


TOPIC TITLE: WATER	ENTRY POINT
	<p>Children will be asked what they already know about the importance of water in our everyday lives.</p>
	<p>HOME LEARNING</p>
	<p>See homework sheet.</p>
	<p>PARENT ENGAGEMENT</p>
	<ol style="list-style-type: none"> 1. Support children with their homework. 2. Help them with their research - visit the Supermarket. 3. Discuss the work the children have been doing in class. 4. Further their learning by visits to local places of interest. 5. Attend open mornings for parents. 6. Listen to your children read and read to them. 7. Practice your child's spellings with them. 8. Attend assemblies and school events.



HISTORY	GEOGRAPHY	SCIENCE	PSHE
<ul style="list-style-type: none">As historians we will be looking at how water has been used in the past and in different eras.	<p>As Geographers we will be looking into the location of the Rivers and the sea.</p> <p>We will be able to:</p> <ul style="list-style-type: none">use geographical termsuse maps at a variety of scales to locate the position and geographical features of particular localities.use secondary sources to obtain geographical informationexpress views on the features of an environment and the way it is being harmed or improved.to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features.	<p>In science we will be looking at changing states, including solids, liquids and gases.</p> <p>We will continue to work scientifically. This will involve:</p> <ul style="list-style-type: none">Be able to carry out simple investigationsSuggest ways of collecting evidencePrepare a simple investigation which is fair with one changing factorPredict outcomesUse simple scientific equipmentTesting ideas using evidence from observations and findings in a variety of waysLinking evidence to broader scientific knowledge and understandingUsing evidence to draw conclusionsRecord and communicate observations and findings in a variety of waysExplain observations and findings	<p>In PSHE we will be looking at water safety</p> <ul style="list-style-type: none">Democracy - School CouncilNew beginningsBeing my best - reach for the starsSetting goalsFriendshipsOnline safety



DESIGN AND TECHNOLOGY	ART AND DESIGN		TRIPS
<p>As designers we will learn to:</p> <ul style="list-style-type: none">• Design and make products to meet specific needs.• Make usable plans.• To use simple tools and equipment with some accuracy.• Be able to identify and implement improvements to designs and products.• Identify the ways in which everyday use meet specific needs.• Suggest improvements to products everyday use.	<p>As artists we will learn to:</p> <ul style="list-style-type: none">• Look at different artists and understand and appreciate their work.• Look at different techniques artist use and adopt this into our own work.• Look at colour blending and contrast.		<ul style="list-style-type: none">• TBC



WRITING IN CONTEXT

- Non-Chronological Reports/Non-Fiction Texts
 - Diary Extracts
 - Poetry – Water inspired
 - Story with a water-setting
- Creating questions – answering questions





Teaching Sequences (Text/ Outcome)	Focus: Sentence Structure and Adverbials Beatrice's Dream TBC	Focus: Writing to create characters and settings. TBC A Winter's Child
Phonics/ Spelling Pathways	First half of term	Second half of term
(KS2 15x 15 min slots a half term as a minimum)	Strategies-look/cover/write/check, speed spelling, spiral spelling, rainbow spelling, have a go Words from statutory lists Follow 'No Nonsense Spelling' programme Strategies at the point of writing Proofreading	Words from statutory lists Review strategies-look/cover/write/check, speed spelling, spiral spelling, rainbow spelling, have a go Follow 'No Nonsense Spelling' programme Strategies at the point of writing Review of learning this term
Guided Reading	First half of term	Second half of term
Whole Class:	Bill's New Frock - Anne Fine Read the first sentence and then discuss how might things be different for Bill. With the class list and discuss the various things that happen to Bill as a girl. The book was written in 1989, so together consider if anything has changed since then. Act out the classroom scene in Chapter 2. Discuss the line 'I am a person' in Chapter 7. Encourage the children to write an extra scene for the book. (See the Read & Respond title for further ideas.)	Charlotte's Web - EB White It is 63 years on, but it is still a great read, starting with such a startling opening: "Where's Papa going with that axe?" With the class track the different characters, gathering clues about their different natures. Also, chart with a character graph how Wilbur's character develops. Produce a class timeline to show the sequence of events, so the plot can be seen in one glance. Role play conversations between Fern and Avery about different events, revisiting what has happened and discuss the implications of the key events. (See the Read & Respond title for further ideas.)



Maths Medium Term Plan

Class: Eagle (4)

Term: Autumn 2017

Number – number and place value

Statutory requirements

Pupils should be taught to

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to one quarter, half and three quarters
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places



Number – addition and subtraction

Statutory requirements

Pupils should be taught to:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.