

Fairgrounds



Welcome back to the Spring term. Our new IPC unit for this term is Fairgrounds. During this unit we will be looking at how light travels and how electrical circuits are made. We will also have the opportunity to design and create our own fairground attractions using our learning.

Class Information

All children have been given a reading book from our Accelerated Reading scheme. This book needs to be in school each day. Children still need to be reading at home and having their reading record signed at least three times a week.

English

In English we will be looking at

- Fantasy Narratives
- Instructional writing
- Guided reading
- Comprehension

Maths

In Maths we will be looking at

Unit 8: Fractions (1)

- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other
- write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1\ 1/5$]
- compare and order fractions whose denominators are all multiples of the same number

Unit 9: Fractions (2)

add and subtract fractions with the same denominator and denominators that are multiples of the same number

Unit 10: Fractions (3)

multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.

Unit 11 and 12: Decimals and percentages

read, write, order and compare numbers with up to three decimal places
recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
round decimals with two decimal places to the nearest whole number and to one decimal place
recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred',
write percentages as a fraction with denominator 100, and as a decimal

In Technology we will

- Know that technology affects people's lives
- Know how the lives of people in our country are affected by the extent of technological advance
- Be able to respond to identified needs, wants and opportunities with informed designs and products
- Be able to gather and use information to suggest solutions to problems
- Be able to devise and use step-by-step plans
- Be able to consider the needs of users when designing and making
- Be able to select the most appropriate available tools and materials for a task
- Be able to work with a variety of tools and materials with some accuracy
- Be able to test and evaluate their own work and improve on it
- Be able to evaluate the effectiveness of simple products in everyday use
- Understand the need for accurate design and working
- Understand the ways in which technology can be used to meet needs, wants and opportunities

Understand that different techniques, tools and materials are needed for different tasks

Understand that the quality of a product depends on how well it is made and how well it meets its intended purpose

In RE we will

- What do we know about the Bible and why is it important to Christians?

In computing we will

will be exploring drawings/illustrations representing both 2D and 3D worlds.

In PSHE we will be Celebrating differences

- Dream job
- Dreams and goals of others in different countries

In French we will Hobbies

- Music
- Films
- The weekend

•In PE we will be Indian Dance:

- exploring Indian dance movements using a range of stimuli.
- compose and develop dance phrases
- working cooperatively in different

In Science we will

- Know that the study of science is concerned with investigating and understanding the animate and inanimate world around them
- Be able to conduct scientific investigations posing scientific questions
- Be able to choose an appropriate way to investigate a scientific issue
- Be able to make systematic and accurate measurements from their observations
- Be able to explain and justify their predictions, investigations, findings and conclusions
- Be able to record and communicate their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions
- Be able to gather evidence from a variety of sources
- Be able to discriminate between evidence and opinion
- Understand the importance of using evidence to test scientific ideas
- Understand some of the effects of what they learn on people's lives
- Be able to represent electrical circuits in drawings using conventional symbols
- Be able to construct circuits on the basis of drawings using conventional symbols
- Be able to vary an electrical circuit to change its effect
- Know that light travels in a straight line until it strikes an object
- Know that light can be reflected, refracted or absorbed
- Know that light travels through some materials and not through others
- Know that we see things when light from them enters our eyes
- Know how sounds are changed by altering the nature and frequency of the vibrations
- Know that vibrations from sound sources travel through a medium to reach the ear
- Be able to identify the effects and uses of light and sound

In International we will

Know about ways in which the lives of people in the countries they have studied affect each other

Know about similarities and differences between the lives of people in different countries

Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups

Be able to identify ways in which people work together for mutual

