

Term 5 – Animal Magic

	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	Fiction: Traditional Tales - Fairy tales Write a re-telling of a traditional story.	Fiction: Traditional Tales - Myths and Fables Write a creation myth based on ones read e.g. how the zebra got his stripes.	Fiction: Animal adventures	Fiction: Jungle Book Why the Whales Came Charlotte’s Web Reading and narrative writing	Fiction: Animal stories – Michael Morpurgo, Dick King Smith, CS Lewis	Fiction: War Horse; Extended narrative; Letter writing linked to War Horse
	Non-Fiction: Reports	Non-Fiction: Instructions Write a series of fiction-based instructions (i.e. ‘How to trap an ogre’) including diagrams.	Non-Fiction:	Non-Fiction: Discussion – should animals be kept in zoos?	Non-Fiction: Persuasive writing – Jane Goodall – endangered species	Non-Fiction: News report
	Poetry: Vocabulary building Read, write and perform free verse (e.g. nonsense poems)	Poetry: Vocabulary building Read, write and perform free verse (e.g. nonsense poems)	Poetry: Conversation poems Performance poetry	Poetry: Exploring form: Blake – ‘Tyger, Tyger’ – creating own poem using a different animal	Poetry:	Poetry: Using similes
	Grammar: learn how to use both familiar and new punctuation sentences with different forms past and present tense connectives and clauses Handwriting: form lower case letters correctly start using joins write capital letters and digits correctly use spacing	Grammar: learn how to use both familiar and new punctuation sentences with different forms past and present tense connectives and clauses Handwriting: form lower case letters correctly start using joins write capital letters and digits correctly use spacing	Grammar: To understand the differences between verbs in the 1 st , 2 nd , and 3 rd person, e.g. I/we do, you do, he/she/does, they do, through Collecting and categorising examples and noting the differences between the singular and plural persons Discussing the purposes for which each can be used Relating to different types of text, e.g. 1 st person for diaries and personal letters, 2 nd person for instructions and directions, 3 rd person for narrative, recounts Experimenting with transforming sentences and noting which words	Grammar: To understand the significance of word order, e.g. : some re-orderings destroy meaning; some make sense but change meaning; sentences can be reordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones To recognise how commas, connectives and full stops are used to join and separate clauses. To identify in their writing where each is more effective	Grammar: To identify the imperative form in instructional writing and the past tense in recounts. To use this awareness when writing for these purposes To use further punctuation marks: colon, semi-colon, dashes, brackets To use punctuation marks accurately in complex sentences To use punctuation effectively to sign post meaning in longer and more complex sentences To be aware of the differences between spoken and written language, including: The need for writing to make sense away from immediate context The use of punctuation to replace intonation, pauses,	Grammar: To secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects. To become aware of conditionals through: Using reading to investigate conditionals, e.g. using <i>if...then</i> , <i>might</i> , <i>could</i> , <i>would</i> , and their uses, e.g. in deduction, speculation, supposition Using these forms to construct sentences which express, e.g. possibilities, hypotheses Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options

			need to be changed		gestures The use of complete sentences	and their outcomes (future)
Maths	Odds and evens (2s, 5s, 10s) The same as (equivalence) Forwards and backwards (inverse operations)	Odds and evens (2s, 5s, 10s) The same as (equivalence) Forwards and backwards (inverse operations)	Rainbow Maths: Elsum Educational Drivers: Counting in multiples (inc 50s & 100s) Adding and subtracting fractions Volume and capacity Subtracting efficiently (formal method) Durations of time Scaling	Rainbow Maths: Elsum Educational Drivers: Area Multiplying and dividing by 10 & 100 Factors Scaling Time Going below zero	Rainbow Maths: Elsum Educational Drivers: Rounding decimals Volume and capacity Going for 100% Remainders Units of time Scaling	Rainbow Maths: Elsum Educational Drivers: Sequences Calculating with fractions Calculating percentages Remainders Angles Scaling
Science	Science: Observe changes of the day and the season Focusing on UK animals, explore and compare the differences between things that are living, dead, and things that have never been alive ☑ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ☑ identify and name a variety of plants and animals in their habitats, including micro-habitats ☑ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Science: Observe changes of the day and the season Looking at animals from around the world, explore and compare the differences between things that are living, dead, and things that have never been alive ☑ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ☑ identify and name a variety of plants and animals in their habitats, including micro-habitats ☑ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Science: Animals and skeletons Fossils	Science: Classify living things Food chains	Science: Life cycles of plants and animals David Attenborough Jane Goodall	Science: Light and shadows

History	History:	History:	History:	History: History timeline overview	History:	History:
Geography	Geography: Use four compass directions and simple vocabulary. (mapping habitats)	Geography: Use simple field work and observational skills to study the immediate environment (mapping habitats- google earth)	Geography: Different climates/rivers Animal adaptations	Geography:	Geography: Deserts and the equator Arctic weather	Geography: Rainforest biomes Deforestation, changes of land use Economic activity Distribution of resources
RE	RE: RE Discovery-Judaism Is Shabbat important to Jewish children?	RE: RE Discovery-Islam Does going to a mosque give Muslims a sense of belonging?	RE: RE Discovery-Sikhism Do Sikhs think it is important to share?	RE: RE Discovery: Judaism What is the best way for a Jew to show commitment to God?	RE: RE Discovery: Hinduism Do beliefs in karma, samsara and moksha help Hindus lead good lives?	RE: RE Discovery: Islam Does belief in Akhirah help Muslims lead better lives?
Computing	Computing: We are treasure hunters.	Computing: We are zoologists – bug hunt data	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: Printing (animal patterns and footprints). Look at the work of famous artists e.g. Rousseau	Art: To master techniques (Making clay animal sculptures) Franz Marc	Art: Animal sculptures in clay Collage with sticks/leaves Half and half animals	Art: Tiger in rainstorm – Henri Rousseau Aboriginal animal art techniques	Art:	Art:
	DT:	DT:	DT: Design and make an animal and its habitat	DT:	DT: Jack in the Box – animals – mechanisms, CAMS, pull along duck, cutting, measuring, sewing	DT: Puppets based on War Horse stage play using variety of mechanisms and materials
Music	Music: Make and combine sounds; We're Going on a Bear Hunt	Music: Traditional animal songs and nursery rhymes Make and combine sounds using instruments to create sounds for minibeasts and bugs	Music: Peter and the Wolf Read the story with the music, identify characters and recognise their musical themes and explore how instrumentation is used to match character. Design costumes and staging (cross-curricular Art/DT).	Music: Songs of the Jungle Book looking at performance techniques and creating instrumental accompaniments.	Music: Explore how a variety of composers create musical pictures of animals inc Saint-Saen's Carnival of the Animals, RK's Flight of the Bumble Bee and Delius' On Hearing the First Cuckoo. Listen to Isao Tomita's version of Chickens by Mussorgsky and explore how to take an existing piece of music and develop it.	Music: War Horse – create a soundtrack for a scene from the play to accompany puppets

PE	PE: Swimming SCL-Team games	PE: Swimming SCL-Team games	PE: Swimming SCL - Competitive games	PE: Swimming SCL - Athletics/Competitive games	PE: Swimming SCL - Athletics/Competitive games	PE: Swimming SCL – Athletics/Competitive games
MFL	French	French	French: Names of pets	French: Farm and jungle animal names and habitats	French: Names of pets and animals Hobbies involving animals Visiting the zoo	French: Going to the vets Parts of an animal Reading a children's animal picture book in French and creating own version.