



## Year 3/4/5/6 Planning 2018-2019 (Autumn 2) Year C

Topic theme	ANGRY EARTH Things that stay the same, things that change. Finding a safe place / relationship when things change around me or bad things happen?		
Highlighted Subject	Natural disasters, pressure in relationships, changing materials		
Comm 5/6	See yellow highlights throughout		
Comm 3/4	See yellow highlights throughout		
Spelling 5/6	<p><b>See 6 week programme planning 5 lessons spread over 2 weeks</b></p> <p><b>Homophones ('ce'/'se')</b></p> <p><b>Endings that sound like '-cious' or '-tious'</b></p>	<p><b>Punctuation and grammar</b></p> <p>Use hyphens, colons and semi-colons.</p> <p>Reported speech (She said that she was hungry).</p> <p>Passive and active voice</p> <p>Author's voice</p> <p>Colons and semi-colons</p> <p>Commas for lists</p> <p>Parenthesis – brackets, dashes or commas, embedded clauses</p>	<p><b>Strategies for learning words: Words from statutory and personal spelling lists</b></p> <p>advice / advise, practice/ practise, device / devise, licence / license, prophecy / prophesy</p> <p>precious, delicious, vicious, malicious, suspicious, ferocious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p> <p>Revise homophones: Of, off, there, their, they're, our, are, which, witch,</p> <p><b>They!</b></p>
Spelling 3/4	<p><b>See 6 week programme planning 5 lessons spread over 2 weeks</b></p> <p>Revise Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</p> <p>Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey)</p> <p>Prefixes 'mis-' and 're-'</p> <p>The /r/ sound spelt 'y'</p> <p>Proofreading</p> <p>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p>	<p><b>Punctuation and grammar</b></p> <p>Inverted commas/speech marks for direct speech.</p> <p>Capital letters to start direct speech</p> <p>Use the comma after the reporting clause (e.g. Harry said, " ) and end with punctuation within the inverted commas (e.g. The conductor shouted, "Sit down!")</p> <p>Use commas after fronted adverbials (e.g. Quickly, she ran down the road)</p> <p>Practise using commas to mark clauses (e.g. Because it was raining, I wore my wellies.)</p>	<p><b>Strategies for learning words: Words from statutory and personal spelling lists</b></p> <p><b>Don't won't can't shouldn't wouldn't couldn't I'm I've they've Their there they're should've could've would've we're it's Misbehave mislead mis-spell redo refresh reappear return Redecorate</b></p> <p><b>Egypt, myth, pyramid, gym, mystery, rye, league, tongue, antique, unique, mystique</b></p>
Read 5/6	<p><b>Key Skills:</b> Distinguish between statements of fact and opinion (formality of writing and reliability of source). Make comparisons within and across books. Recommend books to peers, giving reasons for choices.</p>	<p><b>Narrative:</b> Natural disasters</p> <p>Shared text: News reports natural disasters</p> <p>The Hatchet – Gary Paulsen</p>	
Read 3/4	<p><b>Key Skills:</b></p> <p><b>Narrative:</b> Predict from details stated and implied. Discuss words and phrases that capture the imagination. Identify main ideas drawn from more than one paragraph and summarise these. Read further exception words, noting the spellings.</p> <p><b>Poetry:</b> Prepare poems to read aloud with expression, volume, tone and intonation. Recognise some different forms of poetry. <b>Understand the meaning of some phrases beyond the literal interpretation.</b></p>	<p><b>Poetry texts:</b> Geography based poetry Christmas Play Poetry</p> <p><b>Narrative:</b> Natural disasters</p> <p>Shared text: Book Study – Michael Morpurgo Running Wild – recount of a boy after a tsunami</p>	
Write 5/6	<p><b>Key Skills:</b></p> <p>Identify the audience and purpose for writing. Choose the appropriate form of writing using the main features identified in reading. Plan, draft, write, edit and improve. Use the techniques that authors use to create characters, settings and plots. Write cohesively at length. Write sentences</p>	<p><b>Narrative</b> Natural Disasters</p> <ul style="list-style-type: none"> <li>- Definitions of natural disasters</li> <li>- Recounts</li> <li>- Story/ Diary (survival kit – bullet points)</li> </ul>	

