

ENGLISH	MATHEMATICS	SCIENCE	HISTORY/ GEOGRAPHY	RE	PSHE	FOREIGN LANGUAGE FRENCH	CREATIVITY AFTERNOON [ART DESIGN & TECHNOLOGY MUSIC]	COMPUTING
<p><i>Guided Reading</i></p> <p>Reading strategies continue to focus on :</p> <ol style="list-style-type: none"> 1. Clarify 2. Summarise 3. Ask Questions 4. Predict <p>SPELLING/PHONICS Daily focus following spelling program Read, Write, Inc.</p> <p>Weekly spelling tests - Friday</p> <p>Monday – Grammar and punctuation focus</p> <p>[Follow <i>No Nonsense Grammar</i>]</p> <p>DIFFERENT WAYS TO CONSTRUCT SENTENCES...</p> <p>Strand 1B: Co-ordination and subordination</p> <p>Strand 1C: Sentence Types</p> <p>See <i>No Nonsense Grammar</i> for detailed scheme of work.</p> <p><i>Composition</i></p> <p>Premier League Vocabulary – develop loquacious language tree – classroom wall and in topic books.</p> <p>Tuesday/ Wednesday composition focus</p> <p>Looking after our 'Wonderful World'.</p> <p>Work based around Michael Morpurgo's novel 'The Homecoming'.</p> <p>Write letters to highlight an issue relating to rivers or habitats in the local environment- eg rubbish in local rivers affecting the wildlife/ food chains.</p>	<p>MONDAY/TUESDAY/WEDNESDAY</p> <p>PLACE VALUE</p> <p>ADDITION & SUBTRACTION</p> <p>Y3</p> <p><i>Place Value</i></p> <ul style="list-style-type: none"> • Represent Numbers to 1,000 • 100s, 10s and 1s • Number line to 1000 • Find 1, 10, 100 more or less than a given number • Compare objects to 1,000 • Compare numbers to 1,000 • Order Numbers • Count in 50s <p><i>Addition & Subtraction</i></p> <ul style="list-style-type: none"> • Add and subtract multiples of 100 • Add and subtract 3-digit numbers and ones – not crossing 10 • Add 3-digit and 1-digit numbers – crossing 10 • Subtract a 1-digit number from a 3-digit number –crossing 10 • Add and subtract 3-digit numbers and tens- not crossing 100 • Add a 3-digit number and tens – crossing 100 • Subtract tens from a 3-digit number –crossing 100 • Add and subtract 100 • Spot the pattern • Add and subtract a 2-digit and 3-digit number – not crossing 10 or 100 • Add a 2-digit and 3-digit number – crossing 10 or 100 • Subtract a 2-digit number from a 3-digit number – cross the 10 or 100 • Add two 3-digit numbers – not crossing 10 or 100 • Add two 3-digit numbers- crossing 10 or 100 • Subtract a 3-digit number from a 3-digit number – no exchange • Subtract a 3-digit number from a 3-digit number – exchange • Estimate answers to calculations • Check <p>Y4</p> <p><i>Place Value</i></p> <ul style="list-style-type: none"> • Roman numerals to 100 	<p><u>LIVING THINGS AND THEIR HABITATS</u></p> <p><i>Years 3/4</i></p> <p>Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><u>Working Scientifically:</u> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations. Gathering, recording, classifying and presenting data to help answer questions. Reporting on findings from enquiries. Use results to draw simple conclusions and raise further questions. Use scientific evidence to answer questions and support their findings.</p> <p><i>Years 5/6</i></p> <p>Describe the differences in the life cycles of a mammal, amphibian, insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p><u>Working Scientifically:</u> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries- conclusions. Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Next term: History focus.</p> <p><u>Geography:</u></p> <ul style="list-style-type: none"> • Look at the animal life by the river and how climate etc plays a part in their existence. • Look at the course of a river and its various parts http://www.bbc.co.uk/northireland/forteachers/water/river/footer_picture.shtml • Look at rivers around the world (using Atlases) • Look at Water cycle and how rivers are formed. • Erosion / deposition to alter landscape. 	<p><u>Friendship:</u></p> <p>Link to value for life: Look at friendships in the Bible and what we can learn from this.</p> <p><u>A-cross the world project:</u></p> <p>Look at how crosses vary around the world (Global links) and what the cross means to different people. Link to Art to produce display work.</p>	<p><u>Class code of conduct</u> -</p> <ul style="list-style-type: none"> *why do we need rules? *What should our rules be? *How can we implement our code of conduct? *How can it be rewarded? <p>Class jar of marbles.</p> <p><u>R-Time :</u></p> <p>Working with different partners, to discuss issues. Link to Value for life themes.</p>	<p><u>Introduction for new Y3s:</u></p> <p>Use each others French names</p> <p><u>Greetings:</u> basic conversation - write conversation between 2 characters.</p> <p><u>Weather:</u></p> <p>Describing weather around the world.</p> <p>Y3/4 - create postcards of 3 countries</p> <p>Y5/6 - be weather forecasters</p>	<p><u>Y5/6 Art {TH}</u></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Harvest art work- observational drawing: fruit, vegetables, foliage with pencil, charcoal and pastels.</p> <p><u>Y3/4 Art</u></p> <p>Monet River art work Create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history. Art work based on Monet's River Thames work.</p> <p><u>KS2 MUSIC</u></p> <p>Learn to play the clarinet- led by the Music Partnership.</p> <p><u>Forest Schools</u></p> <p>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>Computer Programming {DW}</u></p> <p>Y5/6</p> <p>Scratch</p> <p>Y3/4</p> <p>Turtle Logo</p> <p>Computing skills will be used to support work across the curriculum including word processing skills and internet research.</p>

