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 |
| 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 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”. |
| 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. | | | |