Term:- 2A Date: January/February 2018

TOPIC – World War 2

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|  | Reading | Writing | Talking & Listening |
| **Literacy**  http://www.thorners.dorset.sch.uk/literacy/clipart_boy_writting.gif | * Know the term ‘genre’ and understand that there is a range of genre within fiction. * Know and understand the main features of science fiction/fantasy. * Understand how writers create imaginary worlds, such as a science fiction setting and show how the writer has constructed it through detail. * Understand that different skills are required for reading different texts, e.g. navigating a website, reading information books, explanations. * Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. * Scan texts in print or on screen to locate key words or phrases, useful headings and key sentences. * Know and understand the features and purposes of explanatory texts, investigating and noting the text, sentence and word level characteristics. * Appraise a non-fiction book for its content and usefulness by skimming, e.g. headings, contents list etc.. * Understand how and why paragraphs are used to organise and sequence information. * Know and understand the terms which describe different kinds of poems, e.g. ballad, sonnet, rap, elegy, narrative poem and to identify typical features | * Talk about and plan their writing with teacher and/or peers. * Develop and refine ideas in writing using planning and problem solving strategies in guided and independent work. * Communicate meaning with some clarity, showing a sense of structure and organisation. * Organise texts into paragraphs. * Use commas, conjunctions, prepositions and adjectives to add detail to creative writing pieces. * Plan, compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style. * Evaluate their work. * Use the structures of poems read to write extensions based on these, e.g. additional verses or substituting own words and ideas. | * Offer reasons and evidence for their views, considering alternative opinions. * Investigate how talk varies depending on context, e.g. age, gender, purpose, familiarity. * Discriminate between fact and opinion and question the reliability of evidence * Take different roles in groups and use the language appropriate to them, include roles of leader, reporter and scribe. * Understand the process of decision making. * Tell stories effectively and convey detailed information coherently for listeners. * Respond in role using appropriate language |

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|  | Number | Measures | Shape & Space | Handling Data |
| Numeracy  [http://cliparts.co/cliparts/pco/5aR/pco5aRaqi.gif](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCJiJ3ZvXvcgCFca7FAodiQ8Cgw&url=http://cliparts.co/cartoon-maths-pictures&psig=AFQjCNHOQDer5_G-fdolZIdPPIT2JvfH6A&ust=1444764946662113) | * Count, recognise, read, write, order and work with numbers within 9999. * Demonstrate value of any number within 9999 in terms of thousands, hundreds, tens and units. * Understand the use of 0 as a place holder. * Round numbers within 9999 to the nearest 1000, nearest 100 or nearest 10. * Order a set of fractions (increasing and decreasing). * Develop a standard written method for vertical addition Th H T U (no carrying, then with carrying), estimating the answer before calculating. * Understand the 8 times tables as repeated addition, and as arrays. Develop quick recall using understanding of commutativity, and knowledge of 4 times facts. Derive corresponding division facts, using understanding of inverse relationship. * Multiply any whole number by 10 within 9999, using the concept that digits move one place to the left, as the value of each digit becomes 10 times larger. * Use written multiplication methods to multiply a 2 digit number by 2,3,4,5. * Find different ways of paying exact amounts within £10.00, e.g. using the least number of coins or notes, or using a specific number of coins or notes. * Calculate change required when buying items, paying with amounts up to £100. | * Know which unit of length/measuring tool to use in different situations. * Find perimeter of simple shapes by finding total lengths of sides. * Choose appropriate unit of weight, and measuring device, in different situations, explaining reasons for choice. * Understand and use seconds to measure time durations more accurately using digital and analogue timers. * Estimate short durations using seconds through practical activities. * Understand the concept and language of temperature. * Using analogue and digital clock times to 5 minutes, calculate what time it **will be**, or **was** using different intervals, (hours, half hours, quarter hours, multiples of 10 or 5 minutes) e.g. The clock says 9:25. What time was it 20 minutes ago? What time will it be in 15 minutes | * Identify 3D shapes from 2D drawings. * Sort, name, recognise and describe 3D shapes, using number of faces, number and length of edges, number of vertices. * . Reflect a shape or design using one line of symmetry. (horizontal, vertical or diagonal). * Use N, S, E and W as absolute directions. | * Interpret pie charts using halves, quarters, thirds, fifths to work out proportions and quantities of a total. * Represent data by constructing and interpreting pictograms where the symbol represents a group of objects, and half of the symbol represents half of the group size (e.g. if a symbol shows a group of 10, discuss how 25 could be shown). * Design and use a data collection sheet to investigate an identified issue, and evaluate its effectiveness. |
| Processes: **(Ongoing throughout the year, but all processes activities this term will be linked to areas covered above as well as revising previous concepts).**   1. Select and use materials and equipment required for their work. 2. Identify and collect information required for a task, initially with teacher support. 3. Suggest ways a task might be approached. 4. Plan own work and work systematically. 5. Suggest how to present findings. 6. Begin to choose a format to record work and give reasons for the choice. 7. Begin to present findings using prose, numbers and symbols, to show how the problem was solved/investigation was carried out. 8. Begin to use appropriate language to describe orally their work. 9. Explore and use a range of problem solving strategies, persevering when difficulties are encountered. 10. Review and explain own way of working. 11. Check accuracy of own results and findings. 12. Explain their thinking. 13. Compare methods of presentation and discuss which shows the results most clearly. 14. Discuss a general statement with teacher/peers and check whether particular cases match it.   15. Discuss and share benchmarks for making estimates. | | | |