

As historians, we will be learning about mining through time. We will be looking at how mining has developed and changed from the prehistoric ages through to more recent times. We will look for differences and similarities across different civilisations. We will progress through time in a chronological order.

We will also conduct a local history study with this looking at the history of mining in the North East thinking about how important mining was to the community and key events that occurred.



As scientists we will learn about the features of different types of rocks. We will study the process of fossil formation and recognise that soils are made from rocks and organic matter.

We will learn how to construct simple electrical circuits using bulbs, buzzers and switches as components and give reasons for how they function. We will be able to identify conductors and insulators.



# Dig Dig Dig

## Junior class



As mathematicians we will use key dates and the passing of time to aid our calculating. We will gather facts and figures related to our learning about caves and mining, and use these in our maths work. We will find out about the percentages of minerals found and mined now and in the past.



As computer scientists, we will be learning about computer networks. This will include looking at how the internet works, how they can provide multiple services, and the opportunities they offer for communication and collaboration.



As musicians, we will listen and appraise songs about coal and mining. In our own composition work, we will focus particularly on staff notation and the length of different notes. We will explore and use different tuned and untuned percussion instruments in our work.



Our work in RE will answer two key questions.  
Why and how do different faiths use prayer?  
What does it mean to be a Muslim in British society today?  
We will discover new ways that we can bring prayer to school life and make comparisons with the way Christians and Muslims live.

As gymnasts we will reflect some of the ways in which miners may have moved in our own moves and sequences. Games will continue to be the focus of our work with a PE coach.

As geographers, we will be conducting a comparison of two countries where mining is an important feature. We will learn about geographical similarities and differences between England and Brazil.



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We will use a range of construction kits to create models. We will work in small groups and work together. We will plan and create out models before we evaluate them. We will choose challenge cards and make decisions about what to use and how to use it, to create our chosen models.



As readers, we will study texts on the theme of mining and caves in guided reading sessions and independently. We will focus on the author's use of language, grammar and punctuation and apply these techniques to our own writing. We will continue with vocabulary logs to develop our knowledge of meanings of words and spelling skills. We will practice writing skills through writing in other areas of the curriculum. This includes making handwriting consistent in all work we do.

As artists we will use the work of 'The pitmen painters' as a stimulus for our own work. We will use a range of media to make links with mined materials. We will learn more about 'The art of mining' project.



