports</p> <p>Biographies</p> <p>Letters</p> <p>Poetry analysis</p> <p>Poetry recital</p>	<p><u>Maths</u></p> <p>See the Maths tab for aspects of learning in our Year 5 and 6 Maths curriculum for the year.</p>
 <p><u>History</u></p> <p>We will inspire pupils' curiosity to know more about the past as we explore a non-European society that provides contrasts with British history –early Islamic civilization, including a study of Baghdad c. AD 900. We will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>History helps us to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as our own identity and the challenges of our time.</p> <p>We will be exploring our learning through question based enquiry. Why should we study early Islamic civilizations? Why was Islamic civilization able to spread so far and so quickly? What can we learn about Islam from the way they set up the capital at Baghdad? In its Golden Age, ten times more people lived in Baghdad than in London. Just how amazing was daily life for the rich in Baghdad? So what was so special about it? Which of the early Islamic achievements has had the most effect on our lives today – mathematics, science, geography, medicine, astronomy, art, literature?</p>	<p><u>Philosophy for Children</u></p> <p>Philosophy for Children (P4C) is concerned with encouraging children and adults to think together. Independent research shows improvements in reading, writing, speaking and listening, maths reasoning, emotional awareness and thinking abilities. P4C is the outstanding model to achieve the aims of Personal, Learning and Thinking Skills (PLTS), social and emotional aspects of learning (SEAL), critical thinking, creativity, pupil voice and inquiry-led learning. We are brilliant at thinking and posing questions and debating! We will be learning about Edward de Bono and putting his Six Hats theories to the test!</p> 
<p><u>Art and Design</u></p> <p>This term we are focusing on painting cityscapes. We will be exploring cities around the world and how their skylines are re-created using art with our fantastic 'Cityscapes' scheme of work for Years 5 and 6! We will learn new art techniques and discover ways to combine these techniques to create our own original pieces of art work. We will be introduced to the work of Charles Fazzino and his 3d Popart work</p>	<p><u>Social and Emotional Aspects of Learning</u></p> <p>This curriculum aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. The theme this term is 'Getting On.' Children focus again on the value of diversity and cooperation in continuing to build a positive classroom</p>

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<p>and a palette knife artist, Leonid Afremov. We will view stunning cityscape paintings created with palette knives and bright, bold colours. Using palette knives we will explore painting different textures to represent a cityscape. Photos of cityscapes during different parts of the day are shown in one lesson to get children inspired to use colours and patterns in their art work. Children will explore light and shading in cityscape silhouettes Using watercolours our cityscapes will show reflections on water and children will learn about some famous cities around the world that are built on and around water. We will be painting a cityscape through a bottle of water, to show its reflection and learn how to create a blurred appearance.</p>	<p>ethos. They consider the different types of relationships that they have and explore what expectations and behaviours might be appropriate to each. They go on to consider how perceived differences between people can lead to wrong assumptions and missed friendship opportunities. Common friendship problems and solutions are explored through a group-work challenge in which children produce a 'friends' magazine'. Work on managing conflict continues, with children generating a list of behaviours or words that are likely to 'hot up' or 'cool down' a difficult situation, and producing a poster to remind them. They are introduced to a new conflict management skill – using 'I messages' instead of blaming and accusing. Children deepen and extend their understanding of anger, and the need to take responsibility for our behaviour when we are angry. They are introduced to the idea of reframing a situation (looking at it in a different way) and encouraged to get an accurate picture so that they do not act impulsively. There is a focus on the role of the leader in groups and on giving and receiving constructive criticism when we are working together.</p>
<p><u>Science</u> Sound and Waves</p> <ul style="list-style-type: none"> • Recognise that sounds can be high or low (pitched) • Describe how sounds are made when objects vibrate • Recognise that not all objects can be seen to vibrate • Recognise that vibrations can travel at different speeds through different mediums. <p>Properties and changes of materials</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes 	<p><u>Design and Technology – Textiles</u></p> <p>After half term we will be creating our own Crazy Monster Crew doorstops. Learning through creative and practical activities, pupils will be taught the knowledge, understanding and needed in designing and making. They will use research and develop design criteria to inform design of innovative, functional, appealing products that are fit for purpose. They will generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. They will make and then evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <div data-bbox="1657 805 1971 1045" data-label="Image"> </div> <p>will skills the their</p>

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<ul style="list-style-type: none"> • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	
<p><u>Computing</u> This term we will be focusing on a range of activities to broaden pupil experience with spreadsheets and their applications. In addition, we will be exploring how databases can help us record and store data from a range of sources. Children will work collaboratively and share their findings using Purple Mash blogs and emails.</p>	<p><u>German</u> Taschengeld (Pocket money) Karneval der Tiere (Carnival of the Animals)</p>
<p><u>Religious Education</u> Where did the Bible come from? This unit is designed to give children some insight into the developments of the Bible, setting it in historical and literary context. It also prompts and develops their questioning capabilities.</p> <p>An Easter Experience</p>	<p><u>Music</u> Unit 2 - Pitch</p>
<p><u>Physical Education</u> Unit 3 – Social skills Gymnastics Unit 4 – Physical skills Netball</p>	<p><u>Geography</u> <u>Why on Earth? - Our world from the International Space Station.</u> Geographical skills and field work • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locational knowledge • To identify the position and significance of latitude, longitude, equator and Antarctic Circle. • To locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Human and physical geography • To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. • To describe and understand key aspects of human geography, including: types of settlement and land use, and economic activity.</p>

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How do we impact on our landscape?

Place knowledge

- To understand geographical similarities and differences.

Human and physical geography

- To describe and understand key aspects of physical geography and human geography including types of settlement and land use, and economic activity.

Geographical skills and fieldwork

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.
- To use four- and six-figure grid references, symbols and key.