



# Grove House School

## Class Learning Topics 2018

### MD

Subjects	Autumn	Suggestions for home learning (if appropriate)
English	<p><b><u>Novel: The Iron Man by Ted Hughes</u></b> <b>Reading</b> – Develop an understanding through imagining and exploring ideas. Discuss words and phrases that capture the reader’s interest. Draw inferences, justifying them with evidence.</p> <p><b>Speaking and Listening</b> - Develop well-structured explanations, including for expressing feelings. Participate in discussions and debates. Evaluate viewpoints.</p> <p><b>Grammar, punctuation and spelling</b> To extend the range of sentences with more than one clause using conjunctions. To choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition. To use and punctuate direct speech. To spell homophones. To use commas after fronted adverbials.</p> <p><b>Writing</b> – Identify main ideas drawn from more than one paragraph and summarise these. Draft and write narratives, creating settings, character and plot. To learn the conventions of different types of writing (for example, a diary written in the first person).</p> <p><i>All of the work will be highly differentiated to accommodate the varying needs of every pupil and to ensure they are being supported and challenged appropriately.</i></p>	<p><b>Reading</b> Talk about books that you enjoy and why, with your child. Share books/magazines together that you have at home that your child is/may be interested in. Read labels, packets, signs as they appear in real life situations such as sitting at the breakfast table, shopping, travel etc. Visit the library and find out about other authors or genres. Hear your child read their levelled reading book several times in a week for up to ten minutes (this will be brought home nightly in a plastic wallet).</p> <p><b>Writing</b> Encourage your child to take part in small writing tasks such as shopping lists, Birthday cards, Christmas cards or other messages. Use Bug Club (login details are in front of their school diary) to support them in reading <b>and</b> answering questions about the text.</p> <p><b>Spelling</b> Write out one or two words they are finding hard to read or spell on a piece of paper and stick on the fridge or bedroom wall. Practise saying the word/s in sentences. Practise spelling the word/s.</p>



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Maths	<p>Going over expectations on setting out recorded work in maths book. Understanding place value, up to 5 digits, including decimals where appropriate. Addition and subtraction – formal written problems with 2 and 3 digit numbers. Mental subtraction of 3 and 4 digit numbers. Solving mental word problems. Learning multiplication tables and corresponding division facts through singing, rote chanting and games. Multiplying 3 and 4 digit numbers by 1 digit numbers. Dividing 3 digits numbers by 1 digit numbers. Using and applying known skills to solve real life problems. Reading the time on an analogue clock and digital clock – solving problems involving time. Comparing fractions and decimals.</p>	<p>Use Mathletics (login details are in the front of their school diary) to practise skills being taught at school to improve speed and accuracy.</p> <p>Play games that involve using maths skills e.g. card games, Monopoly, Battleships, Ludo, chess etc.</p> <p>Ongoing practise of being able to read the time up to 5 minutes on an analogue clock e.g. 'Twenty five minutes to seven'.</p>
Science	<p>Over the term we will be looking at 3 topics and through these developing our ability to use a variety of equipment safely and appropriately:</p> <p>Chemistry – Where has it gone and can I get it back? – separating mixtures in different ways, dissolving, evaporation</p> <p>Biology – How can the way I live affect my health? – diet, exercise and substances which can damage our bodies</p> <p>Physics – How does the bulb light? – different types of circuits, electrical symbols and what is happening to the current</p>	<p>Explore BBC Bitesize (Key Stage 2 and 3)</p> <p>Watch documentaries and/or children's science programmes on television</p>
ICT	<p>This term we are learning to be programmers and creating animations using Scratch. We will create an algorithm for an animated scene in the form of a storyboard and then write a program in Scratch to create this animation.</p>	<p>Opportunity to use and play on Scratch to find out what it can do and to practise the skills we will be using in class <a href="http://scratch.mit.edu">http://scratch.mit.edu</a> (This is available for free and you don't have to create a log-in or download anything to use the software)</p> <p>Children should be encouraged to use ICT where possible but not over exposed to devices.</p> <p>Use links on our school website for encouraging safe use of ICT.</p> <p><a href="http://grovehouseschool.co.uk/staying-safe-online/">http://grovehouseschool.co.uk/staying-safe-online/</a></p>



