

Term 1

# What I am learning this term

Topic Sensational Circus

## Key Skills



**HOLLINGTON**  
PRIMARY  
ACADEMY

| Subject               | Objectives  | Where?  |
|-----------------------|---|---|
| <p><b>Maths</b></p>   | <p><b>Place Value</b><br/>Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones)</p> <ul style="list-style-type: none"> <li>• Round any number to the nearest 10, 100 or 1000.</li> <li>• Order and compare numbers beyond 1000.</li> <li>• Count in multiples of 2 to 9, 25, 50, 100 and 1000.</li> <li>• Find 1000 more or less than a given number.</li> <li>• Count backwards through zero to include negative numbers.</li> <li>• Identify, represent and estimate numbers using different representations.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Estimate and use inverse operations to check answers to a calculation.</li> <li>• Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</li> <li>• Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why.</li> <li>• Add and subtract numbers mentally, including:               <ul style="list-style-type: none"> <li>• A three-digit number and ones.</li> <li>• A three-digit number and tens.</li> </ul> </li> </ul> | <p><b>Maths books</b></p>   |
| <p><b>English</b></p> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</li> <li>• Read further exception words, noting the spellings.</li> <li>• Draw inferences from reading.</li> <li>• Predict from details stated and implied.</li> <li>• Recall and summarise main ideas.</li> <li>• Discuss words and phrases that capture the imagination.</li> <li>• Explain and discuss understanding of reading, maintaining focus on the topic.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Ask questions to improve understanding of a text.</li> </ul> <p><b>Writing</b></p>  | <p><b>'Leon and the Place Between'</b> Power of Reading Text<br/>Debate for against use of animals in the circus<br/>Descriptive writing<br/>Predictions<br/>Character descriptions - Abdul Kazam<br/>Create own circus acts as an additional part of the book<br/>Character factfile<br/>Role play and hot seating<br/>Recount</p> |

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|                                   | <ul style="list-style-type: none"> <li>• Write for a wide range of purposes using the main features identified in reading.</li> <li>• Use techniques used by authors to create characters and settings.</li> <li>• Compose and rehearse sentences orally.</li> <li>• Plan, write, edit and improve.</li> <li>• Create characters, settings and plots.</li> <li>• Use a range of descriptive phrases including some collective nouns.</li> <li>• Sequence paragraphs.</li> <li>• Join letters, deciding which letters are best left un-joined.</li> <li>• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li> <li>• Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul>   |  |
| <b>Science</b>                    | <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (<math>^{\circ}\text{C}</math>), building on their teaching in mathematics.</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> <li>• Notice that some forces need contact between two objects and some forces act at a distance.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.</li> </ul> | <b>Materials</b><br><b>Changes of state</b><br><b>Evaporation and condensation</b><br><b>experiment</b>  |
| <b>What is the investigation?</b> | <ul style="list-style-type: none"> <li>*Reversible and irreversible changes.</li> <li>*Whether or not a tight rope pole needs the same weight at each end in order to balance.</li> </ul>   | <b>Science investigation</b>   |
| <b>Computing</b>                  | <ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul>   | Front Cover - research Circuses around the world<br>Cirque de Soleil, Moscow Circus, Chinese State Circus<br>Power point presentation to persuade an MP to ban the use of animals in a Circus. |

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| <p><b>Geography</b></p> | <ul style="list-style-type: none"> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> </ul>   | <p>Locate Circuses around the world - Cirque de Soleil, Moscow Circus, Chinese State Circus<br/>Travel - distance to performance location - look at historical transport</p>   |
| <p><b>DT</b></p>        | <ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques.</li> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>• Use software to design and represent product designs.</li> <li>• Create series and parallel circuits.</li> <li>• Choose suitable techniques to construct products or to repair items.</li> <li>• Strengthen materials using suitable techniques.</li> </ul> | <p>Children to make own Circus Big Tops - Linked to Maths measurement, shapes and nets<br/>Aerial Plan of Circus in teams</p>  |
| <p><b>Art</b></p>       | <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> <li>• Use layers of two or more colours.</li> </ul>   | <p>Advertising - Prints - Henri de Toulouse-Lautrec Art - Toulouse L'autrec - Printing posters to advertise the Circus - Develop ideas from starting points throughout the curriculum.<br/>What do children already know about printing? Take children through power point of prints and introduce Toulouse through his prints. Begin to design a print to promote the Circus. What do we need to include? How should we set it out? Research posters.</p> |

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|                | <ul style="list-style-type: none"> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <ul style="list-style-type: none"> <li>• Create original pieces that are influenced by studies of others</li> </ul>   |  |
| <b>History</b> | <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Describe changes that have happened in the locality of the school throughout history.</li> </ul>  | Circuses in Hastings through the years   |
| <b>PE</b>      | <ul style="list-style-type: none"> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> <li>• Change speed and levels within a performance.</li> </ul> | <p>Invasion games - team building</p> <p>Circus Skills - Gymnastics, Dance - Danse Macabre</p> |

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|                               | <ul style="list-style-type: none"> <li>• Develop physical strength and suppleness by practising moves and stretching.</li> </ul>   |  |
| <b>Music</b>                  | <ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul> | Recorders - Circus Tunes and Songs   |
| <b>RE</b>                     | <p>Explain how beliefs about right and wrong affect people's behaviour.</p> <ul style="list-style-type: none"> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>   | Class discussion of Victorian freak shows and the use of animals in the circus   |
| <b>Community</b>              | How do circuses affect the local community?  | Class discussion. Circuses in Hastings- effect on the town   |
| <b>Knowledge of the World</b> | <p>Circuses in other countries - internet research</p> <p>Maori Poi dancing: respecting other cultures, linked to PSHE and literacy</p>  | <p>Is it right for animals to be used as entertainment in a Circus?</p> <p>Views and discussion on the rights of the individual - Victorian Freak Show</p> |
| <b>PSHE</b>                   | <p><b>Relationships:</b></p> <p>Recognise and respond appropriately to a wider range of feelings in others.</p> <p>Understand the concept of a 'secret'.</p> <p>Recognise and manage dares.</p> <p>Recognise what constitutes a positive and healthy relationship.</p> <p>Develop skills to maintain positive and healthy relationships.</p>   | <p>PSHE / circle time lessons</p> <p>Fire safety</p>   |

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|                       | <p>To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>Work collaboratively towards shared goals.</p> <p>Recognise that their actions affect themselves and others.</p> <p>Develop strategies to solve disputes and conflict through negotiation and compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>Be aware of different types of relationships, including those between friends and families, civil partnerships and marriage.</p> <p>Recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability.</p> <p>Recognise and challenge stereotypes.</p> <p>Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying, use of prejudiced-based language and towards all minority groups and how to respond to them and ask for help</p> |   |
| <b>Aspiration</b>     | <p>Royal Mail competition: Application for Dream Job</p> <p>Persuasive letter writing</p> <p>Layout of formal letters</p>  | <p>Persuasive letter persuading the Royal Mail why they have the right skills and attributes for their dream jobs.</p> <p>Class discussion</p> <p>Formal letter to Hastings Council to persuade them to have a circus in the town</p> |
| <b>British Values</b> | <p>Debate-animal welfare, human rights, liberty- Victorian freak shows, equality and freedom of humans and animals, rights of the individual</p> <p>Tolerance and respect of other cultures - Maori poi,</p>   | <p>Human Rights Act</p> <p>Animal Welfare Act - RSPCA RSPB</p>  |

### Homework Ideas

See Circus homework grid