

Curriculum Learning plan: Term 4 CYCLE A

Learning Sequence	1	2	3	4	5	6
Key question/ Focus						
English	<p>To explore our class text and key characters in detail.</p> <p>The Great Kapok Tree.</p>	<p>World Book Day!</p> <p>To explore the text The Day The Crayons Quit.</p> <p>To write a letter inspired by our class text.</p>	<p>To rewrite a new story using inspiration from our author and skills we have learned so far.</p>	<p>To explore our class text and the features of a non-fiction text.</p> <p>The Great Kapok Tree.</p>	<p>To review and revise what I know about using direct speech. To explore the use of reported speech.</p>	<p>To write a newspaper report to explain the impact of deforestation.</p>
Maths	<p>Geometry</p> <ul style="list-style-type: none"> • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. • Revise properties of 2-D shapes from Y2 – including lines of symmetry. • Revisit identifying horizontal and vertical lines and pairs of perpendicular and parallel lines. • Accurate measuring with ruler for cm, mm. • Measuring right angles. • Measure the perimeter of simple 2-D shapes. 		<p>Fractions</p> <ul style="list-style-type: none"> • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators, • Recognise and show, using diagrams, equivalent fractions with small denominators. • Add and subtract fractions with the same denominator within one whole. • Compare and order unit fractions, and fractions with the same denominators. • Solve problems that involve all of the above. 		<p>Multiplication and Division</p> <ul style="list-style-type: none"> • Count from 0 in multiples of 4, 8 • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. • Interpret and present data using bar charts, pictograms, and tables. • Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. 	
Science Plants	<p>To name and describe the functions of different parts of a flower.</p>	<p>To know the requirements of plants for life and growth.</p>	<p>To investigate how water is transported through a plant.</p>	<p>To know which parts of the plant are used in the life cycle.</p>	<p>To identify different pollinators in our local area.</p>	<p>To investigate what happens to a plant when factors are removed.</p>
Geography Why are rainforests important to us?	<p>Where in the world are tropical rainforests?</p> <p>To describe and give examples of a biome and find the location and some features of the Amazon rainforest.</p>	<p>What is the Amazon rainforest like?</p> <p>To describe the characteristics of each layer of a tropical rainforest.</p>	<p>Who lives in the rainforest?</p> <p>To understand the lives of indigenous peoples living in the Amazon rainforest.</p>	<p>How are rainforests changing?</p> <p>To describe why tropical rainforests are important and understand the threats to the Amazon.</p>	<p>How is our local woodland used?</p> <p>Data collection</p> <p>To understand how local woodland is used using a variety of data collection methods.</p>	<p>How is our local woodland used?</p> <p>Findings</p> <p>To analyse and present findings on how local woodland is used.</p>
DT Cooking and nutrition: Eating seasonally	<p>Food around the world</p> <p>To explain why food comes from different places around the world.</p>	<p>Seasonal food</p> <p>To explain the benefits of seasonal foods.</p>	<p>Cutting and peeling</p> <p>To develop cutting and peeling skills.</p>	<p>Tasting seasonal ingredients</p> <p>To evaluate seasonal ingredients.</p>	<p>Making a mock-up</p> <p>To design a mock-up using criteria.</p>	<p>Evaluating seasonal tarts</p> <p>To evaluate a dish.</p>
RE What is the trinity and why is it important to Christians?	<p>Can I recognise a gospel?</p> <p>To recognise what a gospel is and give an example of the kinds of stories it contains.</p>		<p>Can I explain what texts say about baptism and Trinity?</p> <p>To offer suggestions about what texts about baptism and Trinity mean.</p>	<p>Can I explain what texts mean to Christians today?</p> <p>To give examples or what these texts mean to some Christians today.</p>	<p>Can I describe how Christians show their belief in the Trinity in different ways?</p> <p>To describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.</p>	<p>Can I make links and express some of my ideas?</p> <p>To make between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of your own about what Christians believe God is like.</p>

PE Indoors	I can perform a variety of shapes with good control of my body.	I can begin to perform jumps which involve a turn.	I can use and Perform a teddy bear roll, with and without a partner.	I can perform point and patch balanced and recognise what these are.	I can perform a bunny hop across a mat and run onto benches and apparatus.	I can perform a short sequence on the mats using the skills I have practised.
PE Outdoors	To be able to move my body in position to throw and catch a ball.	To be able to control a ball on a racket when moving at varying speeds.	To hit a ball into a target with one bounce.	To hit a ball across the floor with my forehand and backhand positions.	To play a modified game using skills we have learned.	To play adapted game with some rule variations to begin to apply basic skills.
PSHE/RSHE Citizenship	Play a game competitively and fairly and evaluate other's quality of play, being gracious in victory and defeat. Evaluate their own and others' work, suggesting thoughtful and appropriate improvements. Lead simple games, acting as a referee.	Rights and responsibilities To understand the responsibilities of both children and adults to help all children benefit from their rights	Recycling To understand the environmental benefits of recycling	Local community groups To understand the groups which make up the community	Charity To understand that charities care for others and how people can support them	Local democracy To begin to understand how democracy works in the local area
Music	Clarinet To practise my skills using a musical instrument. To use my skills to perform a piece of music.					
Computing Video trailers (Digital literacy)	Planning a book trailer To plan a book trailer.	Filming To take photos or videos that tell a story.	Editing the trailer To edit a video.	Transitions and text To add text and transitions to a video.	Video reviewing To evaluate video editing.	
French (KS2) French Transport	French transport language detectives To be able to compare French with English and identify words that are cognates.	How shall we travel in France? To make changes to simple phrases and perform a song to an audience.	On the road in France To be able to adapt, ask and answer questions about a picture prompt.	Travel the French speaking world To be able to describe a journey to different French-speaking countries around the world.	Journey to a French school To be able to conduct a survey in French and select an appropriate method to present the results.	