

Literacy

***The Land of Never Believe* by Norman Messenger**

The children will explore the **non-chronological report**, describing the features of this imaginative island. As part of this learning journey, the children will recap the use of expanded noun phrases and the use of prepositional phrases. They will use organisational features to structure their writing and begin to use relative clauses as a new sentence structure. The children will invent their own island and write a non-chronological report about the island.

***Kensuke's Kingdom* by Michael Morpurgo**

The children will use this adventure text to support their narrative writing. They will imagine Michael has crashed onto their island and write a chapter of the story about a character he meets and his survival. The children will look at how to punctuate speech and dialogue within this unit and create a balance between description, action and dialogue.

Maths

Numbers and place value, addition and subtraction, multiplication and division, fractions and decimals, measurement, geometry, statistics.
Each area is covered during the term.

RE:

This will be taught as a block unit in the last two weeks of the half term. The children will be exploring the concept of Incarnation through the question; 'Was Jesus the Messiah?' By the end of the unit, the children will be able to explain the place of Incarnation and Messiah within the big story of the Bible. They will identify Gospel and prophecy texts, using technical terms as well as show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.

PSHE: 'Don't Forget To Let The Love In'

Within this unit, the children will explore the word 'love' and consider what it means. They will be learning that they need to 'let love in' in order to strengthen their hearts.

Autumn 2 2023: Sycamore Class
Wonders of the World:
How do you become a Wonder in the World?
Values: Beauty; Stewardship; Spirituality

Science: Materials:

Sound continued

Knowledge Block 1: Describing Sound

- Sounds can be produced in a variety of ways.
- Sounds have the properties of pitch and volume.
- When a sound is produced it spreads out from its source in all directions (COMPLETED)

Knowledge Block 2: How sound is made and travels

- Sound is caused by vibration (objects move rapidly back and forth or up and down) (COMPLETED)
- When objects vibrate it makes the objects in contact with it also vibrate. This includes the air.
- The vibration travels through the air and makes other objects it is in contact with vibrate including your ear drum.

Knowledge Block 3: Pitch and Volume changes

- Pitch and volume are caused by how the material vibrates
- The pitch of a sound is caused by how fast an object vibrates. This is called the frequency of vibration. Higher the frequency, higher the pitch
- Smaller objects or tighter strings tend to vibrate with a higher frequency

Music: Map Rappers from Hampshire Music Service

This unit explores duration and structure through the context of Rap music. The children will have the opportunity to listen with acute focus to rap music, and analyse the use of rhythm, rhyme and structure within the music whilst also considering the performance and delivery of this aural art form and the context in which it developed. The unit culminates with creating and performing a whole class rap embracing as many of the aspects of rap music as is appropriate with your class!

PE

Mr Harris: Hockey (Monday)

Mrs Joliffe: Dance (Thursday)

Art

The children will be looking at the artists of Banksy and Roadsworth. They will explore the purposes behind street art and consider the messages behind some of them. The children will then learn how to create simple stencils, considering the positive and negative space before designing their own piece of street art which will be create of 'brick-like' paper.

Geography

During this learning journey, the children will consider what a 'wonder' is and what we might consider wonders of the world. They will consider the ancient wonders of the world as well as the modern world. They will then consider natural wonders of the world e.g. gold, minerals, water and consider whether these are also wonders of the world.