



What are Oak Class learning in Term 3?



English

Class Read: Serafina and the Black Cloak by Robert Beatty
FICTION

Try: Develop settings and atmosphere in detail

Use: Setting description about the house, gardens and forest

Try: Use the passive voice deliberately

Use: Diary from Braeden about Serafina (character description)

Try: Use a range of cohesive devices within and between paragraphs

Use: Non chronological report about Henry

Prove: Next chapter in Serafina (fight with Black Cloak)

NON-FICTION

Try: Use hyphens to avoid ambiguity

Use: Two sided argument if Pa and Serafina should live in the basement rent free?

Try: Use formal language structures in speech and writing

Use: A letter of condolences to the missing children's parents

Prove: Newspaper report about all the missing children

POETRY

Try: Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning

Prove: Setting poem. Haiku



Geography

Understand the journey the Spanish Amada took and why they were defeated.

Computing

Use green screen technology to re-enact a moment in history.

What would it have been like to have been Henry VIII?

Maths

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
Compare and order fractions, including fractions > 1
Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
Multiply simple pairs of proper fractions, writing the answer in its simplest form
Divide proper fractions by whole numbers

History

Chronology

Understand key characteristic features of Tudor Britain and understand how that varied from our society today.

Pupils show increasing depth of factual knowledge and understanding of aspects of Tudor Britain and the wider world.

Describe and make links between events and changes and give reasons for, and results of, these events and changes. We specifically look at Henry's wives especially Anne Boleyn.

Historical enquiry and evidence

Beginning to select and combine information from different sources. They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.

Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.

Historical Viewpoint

Some understanding that aspects of the past have been represented and interpreted in different ways.

Science

Observation (over time)

Does the type of liquid make a difference to how much the nail rusts?

Comparative and fair testing

Which material cuts through apple the easiest?

Research using secondary sources

Was the Tudors diet as healthy as ours?

Art/DT

My drawings of still life include shadows and reflections.

My work includes historical studies of technical drawings such as ancient architecture.

My paintings are based in observations and can convey realism or an impression of what I observed.

P.E.

Gymnastics

R.E./P.H.S.E.

Jigsaw - Dreams and Goals

Why do some people believe God exists?

Music

Charanga - A New Year Carol

I show thoughtfulness in selecting sounds and structures to convey an idea.
I create my own musical patterns.

I see a variety of different musical devices including melody, rhythms, and chords.

My work included historical studies of different types of music such as baroque.