Luther King Class

As Mathematicians the children will solve problems involving:

Common factors to simplify fractions and common multiples to express fractions in the same denomination.
Comparing and ordering fractions, including fractions > 1.
Generating and describing linear number sequences (with fractions).
Adding and subtracting fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
Multiplying simple pairs of proper fractions.
Dividing proper fractions by whole numbers
Associating a fraction with division and calculating decimal fraction equivalents for a simple fraction.
Recalling and using equivalences between simple fractions, decimals and percentages, including in different contexts.
Identifying the value of each digit to three decimal places and multiplying and dividing numbers by 10, 100, 1000 where the answers are up to three decimal places.
Multiplication of one-digit numbers with up to two decimal places by whole numbers.
Written division methods in cases where the answer has up to two decimal places.
Recall and use equivalences between simple fractions, decimals and percentages, including different contexts.
The relative size of two quantities where missing values can be found by using integer multiplication and division facts.
Calculation of percentages of whole numbers or measures and the use of percentages for comparison.
Similar shapes where the scale factor is known or can be found.
Unequal sharing and grouping using knowledge of fractions and multiples.
Simple formulae expressed in words.
The generation and description of linear number sequences.
Expressing missing number problems algebraically.
Finding pairs of numbers that satisfy number sentences involving two unknowns and enumerating all possibilities of combinations of two variables.

Through our class book 'Holes' by Louis Sachar the children, as readers, will continue to:

Identify and retrieve relevant points and key ideas from different points in a text.
Use quotations and text references to support ideas and arguments.
Summarise information from different points in the same text .
Infer and deduce messages, moods, feelings and attitudes and reference ideas in the text.
Securely make deductions firmly rooted in evidence in the text.
Evaluate relationships between characters.
Discuss the range of organisational features used and how they contribute to the overall effect on the text.

As Writers the children will :

Spell all vocabulary correctly apart from rare technical or obscure words.
Open and close writing in interesting, unusual or dramatic ways, when appropriate.
Use the full range of punctuation, almost always accurately and precisely, including for sub- division, effect, listing, direct speech, parenthesis, etc.
Write neatly, legibly and accurately and fluently, in a joined style.
Vary font for effect or emphasis when appropriate (print, italics or capitalisation).
Use a wide range of conventions appropriately to the context e.g. paragraphs, sub and side headings.
Use a wide range of sophisticated connectives, including conjunctions, adverbs, and prepositions, to show time, cause, sequence and mode, often to open sentences.
Use clauses confidently and appropriately for audience and purpose.
Group items for effect, before or after the verb.
Use a range of techniques to interact or show awareness of audience eg action, dialogue, quotation, aside, suspense, tension, comment.
Write with confidence and imagination.
Adapt writing for the full range of purposes, always showing awareness of audience and purpose.
Consciously vary levels of formality according to purpose and audience.
Use creative and varied sentence structure when appropriate, intermingling with simple structures for effect.
Use pertinent and precise detail as appropriate.

These skills will be practised through a variety of types of writing, with the main focuses being on discussion texts, instructional writing and developing story writing and poetry.

As Scientists will use scientific enquiry to investigate:

Animals, including Humans:

Identify and name the main parts of the human circulatory system. Describe the functions of the main parts of the human circulatory system, including the heart, blood vessels and blood.
Explain the impact of diet, exercise, drugs and lifestyle on the way the human body functions. Understand the ways in which nutrients and water are transported within animals, including humans.

Electricity:

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function; include a focus on variations in the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Can use recognised symbols when representing a simple circuit in a diagram.

Light:

To recognise that light appears to travel in straight lines. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Luther King Class

As Historians the children will be focusing on their personal and local history, after completing their work on the Vikings:
Making a decision about an aspect of local history to study from a range of choices and deciding how to share study findings with others.
Asking questions which are relevant and appropriate.
Identifying a range of sources that can be used to answer questions.
Deciding on questions to ask others in order to gather historical evidence from people with knowledge and understanding.
Visiting an archaeological site or place of historical interest to gather evidence and knowledge (Sutton Hoo).
Using artefacts to gather historical evidence and know how to judge their relevance.
Using a visit to a local museum or a visit by a local historian to gather historical evidence.
Using a range of sources (e.g. maps, newspapers, photographs, public records, diaries, use personal documents and interview testaments) to develop a store of historical evidence.
Explaining links between the localities past and present.
Describing links between local history and the history of Britain; include a focus on the impact it may have had. Preparing and delivering a presentation a presentation to a range of people.

As Geographers the children will:
Use eight compass points confidently and accurately to describe movement and routes to and back to a location.
Locate all countries in Europe on a map at a range of different scales.
Use an atlas (maps, index and contents) and globes to locate and identify all major world countries and a range of the major cities in the world.
Use thematic maps to understand and describe patterns of land use across the countries and regions of the world.
Identify 12 significant places and environments within Europe and explain the impact these have on life adaptation.
Identify 12 key physical and human characteristics of a range of countries in Europe.
Name and locate the counties, 8 cities and 5 geographical regions (including their identifying human and physical characteristics) in the UK.
Describe and explain the significance of the Prime/ Greenwich Meridian and time zones (including day and night), and describe the time in different countries.
Identify land-use patterns in the UK and how these have changed over time and could change in the future.
Name and locate 8 topographical features in the UK.

