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 hundredths from different starting numbers.
* Know equivalence of simple fractions where the numerator is not 1.
* Find fractions of quantities where the numerator is not 1
* Demonstrate value of any 1 d.p. number within 99 999 in terms of ten thousands, thousands, hundreds, tens, ones.
* Round 1 d.p. numbers to the nearest whole number.
* Develop a standard written method for vertical addition and subtraction 10th Th H T U, including decimal numbers with up to 1d.p. (no exchange, then with exchange), estimating the answer before calculating.
* Use written multiplication methods to multiply any number, including decimal numbers with up to 1 d.p. by any single digit number, answers within 99 999, estimating the answer before calculating.
* Multiply any whole number by a multiple of 100, answers within 99 999 (e.g. 37 x 300, using partitioning strategy to multiply by 3 then by 100)
* Divide any number within 99 999 by 10, using concept that digits move one place to the right, as the value of each digit becomes 10 times smaller.
* Solve a range of multiplication and division problems, using both written and mental methods, selecting the operation required.
* Recognise simple percentages (10%, 20%, 25%, 33 1/3 % 50%, 100%) and know their equivalent fraction. Use this knowledge to solve simple problems.
* Apply knowledge of simple percentages to financial contexts (e.g price increases and decreases).
 | * Apply knowledge of metric units of length to real life contexts, including estimating, selecting appropriate units and measuring equipment, involving up to 1 d.p.
* Understand concept of scale in maps and diagrams.
* Apply knowledge of metric units of weight to real life contexts, including estimating, selecting appropriate units and measuring equipment, involving up to 1 d.p.
* Apply knowledge of metric units of capacity to real life contexts, including estimating, selecting appropriate units and measuring equipment (interpreting different scales effectively), involving up to 1 d.p.
* Understand why 1m = 100cm, but 1 m2 = 10 000cm2 .
* Calculate areas of squares and rectangles, and simple composite shapes.
* Appreciate need for standard unit of volume.
* Understand that a cubic cm is a cube of side length 1cm, whose volume is 1cm3 .
* Estimate and measure volumes of cubes and cuboids using cm cubes.
* Interpret timetables using 24 hour time system.
* Use a thermometer to measure temperature, and calculate temperature increases and decreases, including negative values.
 | * Classify triangles according to their particular properties, and so define equilateral, isosceles, right-angled and scalene triangles.
* Identify which net would produce a particular 3D shape.
* Construct 3D shapes using skeletons, to particular requirements (e.g. build a triangular prism which has an isosceles triangle face at each end)
* Use LOGO to generate mathematical shapes and designs, using “Repeat” function where appropriate.
 | * Construct computer database, identifying number and type of fields required, and use to enter and extract information relevant to a topic.
* Find Mean and Range of a set of data.
* Design and use a decision tree to sort and classify objects.
* Identify events which have an equal chance of occurring as not occurring, and describe as “even chance”.
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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.
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