WINSTER CE PRIMARY SCHOOL KS2 TERM 1 2018/19 What a Wonderful World/ Rivers and streams/ Habitats / Life cycles.

<p>Non-fiction: Non chronological reports about different habitats– link to science.</p> <p>Black History Month {October}: Newspaper reports and information texts about people who have made a difference.</p> <p>Thurs / Fri :</p> <p><u>POETRY BASED ON RIVERS:</u> *Look at different poems based on rivers and streams. *Focus on powerful adjectives and use of personification. *Write their own river poem using images as a stimulus.</p> <p><u>UNIT OF WORK BASED ON WIND IN THE WILLOWS:</u> <u>KENNETH GRAHAM</u></p> <ul style="list-style-type: none"> • Link to rivers topic and the animals that are depicted in this classic novel – through characterisation. • Look at setting description of life by the river. • Prediction of next part of novel. 	<ul style="list-style-type: none"> • Round to the nearest 10 • Round to the nearest 100 • Count in 1,000s • 1,000s, 100s, 10s and 1s • Partitioning • Number line to 10,000 • 1,000 more or less • Compare numbers • Order numbers • Round to the nearest 1,000 • Count in 25s • Negative numbers <p><i>Addition & Subtraction</i></p> <ul style="list-style-type: none"> • Add and subtract 1s,10s,100s and 1000s • Add two 4-digit numbers – no exchange • Add two 4-digit numbers – one exchange • Add two 4-digit numbers- more than one exchange • Subtract two 4-digit numbers – no exchange • Subtract two 4-digit numbers – one exchange • Subtract two 4-digit numbers- more than one exchange • Efficient Subtraction • Estimate answers • Checking Strategies <p style="text-align: center;">Y5</p> <p style="text-align: center;"><i>Place Value</i></p> <ul style="list-style-type: none"> • Numbers to 10,000 • Roman numerals to 1,000 • Round to the nearest 10, 100 and 1,000 • Number to 100,000 • Compare and order numbers to 100,000 • Round numbers within 100,000 • Numbers to a million • Counting in 10s, 100s, 1,000s, 10,000s and 100,000s • Compare and order numbers to a million • Round numbers to a million • Negative numbers <p><i>Addition & Subtraction</i></p> <ul style="list-style-type: none"> • Add whole numbers with more than 4-digits {column method} • Subtract whole numbers with more than 4-digits {column method} • Round to estimate and approximate • Inverse operations {addition and subtraction} • Multi-step addition and subtraction problems 							
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Y6

Place Value

- Numbers to ten million
- Compare and order any number
- Round any numbers
- Negative numbers

Number: Four Rules

- Add and subtract whole numbers
- Multiply up to a 4-digit by 1-digit number
- Short division
- Division using factors
- Long division
- Common factors
- Common multiples
- Primes
- Squares and cubes
- Order of operations
- Mental calculations and estimation
- Reasoning from known facts

MENTAL ARITHMETIC

DAILY FOCUS

Y3

- Count from 0 in multiples of 4, forward and backward.
- Find 10 more than a given number.
- Add mentally 3-digit number and ones.
- Recall 3 times table.

Y4

- Count from 0 in multiples of 6, forward and backward.
- Count backwards through zero to -5.
- Add mentally any two-digit numbers.
- Recall 6 times table.
- Know division facts for 6 times table.

Y5

- Count from any given number in steps of 100, forward and backward, up to 1 million.
- Round any number (up to 1 million) to the nearest 10.
- Add mentally any two numbers totalling less than 1000.
- Multiply by 10 whole numbers and those involving decimals.
- Apply multiplication tables when multiplying whole numbers mentally.

Y6

- Round any number up to one

- million to the nearest 10 or 100.
- Add mentally numbers totalling more than 1000.
- Multiply and divide by 10 whole numbers and those involving decimals.
- Recall square numbers.

Thurs/Friday:

- *Finding all possibilities problems (linking to topic):*
- Develop systematic approaches to problem solving

**Problem solving :*

- * Look at RUCSAC and using pictures to help solve problems (or bar method)

- *Statistics (relating to rivers)*
- Read and interpret line graphs
- Draw line graphs
- Use line graphs to solve problems
- Read and interpret tables
- Two way tables
- Timetables

- *Statistics Statistics (relating to rivers)*

- Read and interpret line graphs
- Draw line graphs
- Use line graphs to solve problems
- Read and interpret tables

PE: FRIDAY AFTERNOON
WEEKLY SWIMMING: WEDNESDAY AFTERNOON