

**History**  
 Article 17: Every child has the right to reliable information.  
**As historians we will...research and find out about:**  
 We will learn all about Fair Grounds and how they have developed over time.  
 We will consider those great Fair Ground pioneers.  
 We will ask questions such as:

1. Who invented the fairground?
2. When were the first fairgrounds invented?
3. Where were the first fairgrounds?
4. Why were fairgrounds invented?
5. How did fairgrounds come into existence?

**French**  
**As learners of French we will** talk about and recap previous topics, eg: Classroom instructions, Greetings & simple conversations, Days & Months, Birthdays, Body parts, Classroom objects.  
 New topics – Pets, What countries in the world speak French?, The Nativity story.

**Art**  
 Article 29: Education must develop every child's personality, talents and abilities to the full.  
**As artists we will practice and master different paint techniques.** We will mix, match and use shade within our paintings. We will create a natural paint palette.  
 We will develop our paint skills by incorporating it with paper sculpture – we will be inspired by the illustrations in the book "Leon and The Place Between."  
 We will be inspired by the paint techniques used by famous Fair Ground artists such as Fred Fowle.


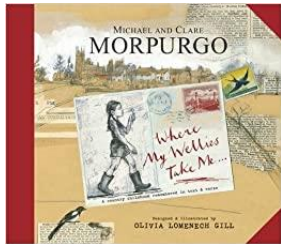



**Science**  
 Article 29: education should teach children to respect their natural environment. Education must teach children to live responsibly encourage the child's respect for the environment.  
**Learn about "Forces."**  
**As scientists** we will look at how forces work in everyday life and particularly at fair grounds.  
 As scientists we will learn all about gravity, air resistance, friction, up thrus and how these can be vital in creating the most exciting rides.  
 We will be experimenting and researching further in to the effects of forces and how the impact they have on both themselves and in fairgrounds.

**Literacy – Class Novel:**  
**As readers we will... read**  
**"Leon In The Place Between," by Angela McAllister**  
**For our enjoyment we will listen to "Where My Wellies Take Me," by Michael Morpurgo**

**Fair Grounds**

<p><b>Super Start:</b>          To launch this theme we watch "Paddington 2."</p>	<p><b>Local Link:</b>          To engage the children further we will make a mechanical toy using levers and cogs to make it move.</p>	<p><b>Fab Finish:</b>          The children will create a Fair Ground Display using "Leon In The Place Between" for inspiration.</p>
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Narrative Influences	Non-Fiction	Poetry	Communication
<p><b>As writers</b> we will write about the setting Leon finds himself in so that he can tell his parents what he saw in the place between.</p>  <p><b>As writers</b> we will create an entertaining character from "Leon and The Place Between," we may send our suggestions to Angela McAllister for her next book!</p>	<p><b>As writers</b> we will write an information pamphlet about the history of "Fair Grounds."</p> <p>As writers we will write a newspaper report about an incident at the Fair Ground in "Paddington 2."</p>	<p><b>We will listen to a selection of poems presented in Michael Morpurgo's book, "Where My Wellies Take Me."</b></p> 	<p><b>As speakers</b> we will discuss the text "Fair Grounds" and the links of the Fair Ground to "Paddington 2"</p> 

**Maths**  
**This term we will allow time to review and revise the following areas of maths so...**  
**As mathematicians our work will centre around the following themes:**

1. Number: Counting and Place Value
2. Number: Addition and Subtraction
3. Statistics
4. Number: Multiplication and Division
5. Perimeter and Area

**Each theme will incorporate the children's acquisition of skills and fluency, followed by the way they reason and apply their knowledge and use of skills through problem solving tasks.**


We will also use "Badger Problems."

**Geography**  
 Article 1: Everyone under the age of 18 has rights (Children should learn that all children everywhere have the same rights).  
 Article 7: Every child has the right to a nationality.  
 Article 29: education should teach children to respect their natural environment. Education must teach children to live responsibly encourage the child's respect for the environment.  
**As geographers** we will research and find out where different Fair Grounds are around the World.  
 As geographers we will present our research on a World map.  
**As geographers** we will describe the location of each famous world Fair Ground using the eight points on s compass, which country it is located in and where this country may be in relation to The United Kingdom.

**PE**  
 Article 6: every child has the right to life. Governments must do all they can to make sure children survive.  
 Article 23: A child with a disability has the right to live a full decent life and play an active part in the community. Governments must do all they can to provide support for disabled children.  
 Article 24: every child has the right to good health.

**As team players we will learn new skills and take part in the following team games:**  
 Invasion Games such as netball, football and hockey.  
 Hopefully, we will be able to start our swimming lessons sometime this term too.

**D&T: Structures**  
 Article 24: All children have the right to good health. Governments must work to provide clean water and nutritious food so that children can stay healthy.



Article 27: Every child has the right to a standard of living that is good enough to meet their physical needs. Governments must help families that cannot afford this.

**As design technologists** we will design and make a mechanical toy which moves.

### Music

Unfortunately, we cannot sing this term but as musicians we will create raps and study rhythm.  
We will also listen to the BBC ten pieces.

### Computing

Article 17: Governments must help protect children from materials that could harm them (E Safety)

Article 16: Every child has the right to privacy. The law should protect the child's private life.

Article 36: Governments must protect children from all forms of bad treatment.

As computing scientists we will make sure that we know all about E-Safety.

We will use IT to research and create a pamphlet about "The History of Fair Grounds."

We will use IT to present a page for a class book which includes links for sound, labels and pictures.

### RE

Article 14: Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.

Article 20: If a child cannot be looked after by their family, governments must make sure they are looked after properly by people who respect the child's religion, culture and language.

Article 30; Every child has the right to learn and use language, customs and religion of their family, regardless of whether these are shared by the majority of people in the country where they live.

For spiritual and moral development our theme will be "Life and Death."

We will explore the balance of life and death.

We will look at how different religions view death and their belief of what happens after death, for example heaven and reincarnation.

We will ask the following questions:

RQ 10 How is belief expressed through symbols and action?

RQ 12 How do people make sense of life and death?

RQ 7 How do people make sense of hardship and suffering?

### PSHE

**As members of the community we will learn about relationships.** We will learn how to manage friendships and think about how our peers influence us. We will learn how to respond respectfully to a wide range of people; recognising prejudice and discrimination.

As part of our health and well-being studies we will learn about the



following:

1. making healthy sleep habits.
2. Sun safety
3. Medicines.
4. Vaccines and immunisations
5. Allergies