


Laudato Si		
		
ENTRY POINT	HOME LEARNING	PARENT ENGAGEMENT
<p>Children will explore what they already know about the way our planet is treated. We will use video clips to engage children, ask them what they would like to learn more about and educate them on how to ensure they try and live in order to create a sustainable future.</p>	<p>Homework this term is project based and in your child's homework books. They are asked to complete at least three pieces by the end of the Summer Term. They can bring these in and have them marked and displayed. We invite you to encourage your children to enquire and think hard about making the most out of their homework. As always, times tables and spelling practise is compulsory. Look on class dojo for links to help you support your children in these areas.</p>	<ol style="list-style-type: none"> <li>1. Support children with their homework.</li> <li>2. Discuss the work the children have been doing in class.</li> <li>3. Further their learning by visits to local places of interest.</li> <li>4. Practise your children's times tables.</li> <li>5. Listen to your children read and read to them.</li> <li>6. Practice your child's spellings with them.</li> <li>7. Attend assemblies and school events.</li> </ol>



## Eagle Class Summer Medium Term Plan 2018-2019: Laudato Si

RELIGIOUS EDUCATION	HISTORY	GEOGRAPHY	SCIENCE	
<ul style="list-style-type: none"> <li><b>Pentecost</b> and 'handing on of faith' through the work of the apostles, saints and ourselves. The nature of the Holy Spirit is explored as identified in Scripture.</li> <li><b>Learning about Other Faiths</b> will allow us to explore the similarities and differences of other religions around the world. To use our British Values to accept and understand other people's opinions and beliefs.</li> <li><b>Big Questions</b> will ensure we extend our own ability to think of questions and be more inquisitive about difficult subjects.</li> </ul>	<p>In History, we will explore:</p> <ul style="list-style-type: none"> <li>a range of scientists who have made discoveries in how the planet works and begin to make links.</li> <li>Use sources that show our planet at different points through time and make predictions and draw conclusions.</li> <li>Think about how ancient civilizations managed to cope without using plastic.</li> <li>Think about quality of living at different stages of time.</li> <li>Begin to understand that how we behave has already impacted and will continue to impact our planet</li> </ul>	<p>In Science we will begin by looking at Changing States. This will focus on:</p> <p>After the half term, we will learn about Electricity. This will look at:</p> <p>We will be working scientifically to:</p> <ul style="list-style-type: none"> <li>Carry out simple investigations</li> <li>Suggest ways of collecting evidence</li> <li>Prepare a simple investigation which is fair with one changing factor</li> <li>Predict outcomes</li> <li>Use simple scientific equipment</li> </ul>	<p>Changing states:</p> <ul style="list-style-type: none"> <li>What is matter?</li> <li>The water cycle, condensation and evaporation.</li> <li>How can gases harm our planet? Temperatures.</li> </ul> <p>Electricity.</p> <p>We will be exploring:</p> <ul style="list-style-type: none"> <li>What is electricity.</li> <li>How much electricity we use.</li> <li>Electrical safety.</li> <li>Conductors</li> <li>Building different types of circuits.</li> </ul> <p>We will continue to embed the working scientifically into all lessons with careful observations, question asking, conclusion writing.</p>	
ART AND DESIGN	COMPUTING	PE		
<ul style="list-style-type: none"> <li>To create models that show the extent of</li> </ul>	<ul style="list-style-type: none"> <li>use at least two online communication</li> </ul>	<ul style="list-style-type: none"> <li>Volleyball</li> <li>- Skills in throwing,</li> </ul>		



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<p>plastic and waste has on our planet.</p> <ul style="list-style-type: none"><li>• To evaluate the work of artists who explore the environment.</li><li>• Research artists who use junk modelling as a creative insight to our own ideas.</li><li>• To use sketchbooks to make observational drawings of 3D shapes.</li><li>• To use a range of resources to create pieces of art.</li><li>• To use</li></ul>	<p>methods (e.g online discussion, surveys, quizzes, blogs, wikis, shared online folders, web quests) through the Learning Platform in topic work</p> <ul style="list-style-type: none"><li>• Script writing for podcast/interviewing /news broadcast that can be recorded and published.</li><li>• E-Safety will continue to be taught throughout the term in accordance to the objectives set by the Government.</li></ul>	<p>catching, movement around the court.</p> <ul style="list-style-type: none"><li>• Athletics<ul style="list-style-type: none"><li>- Coordination</li><li>- Throwing</li><li>- Catching</li><li>- Fitness</li><li>- Endurance</li><li>- Speed</li></ul></li></ul>		
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# Writing in Context

**Alongside our English Curriculum, we will also be looking at:**

Explanations and descriptions

Information texts

Diary Entries

Poetry

Comparisons



Speaking & listening

Presentations

Performance

