



We Are Not



Amused



Autumn Term: 1 st Half Term 4 th Sept – 19 th Oct 2018	Autumn Term: 2 nd Half Term 30 th Oct – 20 th Dec 2018
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Values, PSHE & RE Topics

Our **PSHE** this term will be linked to the core values: Friendship, Thankfulness and Generosity

On Friday mornings Mr Gernert will continue to teach **Music** and Mrs Simpson will be teaching **German**.

Mrs Millard will be teaching **RE** or **Computing** on Thursday afternoons. In RE the focus will be: Being Human – Islam. What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals. After Half Term the focus will be: Being Human – Hinduism.

PE lessons will be on Friday afternoons with Mr Clark, and the focus will be invasion games.

Science: In science we will start the term learning about 'Living Things and Their Habitats': describing the differences in the life cycles of a mammal, an amphibian, an insect and a bird. We will also be describing the life process of reproduction in some plants and animals. In the second half term we will be learning about evolution and inheritance.

More about our topic: We Are Not Amused

Were the Victorian times a Dark Age or a Golden Age? This is the question that will be the starting point for our historical enquiry this term. To start the term we will be using census data to explore the local population: using this data to investigate changes locally. This will also link to computing and maths through data handling.

In art we will be learning different collage skills which we will then apply to create personal art pieces. Later in the term, we will produce Victorian food items in D.T. including packaging.

**Our Topic Exhibition will be on
Wednesday 12th December 2018**

English

Once again there will be close links between our topic this term and our reading and writing. To start with we will focus on recount writing; learning about the work and life of Charles Dickens to create biographies. Further recount writing (for example letters and diary entries) will be created within our topic work to showcase what we have learnt about the Victorian era. The book 'Street Child' will be the focus for tasks in Guided Reading and this will culminate in recount writing in the narrative form.

We will also use debate to help us form ideas about the work house and the advent of the railway. This will lead to discussion writing: balanced argument or persuasion.

Alongside this, punctuation and grammar skills will be consolidated which will further enhance the children's writing.

We will follow the Read Write Inc Programme in our spelling lessons. These sessions focus on learning spelling rules and patterns. Spellings sent home will either be year group focus words or spelling rules that need further practice.

Reading for pleasure and enjoyment will continue to lie at the heart of our English curriculum.

At school, children will be involved in guided reading developing literal retrieval, deduction and inferential skills. Guided comprehension and related reading activities will also continue for all of the children during our reading carousel.

Please continue to support and encourage your child to read at home as this is so very important in building both their pleasure in reading as well as their stamina and fluency.

Each group will be able to change their books on one day of the week. They will bring home two books: their reading book and one chosen by them from the library. The children will be able to change their library books during one lunchtime each week.

Maths

The focus for our Maths lessons, when learning about number, will be: place value, addition and subtraction, multiplication and division and fractions. In Geometry the focus will be position and direction, and properties of shape.

Home School Topic

This term to support the children's learning it would be great for them to research a prominent Victorian who had an impact on the welfare of the British people during the Victoria era. The children should use their research to write a short biography that includes a description of that person's achievements and to create an image of their chosen Victorian. Some examples are: Lord Shaftesbury, Dr Barnado, Elizabeth Fry, Florence Nightingale, Mary Seacole, Rev J T Becher, Joseph Rowntree.