



Literacy

Class Text: Harry the Poisonous Centipede by Lynne Reid Banks

Genres: Non-chronological Report (Polar bears, penguins) , Recount

Immerse

- To gather information.
- To research using different sources.

Analyse

- To identify the features of a non-chronological report.
- To explore the structure of a non-chronological report.

Skills

- Use of suffix -ly to turn adjectives into adverbs
- Subordination [using when, if, that, because]
- Commas to separate items in a list
- Correct choice and consistent use of present tense throughout writing
- Use of progressive forms of verbs in the past tense to mark actions in progress [he was shouting]
- Capital letters, full stops, question marks, exclamation marks to demarcate sentences
- Apostrophes to mark singular possession in nouns (possession) [the girl's book]

Plan

- Plan writing by saying what they are going to write
- Plan their writing by using a writing frame with images

Write

- Draft and write by writing a non-chronological report.
- Draft and write by using known phonemes for spelling and some key vocabulary

Review

- Proof-read for punctuation errors (capital letters and full stops)
- Evaluate and edit making simple additions eg conjunctions
- Edit for past tense verbs

Recount

Immerse

- Trip to Yorkshire Wildlife Park

	<p><u>Analyse</u></p> <ul style="list-style-type: none"> • To identify the features of a recount. • To explore the structure of a recount. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Capital letters, full stops, question marks, exclamation marks to demarcate sentences • Apostrophes to mark singular possession in nouns (possession) [the girl's book] • Formation of nouns using suffixes -ness, -er <p><u>Plan</u></p> <ul style="list-style-type: none"> • Plan writing by saying what they are going to write • Plan their writing by using a writing frame with images <p><u>Write</u></p> <ul style="list-style-type: none"> • Draft and write by writing a recount of an event. • Draft and write by using known phonemes for spelling and some key vocabulary <p><u>Review</u></p> <ul style="list-style-type: none"> • Proof-read for punctuation errors (capital letters and full stops) • Evaluate and edit making simple additions eg conjunctions • Edit for past tense verbs
<p>Maths</p>	<p><u>Time</u></p> <ul style="list-style-type: none"> • Tell the time on an analogue clock: quarter past, quarter to and five minute intervals • Calculate durations of time in minutes and seconds • Sequence daily events • Minutes in an hour and hours in a day <p><u>Fractions</u></p> <ul style="list-style-type: none"> • Part-whole relationships • Fractions as part of a whole or a whole set • Relate to division • Equivalent fractions <p><u>Addition and subtraction of 2-digit numbers</u></p> <ul style="list-style-type: none"> • Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies
<p>Science</p>	<p><u>Habitats</u></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • the difference between things that are living, dead and things that have never been alive. • most organisms live within habitats, that the organisms within an environment are suited to life there and that they depend on each other. • Construct simple food chains in addition to identifying and classifying organisms within habitats.

	<p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> • recognise and classify objects and organisms as: alive, dead, or never alive • explore how we know if an object or organism is alive – using the life processes • know some of the different habitats plants are found in • investigate and name the minibeasts found in a range of different microhabitats • which animals are found in different world habitats with a focus on the Arctic and the Sahara • understand simple food chains using the vocabulary carnivore, herbivore, omnivore, predator and prey • understand that habitats can change over time
History	<i>Topic not taught this half term.</i>
Geography	<p>Planet Earth In this unit, pupils will...</p> <ul style="list-style-type: none"> • know what a globe is and what it shows. • understand that the Earth is round and so a globe shows information better than a flat map. • know what a continent is and name the seven continents in the world, recognise their shapes, and where they are in relation to one another. • know what an ocean is and name and locate the five oceans that make up planet Earth. • tell the difference between an ocean and a sea. • know some of the wildlife that lives in each ocean. • locate each continent on a map • recognise the Northern and Southern Hemispheres and the Equator. • understand places are warm or cold because of their location. • know there are seven different climate zones and each continent falls into different zones.
Art	<p><u>Painting and mixed media: Life in colour</u> Pupils will be able to:</p> <ul style="list-style-type: none"> • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions about what will happen when two colours mix. • Describe the colours and textures they see. • Try different tools to recreate a texture and decide which tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others’. • Describe ideas for developing their collages. • Choose materials and tools after trying them out.
Design Technology	<i>Topic not taught this half term.</i>
Computing	<u>iAnimate</u>

	<p>In this unit children will be able to:</p> <ul style="list-style-type: none"> • Explore stop frame animation • Create narratives • Combine narrative and images to make short animated scenes
PE	<p><u>Gymnastics</u> By the end of this unit children will know and understand:</p> <ul style="list-style-type: none"> • how to link simple actions together. • how to relax my body • how to tense my body. • how to stretch my body. • how to use the apparatus safely. • how to link simple actions together to create a sequence.
RE	<p><u>Galilee to Jerusalem</u> Hear: By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The preaching of John the Baptist (Lk 3:2-6, 10-17) • Jesus is baptised (Lk 3:21-22) • The Temptation in the wilderness & Jesus begins to preach (Lk 4: 1-15) • Cure of a paralytic (Lk 5:17-26) • The choice of the twelve (Lk 6:12-16) • The calming of the storm (Lk 8:22-25) • Parable of the lost sheep (Lk 15:4-7) <p>For the Feast of the Epiphany</p> <ul style="list-style-type: none"> • Matt 2:1-12: The visit of the Magi (from the book of Immanuel) <p>Believe: By the end of this unit of study pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • John the Baptist is a prophet who calls people back to God by encouraging them to say sorry. Baptism is a sign of forgiveness. • That when people make bad choices (sin), they turn away from God. Jesus teaches that God loves and forgives and that being sorry helps us to change and become better people. • Jesus’ miracles are signs that show he is the promised one (Messiah). • Jesus’ parables are simple comparisons that invite people to know more about God. • Jesus brings healing in different ways <p>Celebrate: By the end of this unit of study pupils will know:</p> <ul style="list-style-type: none"> • How water is used as a symbol of a new start in the Sacrament of Baptism. • How Catholics say sorry to God in prayers: <ul style="list-style-type: none"> • Act of Sorrow (Contrition) • Asking for forgiveness in the ‘Our Father’ <p>Live: By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The importance of saying sorry to God and to others. • The importance of showing you are sorry, for example, through practical Acts of Penance.
Music	<p><u>Instruments: Musical Storytelling</u></p>

	<p>Pupils who will be able to:</p> <ul style="list-style-type: none"> • Identify sections of the music where the tempo changes. • Correctly describe sections of music as fast or slow. • Point out moments in the music where the dynamics change. • Accurately describe dynamic changes as soft or loud. • Give specific examples of how the music corresponds to actions in the story. • Provide clear and specific examples of how music supports the story. • Justify tempo and dynamic choices made to represent a character, event or feeling. • Suggest appropriate musical dynamics and tempo changes for different scenes of the story. • Work as part of a group to rehearse a performance. • Perform confidently using appropriate instrumental sounds. • Play their part at appropriate tempo and dynamics.
RSE	<p>Feelings, likes and Dislikes. Feelings inside out. Super Susie gets Angry. The Cycle of Life.</p>
Immersive Events/Visits/Visitors etc	<p>Visit to Yorkshire Wildlife Park (Science, Topic and English)</p>