

## What I am learning this term

### Key Skills



Subject	I can...	Where can you find it?
<b>Maths</b>	<ol style="list-style-type: none"> <li>Problem Solving and Reasoning</li> <li>Statistics</li> </ol>	<ol style="list-style-type: none"> <li>Calculate the income of the London Eye in one day, week, month.</li> <li>Graphs - number of people visiting</li> </ol>
<b>English</b>	<ol style="list-style-type: none"> <li>Book Talk</li> <li>Recount Writing</li> <li>Conversations</li> <li>Descriptive Writing</li> <li>Poetry</li> <li>Character Study</li> <li>Journalistic Writing</li> <li>Persuasion</li> </ol>	<ol style="list-style-type: none"> <li>Notes and predictions</li> <li>Diary Writing</li> <li>Dialogue writing</li> <li>Description of the London Eye at night</li> <li>Vocabulary Poem</li> <li>Role on the Wall</li> <li>TV news report</li> <li>Book Review</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>To explain how the human eye works</li> <li>To understand that light appears to travel in straight lines. <i>WS: I use relevant scientific language and illustrations.</i></li> <li>To be able 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. <i>WS: I use relevant scientific language and illustrations.</i></li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <i>WS: I use results to make predictions and set up more tests (including fair tests).</i></li> <li>To be able 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. <i>WS: I plan different types of scientific enquiries to answer questions</i></li> </ol>	<ol style="list-style-type: none"> <li>How do we see?</li> <li>Where is Salim? Models of how we could see Salim in different positions (i.e. around corners etc...) annotated diagrams.</li> <li>Annotated diagrams of objects illuminated by light (art link)</li> <li>Mini shadow investigations</li> <li>Design and make a periscope</li> </ol>
<b>What is the investigation?</b>	<ol style="list-style-type: none"> <li>To be able 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.</li> <li><i>WS: I decide how to record data and results. I can use scientific diagrams, labels, classifications, keys, tables, scatter, bar and line graphs.</i></li> <li><i>WS: I decide what observations and measurements to make. I use different scientific equipment to measure with precision. I take repeat readings when appropriate.</i></li> <li><i>WS: I decide how to record data and results. I can use scientific diagrams, labels, classifications, keys, tables, scatter, bar and line graphs.</i></li> </ol>	<ol style="list-style-type: none"> <li>Light investigation with Data Loggers Which window lets through the most amount of light?</li> </ol>
<b>Computing</b> <small>POWERPOINT</small>	<ol style="list-style-type: none"> <li>Choose the most suitable applications and devices for the purposes of communication.</li> <li><b>Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</b></li> <li>Use many of the advanced features in order to create high quality, professional or efficient communications.</li> </ol>	<ol style="list-style-type: none"> <li>London Geotrail</li> </ol>
<b>Geography</b>	<ol style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> </ol>	<ol style="list-style-type: none"> <li>Analyse population of London over a century and</li> </ol>

	<p>Describe how locations around the world are changing and explain some of the reasons for change</p> <ol style="list-style-type: none"> <li>2. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> <li>3. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>4. Identify and describe how the physical features affect the human activity within a location.</li> </ol>	<p>why these changes are occurring.</p> <ol style="list-style-type: none"> <li>2. Create pictorial maps of London</li> <li>3. 3D London Map - focus on a specific area</li> <li>4. Map comparison</li> <li>5. London Geotrail (computing)</li> <li>6. Comparing Human and Physical features around the UK</li> </ol>
<b>DT</b>	<ol style="list-style-type: none"> <li>1. Create objects (such as a cushion) that employ a seam allowance.</li> <li>2. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>3. Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</li> </ol>	<ol style="list-style-type: none"> <li>1. Design and create a cushion for the London Eye.</li> </ol>
<b>Art</b>	<ol style="list-style-type: none"> <li>1. Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>2. Develop a personal style of painting, drawing upon ideas from other artists. Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>3. Use a choice of techniques to depict movement, perspective, shadows and reflection. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> </ol>	<ol style="list-style-type: none"> <li>1. Create own graffiti tags</li> <li>2. Create Banksy style graffiti images</li> <li>3. Shadow drawings of famous London landmarks.</li> </ol>
<b>History</b>	<ol style="list-style-type: none"> <li>1. Use dates and terms accurately in describing events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look at the history of the London Eye and why it was built</li> <li>2. History of Big Ben and the Houses of Parliament</li> </ol>
<b>Community</b>	<ol style="list-style-type: none"> <li>1. Look at how the development of the London Eye benefited the local area.</li> </ol>	
<b>Knowledge of the World</b>	<ol style="list-style-type: none"> <li>1. Links to the text and Geography</li> </ol>	<ol style="list-style-type: none"> <li>1. See Geography</li> </ol>
<b>PSHE</b>	<ol style="list-style-type: none"> <li>1. T4: Relationships</li> <li>2. T5: Health and Well being</li> </ol>	<ol style="list-style-type: none"> <li>1. See PSHE</li> </ol>
<b>Aspiration</b>	<ol style="list-style-type: none"> <li>1. Look at jobs that are on offer in the London Area</li> </ol>	<ol style="list-style-type: none"> <li>1. See Geography</li> </ol>
<b>British Values</b>	<ol style="list-style-type: none"> <li>1. Tolerance of different faiths and beliefs</li> <li>2. Democracy</li> <li>3. The Rule of Law</li> <li>4. Individual Liberty</li> <li>5. Mutual Respect</li> </ol>	<ol style="list-style-type: none"> <li>1. RE &amp; Parliament</li> <li>2. Development of the London Eye</li> <li>3. Choices over activities What happens if a child goes missing? Making the right choices</li> <li>4. RE and PSHEe understanding Aspergers</li> </ol>

### Homework Ideas

1. Research opportunities - Top 5 amazing facts about the London Eye

