



<p>Literacy</p>	<p>Class Text: Anna Hibiscus by Atinuke Genres: Folk Tale <u>Immerse</u></p> <ul style="list-style-type: none"> To explore characters. To develop language for folktales. <p><u>Analyse</u></p> <ul style="list-style-type: none"> To identify the features and structure of a folktale. <p><u>Skills</u></p> <ul style="list-style-type: none"> Formation of nouns using suffixes -ness, -er Formation of adjectives using suffixes [-ful, -less] Use of suffix -er, -est in adjectives Use of suffix -ly to turn adjectives into adverbs Subordination [using when, if, that, because] How the grammatical patterns in a sentence indicate its function as a statement, question, command or exclamation Correct choice and consistent use of past tense throughout writing Commas to separate items in a list Apostrophes to mark singular possession in nouns (possession) [the girl's book] <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 their own folktales. 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
<p>Maths</p>	<p>Exploring calculation strategies</p> <ul style="list-style-type: none"> Apply addition and subtraction strategies to solve equations. Illustrate and explain addition and subtraction using column method. <p>Exploring multiplicative thinking</p> <ul style="list-style-type: none"> Pattern seek with multiples of 2, 3, 4, 5 and 20 using an array. Use known facts to derive facts from the 3 and 4 times tables. Connect multiplication and division facts using commutativity and inverse.
<p>Science</p>	<p>Plants and Growth</p>

	<p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> • What is a seed <ul style="list-style-type: none"> • What is inside a seed • What a seed needs to germinate • What plants need to grow and survive • What the life cycle of a plant is • How to explain what seeds need to germinate and grow
History	Topic not taught this half term.
Geography	<p><u>Life in Kenya</u></p> <p>Pupils will acquire the following geographical knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> • Where in the world is Kenya? • What is the climate like in Kenya? • What is the landscape of Kenya like? • What is it like to live in rural Kenya? • What is it like to live in urban Kenya? • What are the similarities and differences between Kenya and the UK?
Art	Topic not taught this half term.
Design Technology	<p><u>Mechanisms: Making a Moving Monster</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Identify the correct terms for levers, linkages and pivots • Analyse popular toys with the correct terminology • Create functional linkages that produce the desired input and output motions • Design monsters suitable for children, which satisfy most of the design criteria • Evaluate their two designs against the criteria, using this information and the feedback of their peers to choose their best design • Select and assemble materials to create their planned monster features • Assemble the monster to their linkages without affecting their functionality
Computing	<p><u>iSafe</u></p> <p>In this unit children will be able to:</p> <ul style="list-style-type: none"> • understand what personal information means, that it is unique to themselves and should only be given to trusted adults • understand that not everyone you meet is trustworthy and identify the characteristics of people who are trustworthy in order to make choices which keep them safe. • Identify a risky situation that needs a trusted adult's help • Understand that emotions and physical sensations can be a tool to help judge unsafe situations

	<ul style="list-style-type: none"> • Understand the importance of checking with an adult before participating in an online environment and be open with them about online experiences.
PE	<p>Athletics</p> <p>By the end of this unit children will know and understand:</p> <ul style="list-style-type: none"> • how to show balance and co-ordination when running. • how to jump and land with control. • how to perform an underarm throw. • how to work as part of a team. • what good technique looks like. • how their bodies feel during exercise.
RE	<p>Dialogue and Encounter</p> <p>Dialogue: By the end of this unit of study, pupils will have encountered the following key text:</p> <ul style="list-style-type: none"> • The parable of the Good Samaritan (Lk 10:25-37) <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • Christians should collaborate in service of humanity. <p>By the end of this unit of study, pupils will know about Christianity locally through:</p> <ul style="list-style-type: none"> • Learning about their local Christian community. • Learning about ways Christians where they live come together to support the local community. <p>Encounter: By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> • Recognise links and simple connections between some Jewish religious laws, beliefs, worship, and life. (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes). • Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts). • Listen to the religious experiences of others from different communities in the class and the local area
Music	<p>Pitch (Theme: Musical Me)</p> <p>By the end of this unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Move their eyes from left to right to read pitch patterns. • Sing high and low notes including the notes in between. • Play a pattern of high and low notes on an instrument. • Read notation from left to right. • Draw high and low sounds using dots at the top and bottom of a page, respectively. • Recognise when notes stay the same • Recognise missing notes on a stave
RSE	<p>Three in one Who is my neighbour? The communities we live in</p>

Immersive Events/Visits/Visitors etc	Trip to Sandal Beat Wood