Term:- 1B Date: November/December 2017

TOPIC - Ourselves

|  |  |  |  |
| --- | --- | --- | --- |
|  | 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. | * 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 in the style of one of those studied. * Use speech bubbles as a way of presenting speech. | * 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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 9999. * Recognise, read and writefractions, identifying numerator and denominator. * Solve a range of addition and subtraction problems, using both written and mental calculations. * Use knowledge of 3,4,5 and 10 times multiplication facts to derive corresponding division facts and use to solve a range of multiplication and division problems. * From 3 given numbers, derive 2 multiplication and 2 division facts. * Use function machines to reinforce quick recall of addition, subtraction, multiplication and division facts. * Add, subtract and multiply amounts of money up to£100 and calculate change required when buying items within this bracket. | * Estimate, measure and record weights using litres and millilitres. * Understand that a square cm is a square where each side is 1cm in length, and that it has an area of 1square cm. * Estimate and measure areas using the square cm as a standard unit, by counting the squares, where the area: * Is an exact number of complete cm squares. * Is made up of whole and half cm squares. * Using analogue and digital clock times to 5 minutes, calculate what time it **will be**, or **was.** E.g. The clock says 9:25. What time was it 20 minutes ago? What time will it be in 15 minutes. | * Identify 3D shapes from 2D drawings. * Use co-ordinates to identify a point. * Sort, name, recognise and describe 2D shapes, using number and length of sides, number of corners, number of right angles, number of lines of symmetry, stating whether they are regular or irregular. | * Interpret pie charts using halves, quarters, thirds, fifths to work out what proportion of the total chart it represents. * Continue to use ICT programmes to represent data in a variety of ways. |
| 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 | | | |