

Term 4 – What’s Cooking?

	Year 1 – 2 2015-2016	Year 1 – 2 2014-2015	Year 3 – 4 2015-2016	Year 3 – 4 2014-2015	Year 5 – 6 2015-2016	Year 5 – 6 2014-2015
English	<p>Fiction: Contemporary fiction – stories reflecting children’s own experience Write a series of sentences to retell events based on personal experience.</p>	<p>Fiction: Stories with recurring literary language - use as a model to write new stories.</p>	<p>Fiction: Letter writing – complaining to a restaurant</p>	<p>Fiction: Issues and Dilemmas – Dinner Ladies Don’t Count Bullying issues – narrative writing (BFI film clip)</p>	<p>Fiction: Instructions – recipes Recounts Extended writing</p>	<p>Fiction: Flashback narrative using film clip of The Piano.</p>
	<p>Non-Fiction: Instructions: following a practical experience, write up the instructions for a simple recipe</p>	<p>Non-Fiction: Report writing/instructions</p>	<p>Non-Fiction: Instructions for growing tomatoes</p>	<p>Non-Fiction: Instructions and recipes</p>	<p>Non-Fiction: Persuasive writing – link to healthy eating</p>	<p>Non-Fiction: Persuasive writing – linked to cooking Advertisements Recount writing – link to science/DT</p>
	<p>Poetry: Rhyming couplets Recite familiar poems by heart.</p>	<p>Poetry: Write own calligrams (shape poems)</p>	<p>Poetry:</p>	<p>Poetry: Creating images</p>	<p>Poetry:</p>	<p>Poetry: Poetry from other cultures - linked to Caribbean</p>
	<p>Grammar: learn how to use both familiar and new punctuation sentences with different forms past and present tense connectives and clauses</p> <p>Handwriting: form lower case letters correctly start using joins write capital letters and digits correctly use spacing</p>	<p>Grammar: learn how to use both familiar and new punctuation sentences with different forms past and present tense connectives and clauses</p> <p>Handwriting: form lower case letters correctly start using joins write capital letters and digits correctly use spacing</p>	<p>Grammar: To use the term “comma” appropriately and to understand the function of commas in sentences through: noting where commas occur in reading and discussing their functions in helping the reader to become aware of the use of commas in marking grammatical boundaries within sentences To understand the basic conventions of speech punctuation through: identifying speech marks in reading beginning to use speech marks in own writing using capital letters to mark the start of direct</p>	<p>Grammar: To use commas to mark grammatical boundaries within sentences Link this to work on editing and revising own writing To use apostrophes to mark possession through: Identifying possessive apostrophes in reading and to whom or what they refer Understanding the basic rules for apostrophising singular nouns, e.g. the man’s hat; for plural nouns ending in “s”, e.g. The doctors’ surgery and for irregular plural nouns e.g. children’s playground Distinguishing between uses of the apostrophe for contraction and possession To begin to use the apostrophe appropriately in their own writing</p>	<p>Grammar: From reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks To extend knowledge, understanding and use of verbs, focussing on: Tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will Forms: active, interrogative, imperative Person: 1st, 2nd, 3rd, Identify and classify examples from reading Experimenting with transforming tense/form/person in these</p>	<p>Grammar: To conduct detailed language investigations through interviews, research and reading e.g. of proverbs, language change over time, dialect, study of headlines. To identify, understand and form complex sentences through, e.g.: Using different connecting devices Reading back complex sentences for clarity of meaning, and adjusting as necessary Evaluating which links work best Identifying main clauses Using appropriate punctuation</p>

