

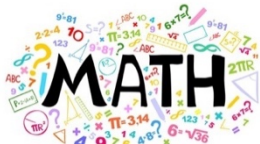
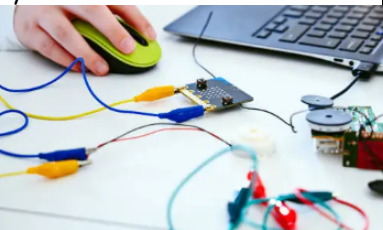
**Opal Base
Overview of
Learning.**

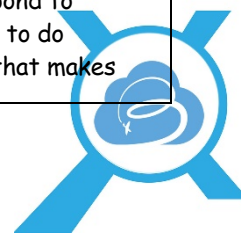
This term we are learning about
"What's around the corner?"



Our Change Maker principle,
this term is 'Positivity'



English	Maths	Science	Computing	PSHE/RSE
<p>Reading Comprehension practice in preparation for SATS.</p> <p>Spelling, Punctuation and Grammar practice in preparation for SATS.</p> <p>Reading simple sentences.</p> <p>We will be studying the book - 'Pugs in the Frozen North'</p> <ul style="list-style-type: none"> • Introduction to the Book • Brief overview of the book • Research and Fact Files • Vocabulary and Inferences • Building Suspense and Tension • Descriptive Writing • Rewriting your own blurb • Designing a front cover <p>During lessons children will: Share personal views and build on peers' ideas courteously during discussions about the book.</p> <p>Retrieve, record, and present information associated with our book.</p>	<p>Arithmetic practice in preparation for SATS.</p> <p>Reasoning practice in preparation for SATS.</p> <p>Times table practice</p> <p>Addition, Subtraction, Multiplication and Division.</p> <p>Long and short division.</p> <p>Reading fractions and ordering numbers.</p> <p>To read and write numbers appropriately.</p> <p>Recognising numbers and using a place value chart to help.</p> 	<p>Evolution and Inheritance</p> <p>How are all living things different? -Identify physical and behavioural similarities and differences between organisms</p> <p>How is an organism adapted to life in its habitat? -Define the term adaptation -Identify adaptations that help an organism to survive in its habitat.</p> <p>What do animals need to survive? -Describe a range of adaptations that help animals to survive in their habitats</p> <p>What can fossils tell us? -Describe how fossils demonstrate adaptations and evolution</p> <p>How does evolution happen? -Identify from photographs features that are likely to have been inherited</p>	<p>Programming with Microbits -Develop understanding of key programming concepts, variables, loops, conditions</p> <p>-Develop resilience in the face of programs not working as expected / required debugging</p> <p>-To use sequence, selection and repetition in programs; and work with variables and various forms of input and output.</p> <p>-To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> 	<p>Safe relationships Recognising and managing pressure; consent in different situations</p> <p>Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing</p> <p>Safe relationships Recognising and managing pressure. consent in different situations</p> <p>Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues.</p> <p>Safe relationships To compare features of a healthy and unhealthy friendship.</p> <p>To assess the risk of different online 'challenges' and 'dares'.</p> <p>To recognise and respond to pressure from others to do something unsafe or that makes</p>



Present research using a formal, informative tone in a fact file.

Independent reading skills will be supported.

Class reading and class discussions about the book.




-Describe the five steps of natural selection

How did Wallace and Darwin come up with Natural Selection? Explain what the term 'fit' means in survival of the fittest

them feel worried or uncomfortable.

- how to get advice and report concerns about personal safety, including online

What consent means and how to seek and give/not give permission in different situations

Geography & History	Art and DT	PE & Music	MFL & RE
<p>Geography: Locational Knowledge -</p> <p>Identifying the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>Identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps.</p> <p>Identify the position and significance of time zones (including day and night) by comparing times in different countries.</p> <p><u>History:</u> <u>York Railway Museum</u></p> <p>Mining -</p> <p>Discovering the past</p> <p>The history of mining in Britain</p> <p>What jobs people did in the mines</p> <p>What were the dangers involved in mining?</p> <p>Researching lessons - mining in my local area.</p>	<p><u>Art:</u> Understanding cultural heritage and respecting historical context.</p> <p>Developing ideas by looking at sketches informed by Yorkshire mining history.</p> <p>Mastering basic skills and techniques when shaping clay.</p> <p>Fostering creativity and expressing interpretations artistically.</p> <p>Refining sculptural forms through peer feedback and self-evaluation.</p> <p>To develop craft skills, patience and persistence.</p> <p>Reflecting on personal growth and appreciating peers' achievements</p> <p><u>DT:</u> To make a Christmas bauble Create a Christmas card Christmas craft</p> <p><u>Food Technology:</u> Chocolate / Toffee Apples Toasties Tomato soup Christmas brownies</p> 	<p><u>Music</u> Students will learn about the origins of blues and jazz. We will look at lots of different styles of jazz and learn to play key riffs and melodies from famous pieces of music from each genre. Finally we will learn to play a Christmas song with a jazz twist.</p> <p><u>PE- Dancing</u> To work with a peer to research chosen dance style and choreograph a motif inspired by stimulus. To teach another group their motif, listening to feedback to make improvements. To combine their motif with a group to compose a longer dance sequence. To practice showing rhythm, timing and use of dynamics/actions/relationships/levels/spatial To use video technology to record performances and self-evaluate to make improvements. To perform to a wider audience including a description of why they chose the specific style of dance. To compare their performance with a previous one and demonstrate improvement to achieve personal best. To choose own music and style. To develop sequences in a specific style. To link sequences to specific timings. To combine my own work with that of others.</p>	<p><u>Spanish:</u> Animals -</p> <p>Pupils will learn how to name and remember 10 animals in Spanish.</p> <p>Pupils will start to spell these words</p> <p>To recognise the correct animals when linking it to its name.</p> <p>To complete a written and listening task.</p> <p>To become familiar with saying 'I am'.</p>

