



Here we are...

Beaver Class Topic Web Autumn Term 2020/21

Yeti maths

- I can count forwards and back beyond 0.
- I can use place value or adjusting to add and subtract mentally.
- I can recall and use the multiplication facts for all times table.
- I can multiply and divide by 10, 100 and 1,000.
- Step challenge

Art and DT

In Art this term we are thinking about form, light and shadow in our work around the local area sketching in pencil and painting landscapes real and imaginary.

In DT we will be thinking about levers, gears and pulleys and take part in a crane design challenge as well as the KNEX challenge.

English - Our work will be inspired by our class novel, *The Boy at the Back of the Class* by Anjali Q Rauf. We will be writing informatively in Science and Geography, writing in lots of narrative forms and trying our hand at poetry.

Science – Our Science topic this term is Forces. We will be asking questions about how things move and stop moving, about gravity, friction and air resistance and carrying out some experiments to see if we can find out more. We will learn about some key scientific thinkers along the way such as Newton and Galileo. We will also find out about levers, gears and pulleys.

History and Geography – We are staying local this term and finding out about the UK, our local area and how where we live has changed over time.

Maths - Our maths this half term is based around understanding the value of digits in larger numbers, up to a million for Year 5 and ten million for Year 6. We will be ordering, sorting and rounding numbers, looking at negative numbers and moving onto calculating with them, adding and subtracting in Year 5 and using all four operations in Year 6.

In **RE** we are thinking around the question: Creation and science conflicting or complementary?

In **PE** we are having cricket coaching on Mondays and working on tag rugby with Atlas Sports on Fridays. We are restarting our daily running on the field to blow away the cobwebs of the summer.

We are thinking about some big issues together in our PSHCE topic **WE ARE ALL STARS** including:

- Living in the wider world
- Relationships
- Rights and responsibilities
- Respect and tolerance
- Community
- Getting to know each other
- Working together
- British values – class rules, the rule of law and democracy
- Liberty, tolerance conflict

Our value this term is **GENEROSITY**. We are framing our curriculum around ideas of courageous advocacy this year and each term has a head (academic focus), heart (value focus) and hand (how we would like to extend a hand to other people) element. Our hand question this term is **“How can we help people feel that they belong?”**

If you have any historical photos of the local area or some great personal history stories about the lives of your grandparents in the area please drop me an email so we can make the topic come alive.

SCIENCE		
Science Knowledge and Understanding		Working Scientifically
<ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 		<ul style="list-style-type: none"> explore falling paper cones or cup-cake cases design and make a variety of parachutes and carry out fair tests to determine which designs are the most effective explore resistance in water by making and testing boats of different shapes make products that use levers, pulleys, gears and/or springs and explore their effects.
ART and DESIGN		DESIGN and TECHNOLOGY
<ul style="list-style-type: none"> controlling and experimenting particular qualities of tone, shades, hue and mood considering colour for purposes awareness of dark and light, form and texture awareness of the potential of tools and materials appropriate to embody ideas and serve needs 		Design, make and evaluate Use knowledge of pulleys, levers and gears
GEOGRAPHY		
	Y5	Y6
Locational Knowledge	<ul style="list-style-type: none"> Locate and name the main counties and cities in England. Compare land use of maps of the UK from the past with the present. 	Name and locate the counties, cities and regions of the UK with human and physical features, land use patterns.
Geographical skills and fieldwork	<ul style="list-style-type: none"> Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies. Make detailed field sketches of the features of a location, labelling them with appropriate geographical words. Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom in the past and the present 	<ul style="list-style-type: none"> Use fieldwork to observe, measure and record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies. Understand and use a widening range of geographical terms – specific topic terms, rural, urban, sustainability, and trade links Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of OS maps).
HISTORY		
	y5	y6
Chronological Awareness	Identify changes within and across historical periods.	Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology or religion.
Knowledge and Understanding	Identify changes and links within and across the time periods studied.	Describe how some changes impact on both subsequent periods, and, in the long term, on today's society.
Organise, Evaluate and Communicate Information	Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Use dates and terms correctly.	Present information in an organised and clearly structured way and in the most effective/ appropriate manner (e.g. written explanation, tables and charts, labelled diagram) Their recording reflects the skill being taught. Makes accurate use of specific dates and terms.