Term:- 3 Date: April - June 2018

TOPIC – Project – Natural Disasters

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|  | Reading | Writing | Talking & Listening |
| **Literacy**http://www.thorners.dorset.sch.uk/literacy/clipart_boy_writting.gif | * Know how to make comparisons and identify familiar features when reading stories or poems by a favourite writer(s).
* Review own reading habits, widen reading experience and understand the value and importance of reading widely.
* Explore why and how writers write, including face –to-face and online contact with authors.
* Recognise pronouns in sentences.
* Know how to select poetry, justify choices and respond to poetry.
* Recognise and know the difference between homophones and homographs.
* Evaluate advertisements as a form of persuasive writing for their impact, appeal and honesty, focussing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words.
* Know and understand the features and purposes of persuasive texts in a variety of forms, e.g. from newspapers, leaflets, posters, advertisements and newspaper articles.
* Understand and evaluate how letters, e.g. from newspapers, magazines, are intended to inform, protest, complain, persuade.
 | * Write an alternative ending for a known story and discuss how this would change the reader’s view of the characters and events of the original story.
* Summarise in writing the key ideas from a paragraph or chapter.
* Experiment with substituting pronouns in sentences.
* Use performance poems as models to write and to produce poetry through revising and redrafting.
* Know and understand the term ‘metaphor’ and compare with similes.
* Identify and use common punctuation marks including commas, semi-colons, colons, dashes, hypens, speech marks and use them appropriately in own writing.
* Design an advertisement, such as a poster or radio jingle on paper r on screen, e.g. for a school fete or an imaginary product, making use of linguistic and other features learnt from reading examples.
* Choose and combine words, images and other features for particular effects with the aim of persuading an audience.
* Understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structure.
* Draft and write individual, group or class letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest.
* Write persuasively on an issue, setting out and justifying a personal view; use structures from reading to set out and link points, e.g. numbered lists, bullet points.
* Use a dictionary, thesaurus or other appropriate source in the construction of a persuasive argument.
* Understand how to use the apostrophe for possession and contraction.
* Use adverbs and conjunctions to establish cohesion within paragraphs
 | * Consider how working in role helps to explore complex issues.
* Speak clearly and coherently to a wide range of audiences for a variety of purposes.
* Understand the techniques of persuasive language, appreciate its impact.
* Explain and justify methods, opinions and conclusions.
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|  | Number | Measures | Shape & Space | Handling Data |
| Numeracyhttp://cliparts.co/cliparts/pco/5aR/pco5aRaqi.gif  | * Count forwards and backwards in multiples of 3,4,5,6,7,8,9 within 100.
* Understand equivalence of fractions, where the numerator is 1 (e.g. find fractions which are equivalent to 1/5).
* Find fractions of quantities (numerator = 1), using links with division facts.
* Understand the 7 and 9 times multiplication facts. Derive corresponding division facts, using understanding of inverse relationships.
* Use written multiplication methods to multiply a 2/3 digit number by any single digit number.
* Develop a written method for division calculations within 999.
* Solve a range of addition, subtraction, multiplication and division problems, using both written and mental methods, selecting the operation required.

Use function machines calculating input, output or operation.* Compare different ways of spending a fixed budget up to £100.00.
* Calculate estimated costs by rounding prices to the nearest pound, 50p or 10p as appropriate.
* Discuss ways of managing money effectively: e.g. deciding on best value when considering different options, putting money into savings account etc.
 | * Estimate, measure and record short lengths in mm.
* Discuss how to measure lengths more accurately – use cm and mm.
* Appreciate and use relationship between mm and cm to convert between mm and cm and mm e.g. 32 mm is equal to 3 cm and 2mm.
* Find more efficient methods to calculate perimeter of shapes, e.g. find perimeter of rectangle by adding two lengths then doubling.
* Know and use gram equivalents of 1kg, ½ kg, ¼ kg, ¾ kg and 1/10 kg.
* Know ml equivalents of 1 litre, ½ l, 1/4l, ¾ l and 1/10 l. Use these to explore containers of different sizes.
* Find more efficient methods for finding the area of shapes by counting squares and rectangles e.g. count how many squares are in 1 row (or column), and multiply by the number of rows (or columns).
* Use relationship between hours and minutes when calculating (e.g. start time 10:24 am, finish time 12:12 pm, find duration in hours and minutes).
* Know there are 60 seconds in 1 minute and use to convert time durations between seconds and minutes and seconds.
* Understand patterns within calendar dates; link with 7 times tables.
 | * Match nets with a range of 3D shapes.
* Draw nets and use to construct a range of 3D shapes.
* Identify the numerical co-ordinates of given points (first quadrant only).
* Calculate direction and amount of turn using simple maps.
* Understand need for a standard unit of turn, smaller than a right angle.
 | * Insert relevant information into a computer database with fields already created.
* Use sort and search functions to answers questions with up to 2 criteria.
* Discuss the likelihood of particular events occurring, using terms “impossible”, “unlikely”, “likely”, “certain”.
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| 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. Begin to organise own work and to work systematically.
2. Solve simple two-stage problems set in real life contexts.
3. Begin to suggest how to present findings.
4. Use a writing frame to plan what is needed to start solving a problem.
5. Talk about how they carried out a task.
6. Discuss and respond to open ended questions.
7. Discuss and compare ideas and methods with others.
8. Where appropriate, select or design a writing frame to plan work.
9. Explain their thinking.
10. Compare own methods/findings/presentation with that of others.
11. Begin to explore and use a range of problem solving strategies, persevering when difficulties are encountered.

12. Check accuracy of own work and findings |