



Areas of learning

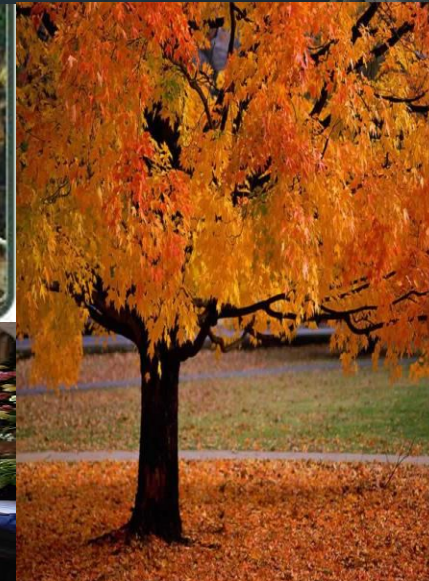
As Historians we will look at the customs surrounding the British Harvest and other celebrations including Bonfire Night and Remembrance Day. We will look at the Union Jack and how it is made up and we will look at traditional British food and also food which is traditional to our area.

As Geographers we will locate London on a map and discuss the importance of our capital city.

As scientists we will look at plants and animals found in our local environment. We will relate this to British Summertime and seasonal changes and understand how as autumn progresses that darkness increases and during this time some animals hibernate. Linking to an understanding of the four seasons.

As artists we will study the work of Andy Warhol, find out about pop art and create our own pop art works. We will also consider the work of John Constable and will be painting our own landscapes of Jarrow. We will also view the works of Antony Gormley and sculpt our own Field for Jarrow Cross

As musicians we will listen to The Beatles and learn about Beatlemania. We will watch Yellow Submarine and consider the art of animation.



Enterprise

As enterprising people we will:

Set up a tea shop sourced by local ingredients.

Environment

As people concerned with our environment we will:

We will look at how our environment is looked after and discuss what we could do to improve it.

Social and Emotional

In our spiritual and moral development we will:

We will study the importance of Remembrance Day and understand why it is important to us.

Communities

As members of a community we will:

Explore how communities work together during the time of Harvest.

Learning across the curriculum

Using communication

Writing, presenting and broadcasting

- Stories
- Plays
- Instructions
- Recounts
- Persuasive writing
- Explanations
- Non-chronological reports

Using mathematics

Modelling

- Predict, plan and try out options for the costing of the food product - children will apply logic to their reasoning for the choice of their food product

Calculating

- The quantities, cost and benefit of growing your own

Interpreting data

- Using nutritional information from food packaging and websites to find out which foods have the lowest cost and highest nutritional value

Justifying

- Using mathematical language to communicate the effectiveness of growing your own

Using ICT

Searching

- Using the internet to find information about life for children during World War II

Developing ideas and making things happen

- Identifying patterns in lifestyles during WWII through looking at data found on websites

Communication

- Children choose ways to present their learning using ICT.

Personal development

Learning and thinking skills

- Children will ask their own questions about conflict
- During the process of planning their food product, children will try out alternatives and experiment with ideas
- Children will communicate their ideas in advertisements for soup and will try to persuade others to make small changes to their lifestyle
- Children will evaluate the success of their ideas

Personal and emotional skills

- Children will set themselves personal targets for small changes to their lifestyle

Social skills

- Children will work collaboratively
- They will negotiate, respecting others' roles within the group, and they will resolve conflicts as they arise
- They will adapt their behaviour to suit the situation
- They will explain how conflict can devastate the lives of the people involved

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

PSHE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.