Term:- 3 Date: April - June 2017

TOPIC – Project – Anywhere Island

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|  | Reading | Writing | Talking & Listening |
| **Literacy**http://www.thorners.dorset.sch.uk/literacy/clipart_boy_writting.gif | * Know the terms ‘adventure’ and ‘mystery’ and understand them as a fiction genre. Investigate:
* Significant features of the genre, e.g. opening, build-up, atmosphere.
* The importance of point of view, distinguishing between 1st and 3rd person accounts
* Credibility of events
* Typical character types and settings
* Know and understand the following terms and identify them in poems: *verse, chorus, couplet, stanza, rhyme, rhythm, alliteration* other patterns of rhyme.
* Know the concept of form in poetry, e.g. acrostics, haiku.
* Understand that letters are written for a range of purposes, e.g. *to recount, explain, enquire, complain, congratulate, and comment.*
* Know the layout of letters, including use of paragraphs, ways of starting, ending etc… and ways of addressing different audiences – formal/informal.
* Know how to locate information quickly and accurately, e.g. by scanning and skimming.
* Know how to summarise orally the content of a passage or text in order to identify the main points.
* Identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story and to discuss how the characters deal with them; locate evidence in text.
* Understand how paragraphs or chapters are used to

 collect, order and build up ideas. | * Plot a sequence of episodes modelled on a known story, as a plan for writing
* Write openings to stories or chapters linked to or arising from reading; focus on language to create effects, e.g. building tension, suspense, creating moods, setting scenes.
* Write poems similar in style to those studied.
* Organise letters into simple paragraphs.
* Use ICT to bring to published form.
* Experiment with recounting the same event in a variety of ways for different audiences, e.g. in the form of a letter, a story, a poster.
* Explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character.
* Organise writing in paragraphs using clear chronological stages.
* Write own longer stories from story plans.
 | * Choose and prepare poems and stories for performances, identifying appropriate expression, tone and volume.
* Present information ensuring that items are sequenced and relevant details are included.
* Ask focussed questions.
* Clarify and retain what they have heard, e.g. by rephrasing.
* Use talk functionally in groups in order to get things done.
* Identify and discuss qualities of others’ performances, including gestures and actions.
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|  | Number | Measures | Shape & Space | Handling Data |
| Numeracyhttp://cliparts.co/cliparts/pco/5aR/pco5aRaqi.gif  | * Order numbers (increasing and decreasing) within 999.
* Round numbers within 999 to the nearest 100 and the nearest 10.
* Understand links between fractions of a set and division. (e.g. finding how many objects make half of a total set is equivalent to dividing the number by 2).
* Develop a standard written method for vertical addition HTU (with carrying).
* Give an approximate answer for written subtraction calculations.
* Add/subtract 9/ 19/29/39 etc.. to any number (initially using 100 square.
* Know doubles of multiples of 10 up to double 50.
* Use knowledge of place value to develop a practical method for vertical subtraction. HTU (no exchange), estimating the answer before calculating
* From 3 given numbers within 50 give 4 number facts.
* Solve a range of addition and subtraction problems, using both written and mental calculations, selecting the operation required.
* Understand the 3 and 4 times multiplication facts as repeated addition, and as arrays. Develop quick recall, using understanding of commutativity. Understand links between 2 and 4 times tables.
* Know with quick recall multiplication facts for 2, 5, 10 and apply in problem-solving situations.
* Understand sharing and grouping concepts of division through practical activities.
* Appreciate that multiplication and division are inverse operations.
* Deduce relevant division facts from 2 times multiplication facts.
* Understand that finding ‘half’ of a total is equivalent to dividing that total by 2.
* Compare different ways of spending a fixed budget up to £10.00.
* Calculate estimated costs by rounding prices to the nearest pound, 50p or 10p as appropriate.
 | * Estimate and measure short lengths in centimetres.
* Discuss how to measure lengths more accurately – use metres and cm.
* Use different measuring instrument, knowing how to use each one with reasonable accuracy.
* Discuss and select an appropriate unit and measurement device for a particular job.
* Estimate and measure the weight of lighter objects in multiples of 100grams.
* Discuss how to weigh items more accurately – use Kg and grams.
* Use different measuring instruments, knowing how to use each one with reasonable accuracy.
* Discuss and select an appropriate unit and measurement device for a particular job.
* Estimate and measure the capacity of smaller containers in multiples of 100 millimetres.
* Discuss how to measure the capacity of containers more accurately – use litres and millilitres.
* Use different measuring instruments, knowing how to use each one with reasonable accuracy.
* Discuss and select an appropriate unit and measurement device for a particular job.
* Through using different size squares, appreciate the need for a standardised square to measure and compare areas.
* Calculate start, finish durations, how long until? How long since? Using multiples of 5 minutes, including counting through the hour.
* Know the number of days in each month.
 | * Identify which 2D shapes will tessellate and which will not.
* Identify right angles in the environment, using a right angle tester.
* Identify angles in 2D shapes which are greater than or less than a right angle.
* Understand that there are always two ways to turn towards a particular direction e.g. ¼ turn clockwise or ¾ turn anti-clockwise will have the same effect.
* Use simple grid references to identify a particular square on a grid.
 | * Discuss the labelling of frequency axis on bar charts.
* Identify situations where labelling may not be in ones (e.g. where the frequency is too great for the axis to fit on the page).
* Discuss, draw and label bar charts which require scales, using paper and ICT, interpret results and draw appropriate conclusions.
* Investigate statements to see if they are true or false using data handling skills to identify and collect data, display data graphically and interpret results.
* Access information using a computer database (e.g. Information Workshop 2000) answering questions.
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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. Select appropriate materials and equipment for a task through an understanding of their special characteristics.
2. Choose and use appropriate number operations and ways of calculating in a wide range of contexts.
3. Suggest the information needed to carry out a task, how to obtain the information and ways to record it.
4. Ask questions to clarify information.
5. Discuss and respond to open-ended questions.
6. Present findings in an appropriate way.
7. Begin to talk about how they carried out a task.
8. Review own way of working with (teacher/peers).
9. Consider alternative ways of working (with teacher/peers).
10. Check accuracy of own work (with teacher/peers).
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