



Grove House School

Class Learning Topics 2018

MP		
Subjects	Autumn	Suggestions for home learning (if appropriate)
English	Students will be studying the novel “Holes” by Louis Sachar. They will be looking at the dual narrative writing style and how it can impact a story by creating a sense of expectation. They will do in-depth character studies, and analyse the intent of the author. They will learn to pick out information from a text and how to use it when they evaluate the language used by the author.	Encourage opportunities for reading at home for different purposes (eg. reading books, labels, comics/magazines) and talk with them about what they have read and what they think about it. Discuss the characters in books and films and why they act the way they do.
Maths	<p>Red Group – Place Value, formal methods for using the four operations, multiplying and dividing by 10 and 100, time (12 and 24 hour), reading timetables, measuring length in centimetres and millimetres, money, calculating change, adding money, fractions, comparing and recognising equivalent fractions.</p> <p>Green Group – Statistics – data collection sheets, interpreting and drawing bar charts, pie charts, Number – negative numbers, ratio, problem solving involving the four operations.</p> <p>Blue Group – Statistics – pie charts, using tables, stem and leaf diagrams, scatter graphs. Number – negative numbers, powers and roots, multiples and factors.</p> <p>Black Group – Real Life Graphs – direct proportion, distance time graphs, rates of change. Factors and Powers – prime factor decomposition, law of indices, powers of 10, calculating and estimating.</p>	<p>Red- To access Abacus activities online. https://www.activelearnprimary.co.uk/login?e=-1&c=0 -</p> <p>Active learn online resources - https://www.pearsonactivelearn.com/library.asp</p> <p>Green – Pie Blue – Theta Black – Delta</p> <p>Passwords and logins in school diaries.</p>



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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 developing an awareness of the capabilities of smartphones and tablets. We will identify real life problems that might be addressed through developing a smartphone app. We will research what apps are already available to address these problems. We will then design presentations to pitch our ideas of apps.</p>	<p>Opportunity to discuss and review the apps that you already use and to talk about problems that are not currently addressed by apps.</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>http://grovehouseschool.co.uk/staying-safe-online/</p>
PSHE	<p>Emotional Wellbeing – developing understanding of emotional experiences, their effects and support strategies.</p>	



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Language Skills	Pupils will be working on understanding, learning, retaining and using curriculum specific vocabulary. They 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.
Social Skills	Brainstorming with pupils in their classes around their concerns/areas of need in terms of functional communication outside of school - Discussing/working through/planning trips out into the community to practice skills such as ordering from menus, paying for shopping, travelling on public transport etc. -Taking trips out into the community to practice skills e.g. trip to Sainsburys to do shopping, trip to the café at Hopefield Animal Sanctuary etc.		To encourage independence when on trips out e.g. support you child when ordering from a menu/asking for an item in a shop etc
Topic	Geography: Extreme Earth. Students will be learning about the difference between weather and climate and go on to study extreme weather phenomena like earth quakes, volcanoes, twisters and hurricanes.	RE: Humanism. Students will be exploring the difference between religious and non-religious world views. They will find out more about its origins, core beliefs and the meaning of the Happy Human symbol as well as famous Humanists like Charles Darwin, Marie Curie and Albert Einstein.	<ul style="list-style-type: none"> - Watch documentaries about weather phenomena. - Research famous Humanists.
Art	During this project students will investigate the work of Hundertwasser, one of the most important architects of the 20th century. They will also research Transautomatism, a style of painting created by Hundertwasser. Students will develop your observational drawing skills and use their imagination to design their own buildings and create work that is inspired by Hundertwasser's artistic and ecological ideology. Students will develop their understanding of colour, mark making and explore painting, printing and collage in the development of their work.		Visits to Art Galleries.



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<p>Music</p>	<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. The children will also learn how call and response is used in African music.</p>	
<p>PE/Games</p>	<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>



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DT	<p>The aim of this unit is to teach pupils the basic skills in Resistant Materials. 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 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">Use models and scale drawing to help clarify ideas.Learn how to draw in 1 Point Perspective.Use feedback from peers and teaching staff to help influence their work.Learn about the properties of wood and how to utilise them.Learn how to use equipment effectively & safely. <p>The mini projects give the pupils the opportunity to address:</p> <ul style="list-style-type: none">• Aesthetics• Suitable Materials• Reducing, Reusing and Recycling• Modelling• Present DT <p>Whilst including</p> <ul style="list-style-type: none">• focused practical tasks• specific design and make projects <p>and allowing them to create a usable product.</p>	
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