



Literacy

Class Text: The BFG by Roald Dahl

Genres: Instructional text, character description, playscript writing

Immerse

- To create our dream jars.
- To look at the different characters in the book and create our own character.
- To watch clips from the BFG film and look at the dialogue between the BFG and Sophie.

Analyse

- To identify the features of an instructional text.
- To explore the structure of an instructional text.
- To identify the features of a character description.
- To explore the structure of a character description.
- To identify the features of a playscript.
- To explore the structure of a playscript.

Skills

- Use of suffix -ly to turn adjectives into adverbs.
- Use of imperative verbs.
- Use of time conjunctions. (first, next, then, last)
- Subordination [using when, if, that, because]
- Use of expanded noun phrases.
- Begin to use speech correctly.
- Capital letters, full stops, question marks, exclamation marks to demarcate sentences.

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 an instructional text.
- Draft and write by writing a character description.
- Draft and write by writing a playscript for Sophie and the BFG.
- 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

<p>Maths</p>	<p><u>Money</u></p> <ul style="list-style-type: none"> • Recognise coins and notes • Use £ and p accurately • Add and subtract amounts • Calculate change <p><u>Face, shapes and patterns; lines and turns</u></p> <ul style="list-style-type: none"> • Explore, sort and describe 2-D shapes • Lines of symmetry in 2-D shapes • Identify 2-D shapes on 3-D shapes • Compare and sort 2-D and 3-D shapes • Use language to describe position, direction and rotation to follow a route
<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
<p>History</p>	<p><i>Topic not taught this half term.</i></p>
<p>Geography</p>	<p>Planet Earth</p> <p>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

	<ul style="list-style-type: none"> • 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	<i>Topic not taught this half term.</i>
Design Technology	<p><u>Cooking and nutrition: Balanced diet</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Know that ‘diet’ means the food and drink that a person or animal usually eats. • Know what makes a balanced diet. • Know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • Know that they should eat a range of different foods from each food group, and roughly how much of each food group. • Know that ‘ingredients’ means the items in a mixture or recipe. • Know how to cut, grate, snip and spread to prepare foods. • Know how to review and give a score to evaluate
Computing	<p><u>iPub</u></p> <p>In this unit children will be able to:</p> <ul style="list-style-type: none"> • Understand the world wide web and how it has developed • Consider how technology changes with time • Share knowledge through multimedia presentations • Plan/produce a presentation • Create an interactive eBook
PE	<p><u>Striking and Fielding</u></p> <p>By the end of this unit children will know and understand:</p> <ul style="list-style-type: none"> • what an underarm throw is. • how to perform an underarm throw. • what an overarm throw is. • how to through the ball overarm. • the rules to a game. • how to hit a ball using equipment with some consistency. • how to track a ball and collect it.
RE	<p><u>Desert to Garden</u></p> <p><u>Hear</u></p> <p>By the end of this unit of study, pupils will have revisited and encountered the following key texts:</p> <ul style="list-style-type: none"> • Jesus enters Jerusalem (Lk 19:28-38*) • The last supper (Lk 22:7-23*, 28-34) • The Crucifixion and death of Jesus (Lk 23:33-46*) • The angel’s message (Lk 24:1-8*) • Peter at the tomb (Lk 24:9-12) <p><u>Believe</u></p>

	<p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • That Jesus gave us the Sacrament of Reconciliation to heal and restore our friendship with God and through this ourselves. • That Lent is a time of preparing our hearts and minds for Easter through reconciliation and forgiveness. • The Easter Vigil Mass is the high point of the year and is rich in symbols of light and darkness. <p><u>Celebrate</u></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Some prayers and actions that are ways in which Catholics turn back to God, in the Sacrament of Reconciliation, for example, a simple Examen or an act of sorrow and in the Penitential rite, for example, the Kyrie Eleison (Lord have Mercy). • Some simple words, actions, and symbols of the Easter Vigil, focusing on light and water. <p><u>Live</u></p> <p>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. • That prayer can help people say sorry for their sins. • That making bad choices damages relationships and damages them.
Music	<p><u>Structure: Myths and Legends</u></p> <p>Pupils who will be able to:</p> <ul style="list-style-type: none"> • Recognise, play and write rhythms with one beats and paired half beats. • Show a rest beat using a silent movement. • Read and follow a structure from left to right. • Add rhythms to a structure to create a beginning, middle and end. • Work well as part of a group, listening to others and respecting their ideas. • Maintain a steady beat. • Use a thinking voice to play rhythms on an instrument.
RSE	<p>God Love You. Special People. Treat Others Well. ...And Say Sorry.</p>
Immersive Events/Visits/Visitors etc	