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PSHE	Transition. Diet, exercise and how to make healthy choices.	Introduction to careers and raising aspirations. Positive role models	Discussing any worries or concerns. People who can help us in school. Looking at different food types and groups in supermarkets, online and in menus. Discuss different jobs held by family and friends. Talking about jobs in the wider community. Discussing personal qualities and interests.
Language Skills	The children will be working on understanding, learning, retaining and using curriculum specific vocabulary. The children will also be working on sentence construction (in particular extending their sentences) which will relate to literacy topics.		A list of the vocabulary being covered will be sent home for parents to revisit with their children. A copy of the word map that is used to talk through new words will also be sent home.  Repeat back your child's sentences to show that you have listened to them. When repeating back their sentences, where possible extend the sentence to add more information.  e.g. child : 'I can see a big dog'  Adult: 'yes, you can see a big dog with beautiful brown fur.'
Social Skills	Playground games- children will have the opportunity each session to learn new ideas/games to use on the playground to aid in engaging with their peers. This will also support them in initiating communication with their peers.		Ask your children to describe the new game they have learnt each week and if possible (and your child would like to) attempt to play these games as a family. A list of the games used/introduced can be sent home should they be needed.



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Topic	<p>Geography – Extreme Earth The children will learn to; Name the layers that make up the Earth.</p> <ul style="list-style-type: none"><li>• Name the key parts of a volcano.</li><li>• Show where most volcanoes are found.</li><li>• Explain how to keep safe during an earthquake.</li><li>• Describe a tsunami.</li><li>• Describe the damage caused by a tsunami.</li><li>• Explain how tornadoes form.</li><li>• Describe how scientists collect data about storms.</li></ul>	<p>Humanism The children will examine the difference between religious and non-religious worldviews. Focussing specifically on humanism, its origins, core beliefs and the meaning of the Happy Human symbol.</p>	<p>Read books or research on the Internet concepts associated with volcanoes, earthquakes, tsunamis or tornadoes.</p>
Art	<p><b>Drawing (1<sup>st</sup> half term)</b> - During this term students will develop their skills in drawing by studying the following elements: Line, Shape, Colour, Texture, Tone, Pattern, Form. They will develop these skills by drawing still life (Autumn fruit and vegetables) and self – portraits (studying proportion).</p>	<p><b>3D (2<sup>nd</sup> half term)</b> – During this half term students will develop their skills in 3D modelling. They will be using a range of media including clay, plasticine and Modroc. They will be studying the artist Henry Moore and create a Henry Moore style sculpture. They will also be using their skills in 3D modelling to create scenery for the school show.</p>	<p>Visits to Art Galleries.</p>



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Music	<p><u>Space</u>  <u>Focus: Listening and Dynamics</u>          The children will explore how our universe inspired composers and listen to music with a range of dynamics. The children will learn songs and compose pieces linked to Space.</p>	<p><u>African Music</u>  <u>Focus: Rhythm</u>          The children will learn to perform different drum strokes on a drum and then how to compose, perform and improvise simple rhythms.</p>	
PE/Games	<p>Football – students will practise control of the ball with dribbling and passing drills; they will learn to anticipate and work as a team to form defensive and attacking strategies.</p> <p>Games          The pupils will be working on developing their core motor skills such as balancing, core stability, bilateral coordination and spatial awareness as well as developing their teamwork skills such as listening to others, working together, encouraging others and being a ‘good sport’.</p>	<p>Hockey/Uni-Hoc – control of the stick and ball/puck; Passing stopping and dribbling with the ball/puck. Defensive and attacking strategies. Goalkeeping.</p> <p>Games          Self-regulation and sensory strategies          The pupils will be learning different ways to help them to self-regulate and use sensory strategies appropriately in school to help with emotional control and well-being as well as helping them to understand the needs of others.</p>	<p>Practise football skills in the garden passing, stopping and dribbling the ball. Focus on using both inside and outside of foot to pass the ball.</p> <p>Games          Encourage practise and independence with more difficult functional motor tasks such as using a knife and fork, doing up buttons and zips, tying shoelaces and tying ties.</p> <p>Parent training will be provided for self-regulation and sensory strategies.</p>
DT	<p>The aim of this unit is to teach pupils the basic skills in <b>Resistant Materials</b>. We are focusing on ‘Mini Projects’ which will keep the pupils interested as well as giving them an overview of Resistant Materials. This project should</p>		



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	<p>also raise confidence in the workshop as well as in their designing, planning and evaluation skills.</p> <p>Pupils will gain the knowledge; skills and understanding they need to carry out product evaluation activities and focused practical tasks. They:</p> <ul style="list-style-type: none"><li>Use models and scale drawing to help clarify ideas.</li><li>Use feedback from peers and teaching staff to help influence their work.</li><li>Learn about the properties of wood and how to utilise them.</li><li>Learn how to use equipment effectively &amp; safely.</li></ul>	
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