

## English

We will take part in a Town Hall debate and chat show, discussing the age of the railway in role as a character from history.

As a class, we will consider the pros and cons of railways and the different opinions that were held by people at the time. We will use a range of questioning techniques, including probing questions aimed to elicit certain responses.

In the debate, we will put across our points of view about the idea of a railway being built. The unit concludes with a chat show to discuss the feelings of the characters once the railway has been built. Links to History

## Science Electricity

We will be able to explain, with support, how a circuit works and create a simple series circuit both with and without a switch. We will learn to identify electrical and nonelectrical appliances and whether they use mains electricity or batteries. We will be able to identify electrical conductors and insulators. We will look at the role of protons, neutrons and electrons in generating an electric current.

## PE

**MB SMSC**

Tag Rugby - We will be learning key skills of teamwork, attacking, defending, evasion, passing, keeping possession and scoring. Then we will be using these skills in competitive matches

## RE Islam

**MB SMSC**

We will continue to develop our understanding of Islam with a focus on investigating symbols of Islam and the Qu'uran. We will also learn about the 5 pillars of Islam.

We will look at key festivals of the other main religions at this time of year.



Autumn Term 2 - 2016

## French

**SMSC**

We will learn simple conversation question and responses, be able to give and respond to simple classroom instructions and name parts of the body and clothing. We will also revise colours

## Music

**SMSC**

We will play musical instruments with increasing accuracy and control. We will begin to use and understand staff and musical notations

## History

**MB SMSC**

We will continue to focus on Victorian social history in Britain and how those changes impact on us today. We will look at the Industrial Revolution and how technology has changed our lives. We will look at the railway and how this revolution in transport changed how people lived, as well as other child-led investigations. Links to DT

## PSHE

**MB SMSC**

We will be looking to develop a range of social, emotional and behavioural skills through focussing particularly on identity and diversity. We will look at community, local-national-world wide. We will also investigate how we use our British values and our school values in our every day lives.

## Computing We are toy designers

We will prototype an interactive toy using scratch to program and write algorithms. Links to science and DT

**SMSC MB**

## Maths - Addition and Subtraction - Year 3 / Year 4

Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with three/four digits, using formal written methods of columnar addition and subtraction. **Estimate and use inverse operations to check answers to a calculation.** Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. **Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.** Add and subtract amounts of money to give change using both £ and p in practical contexts. **Estimate, compare and calculate different measures, including money in pounds and pence.** Measure, compare, add and subtract: lengths (mm, cm, m); mass (kg/g); volume/capacity (l/ml). **Solve simple measure and money problems involving fractions and decimals to two decimal places.**

## DT

**SMSC**

We will look at how technology has changed the world we live in. Linking with our science we will make circuits and a switch. We will develop design criteria to inform innovative products considering the purpose and target group. We will make a finished product which contains a working circuit. We will evaluate our products.