

<p style="text-align: center;"><b>LITERACY</b></p> <p>All lessons will reinforce features associated with the various texts / genres studied.</p> <p><b>Gadget Reviews:</b> <i>Journalistic Writing.</i> Using James Bond and his range of gadgets as a stimulus, children design their own gadget for a spy to use on a mission. After watching some clips of gadgets being used in the films, children then write a review of their gadget in the style of a magazine article.</p> <p><b>Film Review:</b> <i>Journalistic Writing</i> Children watch clips from an old James Bond film and a new Bond film. Children make notes and comparisons between the two. Classes then write film reviews comparing the two films for a film magazine.</p> <p><b>DARE:</b> To conclude the DARE programme in school, children write a DARE report as part of their graduation from the course. The report is a chance for the children to write about some of the things they have learnt over the course of DARE, as well as to say what they have enjoyed the most as part of the project.</p>	<p style="text-align: center;"><b>HISTORY</b></p> <p><b>Significant Inventions:</b> Children research an invention of their choice. It can be a modern gadget which they have at home. They investigate the earliest designs and inventions of their gadgets and how it has evolved over time. They discuss the inventor and the history behind the creation. Children also think about how the invention might develop further in the future. Children then prepare an informative poster.</p> <p><b>Inventors:</b> Children are given the task of designing and creating a class fact file on famous inventors. Children work in groups to research their chosen inventor and produce their fact file page.</p>	<p style="text-align: center;"><b>SCIENCE</b></p> <p><b>Investigations:</b> Children are given a scientific objective to investigate and then have to plan, carry out and evaluate their own investigations in small groups.</p> <p>Children focus on understanding the importance of a scientific test and identifying whether they have successfully carried one out. Highlight the strengths and weaknesses in an investigation, commenting on areas for improvement. Accurately record and measure data. Draw conclusions from a set of results, identifying patterns and trying to understand anomalies.</p> <p><b>Electricity and light:</b> Children learn how to build circuits and about the flow of electricity. Children also learn how to adapt circuits, adding more components and how to control the flow of electricity to those components. Children design and build circuits for real-life scenarios to demonstrate their understanding. Children will explore the way light behave and investigate reflection and shadows.</p>
<h1 style="color: #4F81BD; text-decoration: underline;">Gadgets, Gismos and Games</h1>		
<p style="text-align: center;"><b>Computing</b></p> <p>Children’s topic work this term is linked to a computing project which they conduct over the course of ‘Gadgets, Gismos and Games’. Children look at algorithms and design flow charts for a computer game, before designing a flow chart for their own computer game idea. Using Scratch, children then create their computer game or animation. Following the creation of their game, children then evaluate their work against their original design.</p>	<p style="text-align: center;"><b>PE / DANCE</b></p> <p>Perform a routine in dance and gymnastics linked to the music of James Bond. Children use apparatus including floor to travel and balance in a variety of ways.</p> <p>In outdoor games, children work on a range of athletics skills, including: sprinting, throwing, distance running and relay racing.</p>	<p style="text-align: center;"><b>PSHCE</b></p> <p>E-safety- children look at cyber bullying and how to stay safe online as part of safer internet day.</p>