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 multiples of 3,4,5,6,7,8,9 within 100. * Understand equivalence of fractions, where the numerator is 1 (e.g. find fractions which are equivalent to 1/5). * Find fractions of quantities (numerator = 1), using links with division facts. * Understand the 7 and 9 times multiplication facts. Derive corresponding division facts, using understanding of inverse relationships. * Use written multiplication methods to multiply a 2/3 digit number by any single digit number. * Develop a written method for division calculations within 999. * Solve a range of addition, subtraction, multiplication and division problems, using both written and mental methods, selecting the operation required.   Use function machines calculating input, output or operation.   * Compare different ways of spending a fixed budget up to £100.00. * Calculate estimated costs by rounding prices to the nearest pound, 50p or 10p as appropriate. * Discuss ways of managing money effectively: e.g. deciding on best value when considering different options, putting money into savings account etc. | * Estimate, measure and record short lengths in mm. * Discuss how to measure lengths more accurately – use cm and mm. * Appreciate and use relationship between mm and cm to convert between mm and cm and mm e.g. 32 mm is equal to 3 cm and 2mm. * Find more efficient methods to calculate perimeter of shapes, e.g. find perimeter of rectangle by adding two lengths then doubling. * Know and use gram equivalents of 1kg, ½ kg, ¼ kg, ¾ kg and 1/10 kg. * Know ml equivalents of 1 litre, ½ l, 1/4l, ¾ l and 1/10 l. Use these to explore containers of different sizes. * Find more efficient methods for finding the area of shapes by counting squares and rectangles e.g. count how many squares are in 1 row (or column), and multiply by the number of rows (or columns). * Use relationship between hours and minutes when calculating (e.g. start time 10:24 am, finish time 12:12 pm, find duration in hours and minutes). * Know there are 60 seconds in 1 minute and use to convert time durations between seconds and minutes and seconds. * Understand patterns within calendar dates; link with 7 times tables. | * Match nets with a range of 3D shapes. * Draw nets and use to construct a range of 3D shapes. * Identify the numerical co-ordinates of given points (first quadrant only). * Calculate direction and amount of turn using simple maps. * Understand need for a standard unit of turn, smaller than a right angle. | * Insert relevant information into a computer database with fields already created. * Use sort and search functions to answers questions with up to 2 criteria. * Discuss the likelihood of particular events occurring, using terms “impossible”, “unlikely”, “likely”, “certain”. |
| 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 | | | |