

ENGLISH	MATHEMATICS	SCIENCE	HISTORY.	RE	PSHE	FOREIGN LANGUAGE FRENCH	CREATIVITY	COMPUTING
<p>*Class reader: <i>There's a Viking in my bed - Jeremy Strong.</i></p> <p>Continue collecting Premier League vocabulary to improve own writing. [PL footballs, Working Wall, word lists]. Use of 'How to be a Brilliant Writer' booklets.</p> <p><u>Monday/Tuesday/Wednesday</u> <u>Y3/4/5</u></p> <p><u>Poetry {Weeks 1 -3}</u> Enjoy reading a range of different types of poetry including haikus, limericks, narrative poetry and free verse. Focus poet: Michael Rosen Write own poetry Perform poetry</p> <p><u>The Warrior Troll</u> <u>by Rachael Lindsay</u> {Weeks 4- 7}</p> <p>Read the text to the class over the half term. Use it as a stimulus for written work,</p>	<p>NUMBER FOCUS MONDAY/TUESDAY/WEDNESDAY Y3/4/5</p> <p>FRACTIONS</p> <p>DECIMALS Y4/5</p> <p>PERCENTAGES Y5</p> <p>DIVISION</p> <p>MULTIPLICATION including quick recall of times tables.</p> <p>ADDITION</p> <p>SUBTRACTION</p> <p>PLACE VALUE</p> <p><u>Y6 Monday/Tuesday/Wednesday</u> <u>SATs preparation</u> Revision of written methods - +, -, x, ÷ Fractions Decimals Percentages Prime Numbers Square Numbers Cube Numbers Factors Multiples Place Value Negative Numbers x/÷ by 10/100/1000</p> <p>Practice arithmetic and reasoning tests.</p> <p>Thurs/Friday: REASONING (y6) <u>3D shapes : classifying,</u> <u>vocabulary,nets.</u></p> <p><i>Lead onto ...</i></p> <p><u>Volume of shapes : how to work</u></p>	<p>FORCES & MAGNETS WEEK 7 -SCIENCE FOCUS WEEK</p> <p>Use BBC video clips. <u>{Y3/4}</u> <u>Forces and Magnets</u></p> <p>Lesson 1 I can identify the forces acting on objects.</p> <p>Lesson 2 I can investigate the effects of friction on different surfaces.</p> <p>Lesson 3 I can sort magnetic and non-magnetic materials.</p> <p>Lesson 4 I can investigate the strength of magnets.</p> <p>Lesson 5 I can explore magnetic poles.</p> <p>Lesson 6 I can explain that magnets attract some materials.</p> <p><u>Y3/4 Working Scientifically</u> I can ask relevant questions and answer them by doing investigations and experiments.</p> <p>I can set up simple, practical Enquiries, comparative and fair tests.</p> <p>I can make systematic and careful observations.</p> <p>I can gather, record, classify and present data in a variety of ways to help answer questions.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. I can report on findings from</p>	<p>Next term Geography. <u>The voracious Vikings:</u></p> <p>To research information on the Vikings</p> <p>To make notes about life in Viking Britain</p> <p>To present information that they have researched</p> <p>To use Viking artefacts to make inferences about the Vikings</p> <p>To understand some of the choices that Viking raiders would have faced</p> <p>To find out about the lives of the Vikings To ask and answer questions about an archaeological site</p> <p>To understand some of the strengths and limitations of archaeological evidence and that it can be interpreted in different ways</p> <p>To find out about Viking life</p> <p>Monday Afternoons {DW} Viking research The Vikings in Derbyshire Danelaw Laws and Justice</p>	<p><u>Understanding Christianity:</u> <u>Kingdom of God</u></p> <p>To know what kind of king Jesus was.</p> <p>*To know that Jesus told many parables about the Kingdom of God.</p> <p>*To know that these parables suggest that there will be a future kingdom, where God's reign will be complete.</p> <p>*To know how Christians try to extend the Kingdom of God by challenging unjust structures in their locality and the world.</p> <p>To know what kind of kingdom, the kingdom of God is.</p>	<p><u>Link to value for life :</u></p> <p><u>Bullying:</u> <u>https://www.letteracyshed.com/anti-bullying-shed.html</u></p> <p><u>Use the short films, Wings and 'For the birds' and 'to this day' as a focus for the work on bullying.</u></p>	<p>*To speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>* To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>*To appreciate stories, songs, poems and rhymes in the language :</p> <p>Look at songs and stories in French and work together in TT groups to work out what they mean.</p>	<p><u>Y5/6 {CM}</u> <u>Forest Schools</u> To explore the outdoors: building confidence and independence; encouraging creativity and team work skills. Learn to treat the environment with care and sensitivity.</p> <p><u>MUSIC {TH}</u> Play and perform in solo and ensemble contexts using voices and playing is musical instruments with increasing accuracy, fluency, control and expression.</p> <p><u>Art/ Design and Technology</u> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay). To learn about great artists, architects and designers in history. To research and make Viking jewellery and crafts - patterned beads and brooches.</p>	<p><u>Vikings Webquest</u></p> <p>Using the Internet safely for research.</p> <p>Write a script</p> <p>Filming</p> <p>Interviewing</p> <p>Publishing</p> <p>Preview</p>

<p>speaking and listening and developing reading skills: Make predictions; describe settings; character work including inferring feelings and empathising with the characters; grammar work relating to embedded clauses and fronted adverbials; compare and contrast to modern day life; study the author's language choices; write a diary entry; write an additional chapter in the style of the author; plus lots of speaking and listening opportunities.</p> <p><u>Guided Reading</u></p> <p>POETRY</p> <p>Continue focus on different reading strategies:</p> <ol style="list-style-type: none"> 1. Clarify 2. Summarise 3. Ask Questions 4. Predict <p><u>Comprehension</u></p> <p><u>JG to do written</u></p>	<p>out volume and <u>surface area of 3d shapes.</u></p> <p><u>Missing number equations, number sequences</u></p> <p><i>Lead onto...</i></p> <p><u>Y6 – algebra.</u></p>	<p>enquiries, including oral and written explanations, displays or presentations or results and conclusions.</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can use straightforward scientific evidence to answer questions or to support their findings.</p> <p><u>Forces {Y5/6}</u></p> <p>I can explain that unsupported objects fall towards the Earth because of the force of gravity between the Earth and the falling object.</p> <p>I can identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><u>Y5/6 Working Scientifically</u></p> <p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs.</p>						
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comprehensions CGP
every Thursday pm until
after SATs.

Thurs / Fri:

*Read the story of Beowulf and look at writing ;

* a mini saga in less than 50 words (Young writers)

*an eddic (poem) using alliteration, metaphors/similies.

Spelling

Weekly spelling tests - Read, Write Inc & high frequency words.

VGP

Y3/4/5

- Dictionary Skills
- Thesaurus/ synonyms
- Noun phrases and extended noun phrases
- The difference between plural and possessive 's'
- Apostrophes
- Homophones
- Present perfect form of verbs vs simple past
- Conjunctions
- Pronouns and possessive pronouns
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Y6 preparation for SPAG test. Revision of all

I can use test results to make predictions and to set up further comparative and fair tests.

I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

I can identify scientific evidence that has been used to support or refute ideas or arguments.

I can use scientific vocabulary.

{ASSESSMENT CRITERIA (Y6)}

WINSTER CE PRIMARY SCHOOL KS2 TERM 2 2017/18 Voracious Vikings

grammar and
punctuation.

PE: FRIDAY AFTERNOON : *Gymnastics and Dance (Chris Hills sports)*
WEEKLY SWIMMING: WEDNESDAY AFTERNOON