			<p>speech to use the term “speech marks” beginning to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence</p> <p>To use capitalisation for new lines in poetry</p>		<p>examples – discuss changes that need to be made and effects on meaning</p>	
Maths	<p>Maths: Missing numbers Intervals of time Thirds</p>	<p>Maths: Missing numbers Intervals of time Thirds</p>	<p>Rainbow Maths: Elsum Educational Drivers: 10 more and 10 less 100 more and 100 less Measuring (length and angles) Tenths Adding efficiently (formal method) Telling the time Money (multiplying and dividing emphasis)</p>	<p>Rainbow Maths: Elsum Educational Drivers: Our number system (inc. the ‘Story of Zero’) Comparing angles Equivalents (fractions and decimals) Multiplication (formal method) Perimeter Rounding</p>	<p>Rainbow Maths: Elsum Educational Drivers: Negative numbers Short division (formal method) Calculating with fractions Perimeter and area Spotting patterns (square numbers) Angles</p>	<p>Rainbow Maths: Elsum Educational Drivers: Missing numbers Perimeter and area (parallelograms and triangles) Calculating with decimals Mixed operations Volume and capacity Ratio</p>
Science	<p>Science:</p>	<p>Science: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Science: Plants and parts of plants. Life cycles and requirements for life Grow tomatoes</p>	<p>Science: Digestive system and teeth</p>	<p>Science: Health & Lifestyles Systems of the body</p>	<p>Science: Reversible and irreversible changes Mixtures and solutions Separating materials Changes of state Changes to form new substances</p>
History	<p>History:</p>	<p>History:</p>	<p>History: Tudor banquets</p>	<p>History:</p>	<p>History:</p>	<p>History:</p>
Geography	<p>Geography: Food from hot and cold areas of the world, where are those areas.</p>	<p>Geography: Name and locate world’s oceans Where our food comes from, including mapping the journey of food using symbols.</p>	<p>Geography:</p>	<p>Geography: The mountain environment including volcanoes and earthquakes</p>	<p>Geography: Canada – biomes and economic activity Weather, settlements, Niagara Falls, Rockies, Canadian Indians, Prairies</p>	<p>Geography: North America including the Caribbean: Human and Physical features; States of the USA; Comparative study of UK and USA looking at ; Human Geography</p>

:RE	RE: RE Discovery- Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	RE: RE Discovery-Christianity Is it true that Jesus came back to life again?	RE: RE Discovery- Christianity What is 'good' about Good Friday?	RE: RE Discovery- Christianity Is forgiveness always possible?	RE: RE Discovery-Christianity Did God intend Jesus to be crucified and if so was Jesus aware of this?	RE: RE Discovery: Christianity Is Christianity still a strong religion 2000 years after Jesus was on Earth?
Computing	Computing: We are photographers	Computing: We are TV chefs	Computing: Using Office Suite and Rising Stars unit	Computing: Using Office Suite and Rising Stars unit	Computing: Using Office Suite and Rising Stars unit	Computing: Using Office Suite and Rising Stars unit
Art/DT	Art: Use drawing, painting and sculpture – make fruit and veg sculptures Learn about designers and craftsmen Develop techniques of colour, pattern, design, line, shape, form and space	Art: Still Life – use drawing and painting (fruit and veg).. Learn about a range of artists, craftsmen and designers	Art: Vegetable prints Pictures using food	Art: Abstract art : Mondrian, Klee, Klimt	Art:	Art:
	DT: Design and make a pizza	DT: Design and make fruit smoothies	DT: Food packaging for a healthy snack	DT: Understand seasonality Prepare and cook savoury dishes	DT: Cook savoury dishes for a healthy and varied diet Bread products	DT: Savoury dishes – research Caribbean cuisine – spices
Music	Music: Songs and music connected to music from countries looked at in Geography.	Music: Use percussion instruments (conventional and non-conventional) to explore the sounds of the kitchen and recreate them in a composition. Listen to and respond to the March Past of the Kitchen Utensils.	Music: Medieval music Banquets & feasts – link to History Listening to and exploring medieval music and dance Song-writing using examples from John Dowland	Music: <i>'If music be the food of love...'</i> Exploring great composers and how and why they have become so admired over the years inc Mozart, Beethoven, Bach, Vivaldi, Tchaikovsky et al.	Music: World music – linked to food/regions Food songs Create a performance using rhythmic ostinato based on a favourite food	Music: Steel drums – carnival music, Caribbean music Create a jingle for a savoury dish Use and understand basics of standard notation
PE	PE: Dance	PE: SCL- Team games Dance	PE:	PE: Gymnastics Competitive games	PE: Swimming Dance – linked to Carnival	PE: Circuit training Pulse rates

MFL	French	French	French: Food related vocabulary	French: Food and ingredients	French: What is your favourite food? Colours	French: Visiting France: Food and drink vocabulary Ordering food in a restaurant
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