Term:- 1B Date: November/December 2017

TOPIC - Ourselves

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|  | Reading | Writing | Talking & Listening |
| **Literacy**  http://www.thorners.dorset.sch.uk/literacy/clipart_boy_writting.gif | * Explore narrative order, e.g. identify and map out the main stages of the story:- introduction , -build up, -climax and resolution. * Understand the concept of chronology in narrative, noticing how time has passed. * Study a range of poems on similar themes. * Know and understand the terms which describe different kinds of poems, e.g. ballad, sonnet, rap, elegy, narrative poem and to identify typical features. * Identify how texts read are organised into paragraphs. * Identify verbs, nouns and speech marks when reading. * Read with increased fluency and expression. * Find synonyms for adjectives identified in their reading. | * Investigate different ways of planning stories e.g mind maps, story ladders, thought shower etc... * Begin to organise writing into paragraphs. * Write a simple non-chronological report linked to topic of ‘Ourselves’. Include diagrams, labels etc.. * Write own poems based on personal or imagined experience, linked to   poems read.   * Make improvements to their work – independently and when prompted. * Use speech bubbles as a way of presenting speech. * Compile a class anthology of favourite poems justifying preference. | * Speak clearly to a range of audiences. * Talk about what they are learning and how it might be improved. * Understand and learn to respond to feedback. * Understand and use the rules needed to participate in group discussion. * Choose and prepare poems and songs for performance. Recite/perform with suitable expression/speed/volume. * Take on the role of someone else e.g. a character from a book/story * Respond in role during hot seating or conscience alley activities. |

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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. * Know whole number before/after/ between 1 decimal place numbers. * Find missing numbers in a sequence of 1 decimal place numbers (increasing and decreasing) * Understand mixed numbers as whole numbers plus a fraction. * Add/subtract fractions with the same denominator. * Use written multiplication methods to multiply any whole number by any single digit number, answers within 99 999, estimating the answer before calculating. * Develop a written method for division calculation within 99 999, estimating the answer before calculating. * Solve a range of multiplication and division problems, using both written and mental methods, selecting the operation required. * Understand and use the concept of factors. * Calculate change required when buying items, paying with amounts up beyond £100. | * Understand the concept of volume as a measure of how much space an object takes up. * Understand conservation of volume. * 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 . * Convert between 12 and 24 hour time system. | * Understand and use terms horizontal, vertical, perpendicular, parallel. * 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. | * 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. |
| 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. | | | |