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 and understand the main features of science fiction/fantasy. * Understand the importance of a good opening and compare a number of story openings. * Develop understanding of narrative structure: orientation, build-up, sequence, complication and resolution. * Understand the similarities and differences between oral and written story telling. * Know and understand the features and purposes of explanatory texts, investigating and noting the text, sentence and word level characteristics. * Locate information confidently and efficiently through: * Using contents, indexes, sections, headings * Skimming to gain overall sense of text * Scanning to locate specific 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 99999. * Demonstrate value of digits in any number within 99 999 in terms of ten thousands, thousands, hundreds, tens and ones (units). * Understand the use of 0 as a place holder. * Round numbers within 99 999 to the nearest 10 000, nearest 1000, nearest 100 and nearest 10. * Order sets of mixed numbers increasing and decreasing. * Develop a standard written method for vertical addition 10th Th H T U (no exchange, then with exchange), estimating the answer before calculating. * Multiply any whole number by 100, answers within 99 999, using concept that digits move two places to the left, as the value of each digit becomes 100 times larger. * Multiply any 2 or 3 -digit whole number by a multiple of 10, (e.g. 37 x 30, using partitioning strategy to multiply by 3 then by 10) * Calculate in the context of money, using all 4 operations- written, mental and calculator methods e.g. working out the cost of a meal for 4 people, then splitting the total cost equally between them. | * Understand the concept of volume as a measure of how much space an object takes up. * Understand conservation of volume. * Convert between all metric units of length and weight, involving up to 1 d.p. * Understand that a square metre is a square where each side is 1 m in length, and that it has an area of 1 m2 . * Estimate and measure larger areas using m2 . | * Understand and use terms horizontal, vertical, perpendicular, parallel. * Identify an unknown 3D shape, given information regarding its properties: number and relative lengths of edges, number and shape of faces and number of vertices. * Reflect shapes and designs about two lines of symmetry: horizontal and vertical. * Understand that a whole turn is divided into 3600 and use to calculate degree equivalents of one, two, three right angles; quarter, half, ¾ , and full turns. * Understand that half a right angle is 45o * Understand and use 8 points of compass to calculate direction and amount of turn. | * Interpret pie charts using fractions up to 10ths to work out proportions and quantities of a total. * Extend range of vocabulary when describing likelihood of events. * Order events in terms of likelihood of event occurring. * Interpret composite bar charts, which show more than one type of data on the same chart. * Construct, use and interpret bar-line graphs. |
| 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. | | | |