



# Grove House School

## Class Learning Topics 2017

3D			
Subjects	Summer	Suggestions for home learning (if appropriate)	
English	<p>Genre persuasion - speaking, listening and writing skills. 3D official meeting with the Head Teacher (Mrs C) to debate/persuade, followed by letter writing for a real purpose.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause. Indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination.</p>	<p>Participate in discussions, reading, role play, and writing using information texts on the history of WWII</p> <p>Visit museum to find out more about WWII.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Using adverbs and prepositions to express cause. Using fronted adverbials.</p> <p>Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Reading a wide range of texts for enjoyment and for finding out information using real books and online texts. Visit the library to widen choice of texts available. Research books to find information about WWII.</p> <p>Speak to relatives about knowledge and possible experiences of WWII. Be prepared to share ideas learnt in school.</p> <p>Visit a museum or art gallery that has material relating to WWII.</p> <p>Practise joining handwriting.</p>
Maths	<p>Multiply and divide numbers by 10 and 100 including decimals (tenths and hundredths). Say the number one tenth and one hundredth more or less than a given number; round decimal numbers to the nearest whole number.</p> <p>Continue to learn tables up to 12x tables; develop and use effective mental multiplication strategies; use a vertical written method to multiply 3-digit numbers by 1-digit numbers.</p> <p>Use doubling and halving to multiply and divide mentally.</p> <p>Estimate and use inverse operations to check answer to a multiplication or division calculation</p> <p>Recognise and read Roman numerals to 100; begin to know the history of our number system including 0.</p> <p>Calculate area and perimeter of rectilinear shapes using multiplication and addition, or counting.</p> <p>Recognise, name and classify 2D shapes identifying regular and irregular polygons; sort 2D shapes according to properties including types of quadrilaterals and triangles.</p> <p>Revise 3D shapes, consider 2D-shaped sides on 3D shapes, and sort shapes.</p> <p>Describe positions on a 2D grid as coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a unit left/right and up/down.</p>	<p>Practise times tables and corresponding division facts. Use these quickly and efficiently to answer problems such as, "How many lots of 9 would you get from 63?"</p> <p>Tell the time to 5 minutes on an analogue clock and a digital clock. Work out time differences such as if it is 1.30 p.m. now how long will it be until 2.10 p.m.? Read time tables for trains, buses or television programs. Work out how long journeys take or how long programmes are on for. Research Roman Numerals. Practise Roman Numerals to 100. Go beyond if already confident up to 500.</p>	
Science	<b>Forces</b>	Research forces using information texts on line or from the library.	



# Grove House School

## Class Learning Topics 2017

	<p>Ask questions and then investigate how toy vehicles run on different surfaces. Begin to explain in terms of forces. (Exploring/ classifying and identifying).          Investigate how it is forces that make things move (pushes and pulls) and that magnetic forces can move things at a distance without forces touching (exploring/ classifying and identifying).          Investigate how magnets attract some materials and not others, comparing and grouping materials (exploring/ predicting/classifying and identifying )          Investigate the polarisation of magnets, making predictions and testing ideas (exploring/ predicting).          Develop a game or activity that uses magnetic forces by trying out a variety of ideas (exploring).          Test your knowledge of magnetic forces. Design a poster to explain the science behind your game or activity stage it in an attractive eye catching way (analysing secondary sources).</p> <p><u>Light</u>          Recognise that they need light in order to see things and that dark is the absence of light.          Notice that light is reflected from surfaces.          Recognise that light from the sun can be dangerous and that there are ways to protect their eyes          Recognise that shadows are formed when the light from a light source is blocked by an opaque object          Find patterns in the way that the size of shadows change</p>		
ICT	<p><b>Videography</b>          Exploring the range of uses for the format of video          Plan and make a video for the purposes of a vlog.</p>	<p><b>E-safety</b>          Reminding ourselves how to be safe in our online worlds.</p>	
PSHE	<p>To recognise, understand and gauge our feelings and develop positive coping strategies.          To understand that everyone has human rights.          To understand that different cultures can have different practices and traditions and that these may sometimes be illegal.          To learn how to resolve differences appropriately.          To learn how to take care of the environment.          To discuss what community means and how to be part of it.</p>	Family discussion relating to learning outcomes.	
Language Skills	<p>Word-Mapping activities to develop understanding of subject-specific vocabulary words.</p> <p>Vocabulary Skills – Defining a Noun / Verb / Adjective</p> <p>Categorising words, Antonyms and Synonyms.</p> <p>Working memory strategies</p> <p>Using Colourful Semantics techniques to understand and improve sentence structure.</p> <p>Using Shape Coding to understand and improve sentence structure.</p>		
Social Skills	<p>Using the Voice Volume Scale to moderate the volume at which we speak in the classroom and around the school.</p> <p>Learning about how to be assertive and confident.</p>		



# Grove House School

## Class Learning Topics 2017

	Identifying and discussing different kinds of relationship.		
	Accessing the community safely and appropriately, through a number of offsite activities.		
<b>Humanities</b>	Buddhism The life and death of the Buddha. The main principles of Buddhism.	Geography Investigating rivers.	Research the life and times of Buddha.
<b>Art</b>	To respond to the work of Henri Matisse by creating a collage of a figure in motion. To create a collage responding to the facial images produced by the artist Francis Bacon. To explore the purposes and intentions of the artist Andy Warhol. To create a collage in style of Andy Warhol.		Search on the internet or visit an Art Gallery to find out more about the Artists: Henri Matisse, Francis Bacon and Andy Warhol.
<b>Music</b>	Musical elements/ symbols & sounds – notation/musical stories vocal techniques		
<b>PE/Games</b>	Rounders Badminton	Rounders Cricket	Throwing and catching a ball.
<b>DT</b>	Design, plan, make and evaluate products fit for purpose. How to use learning from mathematics and science to help design and make products that work. How mechanical systems such as cams, levers or pulleys or gears create movement.		Use on line text or books from the library to find out more about cams, levers or pulleys.