As personally aware people, during PD the children will:
Recognise their own strengths and skills and understand how they are perceived by others.
Challenge themselves and others to work on developing new skills.
Reflect on the experience of learning a new skill and know how to apply it to different contexts.
Be aware of how their strengths may be useful in a range of different careers in the future.
Understand and practise some skills of a good communicator, including effective listening skills, debating, explaining their views and acknowledging others' views.
Understand and develop effective group work skills, including decision making, chairing and debating.
Recognise influences on their decision making, including the media.
Be aware of the range of different strengths and skills people bring to a group and to know how their own strengths and skills complement those of others.
Persevere and overcome barriers to achieving a task.
Evaluate a group work task, learning from their mistakes and suggest changes to make in the future.
Be able to give and receive positive and constructive feedback which can be applied to future learning.
Understand what they have learned and be able to share it with others.

Sex and Relationship Education
Describe the main stages of how a baby is made, using some scientific vocabulary.
Describe some emotions associated with the onset of puberty and have strategies to deal with these positively.
Understand that puberty affects people in different ways both physically and emotionally.
Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly.
Describe some characteristics of a loving trusting relationship.
Understand some basic reasons why a couple might choose to have children.
Show awareness of some family arrangements which are different from theirs.

In Computing the children will learn the following programming skills:
To set and store variables and use them for code-based decision making.
To use conditional statements based on stored variables to make decisions in real-time, to make a pseudo-intelligent system.
To evaluate the effectiveness of others' programming.
To use logical reasoning to detect and debug errors in algorithms within a program.

As Designers the children will learn the nutrition and cooking skills required to make a burger by:
Exploring different types of burger for their nutrition facts.
Exploring how to make patties.
Exploring sauces and side dishes for a burger.
Exploring burger buns and their suitability.
Planning and designing a burger to make.
Making a burger and evaluating the process.
This links well with the healthy eating message in Science,

During Physical Education sessions the children will:
Undertake a range of Sports Leadership activities including: effectively leading a warm up or cool down session; describing why regular, safe exercise is good for fitness and health; running, jumping, catching and throwing in isolation and in combination; playing competitive games, applying basic principles; comparing performances to achieve personal bests; and developing flexibility & control in athletics. They will regularly work with other classes and lead activities they have learnt under the supervision of Mr Swallow a specialist coach. They will also undertake a 5 week orienteering course.

As Linguists the children will continue to:
Hold a simple conversation with at least 4 exchanges.
Use their knowledge of grammar to speak correctly.
Begin to understand a short story or factual text and note the main points.
Use the context to work out unfamiliar words.
Write a paragraph of 4-5 sentences.
Substitute words and phrases.
NB: These lessons will be led by a French Speaking Teacher from St Peter's Secondary School.

In Religious Education the children will be focusing on 'What influences the Jewish People?' through a series of key questions:
What influences you?
Are words powerful? Can they change a belief or opinion?
Are there rules for life?
Do the little things we do matter? Is God concerned in our whole lifestyle?
Why do we celebrate the past ? Is it still important?
What influences the Jewish people?
This will encourage them to think for themselves about what is important to them.

As Musicians, playing both recorders and drums as well as singing, the children will:
Read standard and invented notation when singing and playing music.
Play their instrument with control and rhythmic accuracy to an audience.
Rehearse and practice to improve the final performance to an audience.
Sing in tune using a consistent tone and can combine the skills of diction, pitch and phrase to sing songs in unison with others to an audience.
Show an awareness of other musicians and the audience when performing.
Listen to, and begin to analyse, live and recorded music from different styles and genres.

As Artists the children will study 'My Landscape'.

Our focus this term will be on British landscape artists such as L. S. Lowry, David Hockney, John Constable, J.M.W. Turner, Heaton Cooper and Paul Nash. We will be studying perspective, composition and mood whilst developing our own drawing, painting and printing techniques. Through sustained and independent observation, we will complete a personal landscape choosing and evaluating our chosen media. The two most outstanding pieces will represent the school in the "Cambridge Area Young Artist of the Year" competition.

Our Key Drivers

Enterprise

At Wyton on the Hill, we believe that the children should begin to learn how to be enterprising. To this end, we will again be encouraging the children to plan and run fundraising activities to raise a target figure of £350 towards their trips throughout the year. Following last term's successful Film Night, the next fundraising activity will be the ever popular Laser Quest to be held in March. Towards the end of the Spring Term or possibly in the Summer Term, Luther King class will also hold a Cake Sale.

Life Long Learners

Undertaking life long learning is essential for a successful future. At Wyton on the Hill Primary School we always encourage learners to show themselves 'to be the best they can be' by demonstrating a growth mindset. We believe having a growth mindset creates motivated learners who embrace challenge, learn from setbacks and know that they can 'grow' their intelligence.

We also encourage our children to demonstrate the 7Rs: respect, resilience, responsibility, reasoning, resourcefulness, reflectiveness and reciprocity in all their learning. This includes: working co-operatively with others; showing a positive learning attitude towards the challenges they face and a determination to succeed; and using reasoning skills to solve problems.

Environment

Our surroundings are essential to our well-being and our ability to learn, therefore at Wyton on the Hill we endeavour to ensure that our school environment is welcoming and inclusive to all. We also use environments beyond the classroom, where possible, to support learning. We promote the importance of sustainability, caring for our natural and our man-made environments as custodians of the future. Pupils are active in developing our wildlife area for conservation, in developing our school gardens, in recycling and reusing wherever possible and in looking after our school and its grounds. They are encouraged to recycle, reuse and reduce their consumption of resources, starting by taking care of the resources we have in school.

Spiritual, Moral, Social and Cultural, including British Values

At Wyton on the Hill, we believe that SMSC should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in class management. We teach children both about their rights and their responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society and to develop a sense of community and begin to understand their responsibilities and role within it.