

Term	Topic:							
Summer 2		<b>Week 1</b> 06/09/18 Two days	<b>Week 2</b> 10/09/18	<b>Week 3</b> 17/09/18	<b>Week 4</b> 24/09/18	<b>Week 5</b> 1/10/18 Assessment week	<b>Week 6</b> 8/10/18	<b>Week 7</b> 15/10/18 Three days
	Topic focus	Geography	Geography	Geography	Geography	Geography	Geography	Geography
	English focus	<b>Big Bang</b>  <b>Read &amp; discuss class text in relation to topic.</b> * ask questions to improve their understanding of a text	<b>Week 2 and 3: Stories from other cultures</b>  *To retrieve information from non-fiction *To explore the structure of dilemma stories *To punctuate direct speech correctly *To use a range of speech verbs *To use adverbs in dialogue *To identify persuasive devices *To use a dictionary to find definitions *To prepare a group performance *To edit and evaluate my writing *To use a thesaurus  <u><b>BIG Write- Week 2</b></u> Persuasive letter  <u><b>BIG Write- Week 3</b></u> Dilemma story	<b>Week 4: Instructions</b>  * To explore the features of instructions. * To rehearse sentences out loud. * To understand and use imperative verbs. * To plan my writing by discussing similar texts.	Assessment Week	<b>Week 6: Instructions</b> *To rewrite a set of instructions * To use the first two or three letters of a word to check its spelling and meaning in a dictionary * To retrieve and record information from non-fiction * To plan my writing by discussing and recording ideas. * To write a set of instructions. (To use organisational features e.g. headings and subheadings/ Use fronted adverbials & commas/ Use causal conjun - range of sentence structures).  <u><b>BIG Write - Week 6:</b></u> Write own instructions.	<b>Week 7: Performance poetry</b>  * Understand the difference between the plural and possessive -s. * Listen to and discuss a wide range of fiction, <u>poetry</u> , plays, non-fiction and reference books or textbooks * To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. * To plan the structure of my writing by looking at writing similar to mine.*To write my own performance poem based on the ones I have read  <u><b>BIG Write- Week 7:</b></u> Write own rap rainforest performance poem	

<p><b>Maths focus</b></p>	<p><u>Place Value</u> Identify represent and estimate numbers using different representations</p> <p>Recognise in place value each digit in three digit numbers (100s,10s, 1s)</p> <p>Find 10 more or 10 less of a given number</p> <p>Compare and order numbers up to 1000</p> <p>Read and write numbers up to 1000 in numerals and in words</p> <p>Count from 0 in 4, 8, 50 and 100.</p> <p>Solve problems and practical problems using place value.</p>				<p><u>Addition and subtraction</u> Add and subtract numbers mentally</p> <p>Add and subtract numbers using formal methods</p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p>			
<p><b>Science</b></p>	<p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p><b>Label and explore parts of plant</b></p>	<p>To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow)</p> <p><b>Investigation to find out what plants need to grow well</b></p>	<p>To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</p> <p><b>Presenting findings-making observations</b></p>	<p>To investigate the way in which water is transported within plants</p> <p><b>Observing the transport of food colouring through a flower stem</b></p>	<p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><b>Name the different parts of a flower and explain their role in pollination and fertilisation</b></p>	<p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><b>Ordering and describing the stages of the life cycle of a flowering plant.</b></p>		
<p><b>Geography</b></p>	<p><b>Big Bang:</b> artwork &amp; carousel activities</p>	<p>To understand what a rainforest is and where they are.</p> <p><b>Location of countries - atlas.</b></p>	<p>To explore the layers of vegetation in rainforests</p> <p><b>Physical characteristics.</b></p>	<p>To understand the climate of a tropical rainforests</p> <p><b>Similarities and differences of forests.</b></p>	<p>To learn about the indigenous tribes of the rainforests</p>	<p>To understand the threats to the rainforests</p> <p><b>Land use. Changes over time.</b></p>		
<p><b>Computing</b></p>	<p>Understand computer networks and their opportunities - the world wide web.</p> <p><b>Use internet to research &amp; create Popplet for Topic.</b></p>	<p>Understand computer networks and their opportunities - the world wide web.</p> <p><b>What are networks?</b></p>	<p>Understand computer networks and their opportunities - the world wide web.</p> <p><b>How devices &amp; the Internet are connected to a network?</b></p>	<p>Understand computer networks and their opportunities - the world wide web.</p> <p><b>How does data travel across the Internet? What is the Internet used for?</b></p>	<p>Understand computer networks and their opportunities - the world wide web.</p> <p><b>How can data be encrypted?</b></p>	<p>Understand networks and their opportunities - the world wide web.</p> <p><b>How does encryption work? Understand the importance of safety on the Internet</b></p>		

P.E.	Invasion games and swimming						
French <b>All about me</b>	To say hello and goodbye in French; say what you are called	To say what you are called; ask others what they are called; identify a question word in French	To use some French greetings; ask how someone is; say how you are	To recognise some family words in French; introduce your own family	To count up to 12 in French	To say your age and ask others how old they are	Assessment/Recap
Music <b>Let Your Spirit Fly</b>	To sing a song	To sing a song and play instrumental parts within the song	To sing a song and improvise using voices and/or instruments within the song	To sing a song and perform composition(s) within the song	To prepare a song for performance	To give feedback and adapt song	
Art/ DT	Art - Rosseau rainforest paintings Use sketch books to record observations and to revisit and evaluate ideas. Improve their mastery of techniques and materials. <b>2 x 1.5hr lessons.</b>			Dioramas of a rainforest apply understanding of how to strengthen, stiffen and reinforce more complex structures. Design - generate, develop and communicate ideas. Make - select from and use a wide range of materials and components. Evaluate - against a list of design criteria and consider the views of others to improve their work. <b>2 x 1.5hr lessons.</b> <a href="http://www.3dgeography.co.uk/rainforest-dioramas">http://www.3dgeography.co.uk/rainforest-dioramas</a> <a href="https://www.youtube.com/watch?v=WUGTWSljQ2M">https://www.youtube.com/watch?v=WUGTWSljQ2M</a>			

**PSHE/ SEAL**

New beginnings - Class charter, worry cards, getting to know you, growth mind set

**Any possible Community Links, visits or visitors**

To compare habits of Rainforests to local habitat

**Big Bang**

Art work - creating display piece of rainforest animals, then carousel activities linked to Topic.

**R.E. week focus**

Christianity and prayer

TOPIC  
Rainforests



**Ideas for home**

Design a rainforest animal for a rainforest. Compare weather in the UK to Madagascar.

**Books/ texts that can support learning**

The Great Kapok tree

**Social understanding  
(Internet/ Social Media/ Citizenship)**

Research rainforests as part of big bang and computing lessons.

**Class story**

The Great Kapok Tree  
by Lynne Cherry

