



All Aboard

Year Group: 3/4 & 4/5 Term: 3, 2019

Overview – Transport through time.

Ch will learn the history of trains/transport and travel.

Subject Focus:

- History
- Art

Home Learning:

- Create a 3D model of a train.
- Write an information leaflet about the destination of a train journey.
- Plan a train journey investigating costings and timings.

Enrichment:

- Visiting the National Railway Museum York on Friday 18th January 2019.
- Local railway club visiting school (Monday 21st January 2019) to bring in their own miniature trains/steam engines.

Environment:

- Books relevant to trains in the book area.
- Models of steam trains/engines
- Topic words relevant to trains displayed.

Projects:

- Art – recreate art in the style of f Italian futurist movement.

Links to English, including genres:

- Adventure Story
- Poetry
- Non-chronological report

Key Questions:

- Can I understand the importance of train travel through time?
- Can I investigate what it takes to be an innovator?
- Can I create art inspired by movement?

Key Skills for Learning:

- Problem solving
- Fine Motor Skills

SMSC & British Values:

- Going for Goals

Speaking and Listening:

- Recite poems and perform to an audience
- Debate - are railways a good thing or a bad thing?

How you can help at home:

- Continue reading with your child and practising the relevant multiplication tables.
- Practise the spelling word lists for the relevant year group.

Programmes of Study

English:

Objectives

Writing – Transcription

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing – Composition

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure
- in narratives, creating settings, characters and plot
- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Geography:

*Focus on this next term

Computing:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Maths:

- See White Rose Spring Block 1.

Design and Technology

*Focus for next term

RE

In what ways does the Bible teach Christians to treat others? How is this expressed in practice? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?

- Human beings as made in the image of God (Genesis 1:26-27) – implications of this for how humans should treat each other
- The Ten Commandments (Exodus 20:1-17; Deuteronomy 5:6-21): what are they? Who wrote them? When? Why? What happened before this? What impact might they have been intended to have on the people of Israel? How important are they to Jewish people? How important are they to Christians?
- The Beatitudes and the Sermon on the Mount (Matthew 5:1-12; Matthew 5-7) – Jesus' key teaching on what human society should look like; is everything about this text positive? What is it suggesting about human beings? Is it a hopeful text?
- The Greatest Commandment (Mark 12:30-31) – where else does this text appear in the Bible? (e.g. Leviticus 19:18); how easy is it to always show love? Should you love everyone? What is the connection between loving God and loving your neighbour? Contemporary examples of Christians living by these teachings, e.g. Christian Aid, Tearfund, Street Pastors, Archbishop Justin Welby, Pope Francis, etc.; make clear connections between the actions of these people/groups and Christian beliefs about God and human beings

Music:

*Music already covered

Art:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

<ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	
<p>History:</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>PSHE</p> <ul style="list-style-type: none"> • Going for Goals
<p>Science</p> <p><u>Rocks</u></p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter <p><u>Electricity</u></p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductor <p><u>Forces</u></p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	