



Grove House School

Class Learning Topics 2017

3P

Subjects	Autumn	Suggestions for home learning (if appropriate)
English	<p>Students will be reading the book "Tins" by Alex Shearer.</p> <ul style="list-style-type: none">- They will use prediction and visualisation to engage with the text and use content clues to speculate about genre.- Students will use deduction and inference to explore the main characters in the book.- They will plan and write a story to imagine, explore and entertain.- They will answer comprehension questions practising the Point, Evidence, Explain format.- They will comment on the effect of language.	Homework set by form tutor once a week.
Maths	<p>Red group - _Analysing and displaying data, _Calculating, Expressions, functions and formulae, _Graphs</p> <p>Green group - _Analysing and displaying data, _Number skills, Expressions, functions and formulae, __Decimals and measures,</p> <p>Blue group - Number, Area and Volume, Statistics, Charts and graphs, Expressions and equations.</p>	<p>Active Teach online resources - https://www.pearsonactivelearn.com/library.asp</p> <p>Red group – Pie 1 Green group – Theta 1 Blue – Theta 2</p> <p>Revision of all multiplication tables</p>



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<p>Science</p>	<p>Sound Sound waves and speed. Light waves compared to sound waves (shape and speed). Loudness and amplitude. Reflection. Frequency and pitch. The ear and hearing using correct scientific vocabulary.</p>	<p>Light That light travels in straight lines away from the source. To be able to explain how shadows form by using a light ray diagram. To be able to take results, draw a graph and critically analyse and conclude from results. To be able to identify that the angle of reflection is always equal to the angle of incidence. To be able to follow the path of a light ray through a transparent material.</p>	<p>Read books from home, the library or on line sources to research the topics of sound and light at KS2 but especially KS3 level. You could explore sound together using BBC Bitesize for Key Stage 2 http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/sound/read/1/ BBC Bitesize for Key Stage 3 develops the understanding of sound further http://www.bbc.co.uk/education/guides/z8d2mp3/revision For KS2 light; http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/light/read/1/ For KS3 light; http://www.bbc.co.uk/education/guides/zq7thyc/revision You could also visit the Science Museum at London.</p>
<p>ICT</p>	<p>Apps The pupils will consider the capabilities of smartphones and tablet computers, and how these can be used purposefully. They will use search engines safely and effectively. The pupils will consider their own use of such devices. They will think of a problem that an app could solve and then pitch the idea for their app.</p>	<p>Project Management The pupils will apply computational thinking to the task of managing a complex project. The pupils will use online tools safely and effectively, considering how they can contribute positively to a shared project. Again they use search engines safely and effectively. They may also make use of online content, respecting any copyright conditions.</p>	<p>Children should be encouraged to use ICT where possible but not over exposed to devices. Use links on our school website for encouraging safe use of ICT. http://grovehouseschool.co.uk/staying-safe-online/</p>
<p>PSHE</p>	<p>Friendship.</p>		



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Language Skills	<p>-Developing word knowledge and word usage through pre-teaching vocabulary pertaining to core subject areas across key stages of learning. Vocabulary is taught using a conceptual map focusing on various morphological and semantic word properties, i.e. sound unit, syllable unit, word class, definition, and meaningful syntactical use.</p> <p>-Developing skills in the area of syntax and grammar using key methodologies such as, 'Break it Down + Build it Up', 'Shape Coding', and 'Colourful Semantics' approaches. Students develop their ability to use meaningful complex sentences that are grammatically correct.</p> <p>-Developing higher order reasoning skills using 'Blanks Levels of Questioning'. Students develop their ability to interpret abstract language, i.e. infer meaning, provide explanations, make predictions, problem-solve, and demonstrate reasoning skills.</p> <p>-Developing spoken and written narrative skills through explicit instruction on narrative features linked to key stage learning fictional texts. Opportunities are given to students to develop skills such as, sequencing story events cohesively, using a range of story grammar elements, and providing sufficient detail.</p>	
Social Skills	<p>-Promoting social communication and social interaction skills using explicit teaching approaches, such as, 'Language Builders' (Elkan), and 'Talkabout' (Alex Kelly). Students develop skills in the key areas of: awareness of self and others, non-verbal behaviour (body language and paralinguistic skills), verbal behaviour (conversational skills), and assertive behaviour.</p>	



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<p>Humanities</p>	<p>Students are studying World War 2, focusing on the events in Continental Europe.</p> <ul style="list-style-type: none"> - We will researching Hitler's early years. - Finding out about Jewish life pre-war. - Research what life was life in the Warsaw ghetto. - Find out more about the Holocaust. - Draw parallels between the Holocaust and present day persecution. 	<p>Linking with the work done in History, students will be studying Judaism for the RE element of Humanities. We will be learning more about their key beliefs, holy book, place of worship and the present day culture of Jews.</p>	
<p>Art</p>	<p>Portraits, drawing in proportion, tone and form including 3D drawing and tonal charts, still life drawing, observational drawing.</p>	<p>Research using the library, internet resources or trips to a gallery on different portraits and their artist.</p>	
<p>Music</p>	<p>Notation – rhythmic & melodic Keyboards – performance and composition Film music</p>		
<p>PE/Games</p>	<p>Level depending on age and ability. Working on eye ball co-ordination. Invasion games e.g. hockey, netball. Individual sports, tennis, badminton.</p>	<p>Looking to generally develop balance, over all co-ordination and movement.</p>	



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DT	<p><u>Food Technology</u> Health and safety with using kitchen tools and food in food preparation. Skills - peel, chop, grate and use the rubbing in method. Learning about a balanced diet with ongoing reference to the Government guidelines, using the Eat Well Plate. Cooking using seasonal or local choices of food, where possible. Thinking about cost of cooking and healthy portion sizes. Following recipes and beginning to think about adapting them to suit personal tastes or dietary requirements.</p>	<p>Practise use of kitchen tools under supervision from an adult e.g. peel, chop or grate fruit and /or vegetables.</p> <p>Follow simple recipes.</p> <p>Wash and dry up.</p>
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