	that include brackets and parenthesis. Write sentences that use a mixture of active and passive voice. Use bullet points. Use a thesaurus. Punctuate bullet points consistently. Use a colon to introduce a list. Use brackets, dashes or commas to indicate parenthesis. Use grammatical terms 'brackets', 'dash', 'parenthesis', 'colon', 'bullet point'. <b>Use adventurous and sophisticated vocabulary.</b>	
Write 3/4	<p><b>Key Skills:</b>  <b>Narrative</b>  Use techniques to create characters and settings. Plan write edit and improve. Create characters, settings and plots. Use a range of descriptive phrases including some collective nouns. Write sentences that include conjunctions, adverbs, direct speech (punctuated correctly), clauses and adverbial phrases. Use and punctuate direct speech. Use terminology 'direct speech', 'inverted commas or speech marks'.</p> <p><b>Performance Poetry:</b>  Use the main features of a type of writing. Compose and rehearse sentences orally. Read aloud writing to a group or whole class, using appropriate intonation. <b>Use intonation to emphasise grammar and punctuation when reading aloud.</b></p>	<p><b>Performance Poetry:</b> Earth, Geography based poetry / Christmas?  <b>Narrative:</b> Natural disasters</p>
Maths 5/6	See separate plans A2 – E2	
Maths 3/4	See separate plans A2 – E2	
Science 5/ 6 Context: Yr 5 Properties and changes of materials	Continued. <b>Understand how to answer questions that require more than a 'yes/ no' answer.</b>	
Science 3/4 Context: Yr 3 Rocks	Compare and group together different kinds of rocks on the basis of their appearance and simple, physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter <b>Science extended writing opportunity: News Report on a fossil discovery using key vocabulary and explanation of how the fossil may have been formed</b>	
Humanities 5/6 Context: Angry Earth, Flooding, drought and Natural Disasters	<p><b>Explain the meaning of words, offering alternatives.</b>  Read Geography Programme of Study aims and attainment:  Use maps, atlases, globes and digital / computer mapping to locate countries and describe features. Name and locate earthquake zones and volcanoes in North and South America (including mountains). Describe how locations around the world are changing and describe some of the reasons for change. Describe geographical diversity across the world. Describe and understand key information about volcanoes and earthquakes.  History: Use sources of evidence to deduce evidence about the past. Select suitable sources of evidence giving reasons for choices. Use dates and times accurately in describing events. Vocabulary to communicate: dates, times periods, era, chronology, continuity. Change, century, decade, legacy. Use original ways to present information and ideas.  <b>Geography extended writing opportunity: Plate tectonics around the world</b></p>	
Humanities 3/4 Context: Angry Earth, Flooding, drought and natural disasters	<p><b>Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</b> Read Geography Programme of Study aims and attainment:  Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features. Locate earthquake / volcano sites in Europe and identify their main physical and human characteristics. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and date time zones. Describe some characteristics of these geographical areas.  <b>Geography extended writing opportunity: Science extended writing focus</b></p>	
DT / Art 5/ 6 Context: Food – for family and friends?	Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. Understand the importance of correct storage and handling of ingredients (including micro-organisms). Measure accurately and calculate ratio of ingredients (Maths). Create and refine recipes. Chilli (include vegetarian option).	
DT / Art 3/4 Food – for family and friends?	Prepare ingredients using appropriate utensils, measure ingredients, follow a recipe, assembly cooking ingredients, controlling the temperature of the hob, design evaluate and improve, design with purpose by identifying reasons for design, make products by working efficiently, refine working techniques, refine work techniques as work progresses, continually evaluating product design.	
Computing 5/6 Context: Searching	Use technology safely respectfully and responsibly. Use search technologies effectively and appreciate how results are selected and ranked. Be discerning in evaluating digital content. Understand computer networks including the internet. How they can provide multiple services including the WWW and the opportunities they provide for communication and collaboration. Use filters to make use of a more effective search. Understand that search engines use a cache copy of the crawled web to select and rank results. Use a range of search engines to find information. Appreciate that search engines rank pages based on the number and quality of inbound links.	
Computing 3/4: Searching	Can search for information within a single site. Can understand that search engines select pages according to keywords found in the content. Can use a standard search engine to find information. Can understand that search engines rank pages according to relevance.	
RE 5/6 Context: Jesus	<p><b>Negotiate and compromise by offering alternatives.</b>  To understand and begin to evaluate the diversity of belief in different religions, nationally and globally (Yr 5)  To understand and evaluate the diversity of belief in different religions, nationally and globally (Yr 6)</p>	

	Begin to respond thoughtfully to a range of sacred writings/ stories. Provide good reason for what they mean to different faith communities (Yr 5) Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts (Yr 6)
RE 3/4 Context: Church People	<b>Seek clarification by actively seeking to understand others' points of view. Respectfully challenge opinions or points, offering an alternative.</b> Understand what it looks like to be a person of faith (Yr 3) To begin to understand the diversity of belief in different religions, nationally and globally (Yr 4) Suggest and find meanings behind different beliefs and practices (Yr 3) Respond to meanings behind different beliefs and practices (Yr 4)
PSHE 5/6 Myself and my relationships 16	Be able to identify the special people in their networks and to recognise how their networks have changed and developed. <ul style="list-style-type: none"> <li>• have developed ways of beginning new friendships and of maintaining existing ones during times of change.</li> <li>• recognise and value differences between people and how that can be a positive aspect of their friendships.</li> <li>• have strategies for managing some of the pressures in relationships.</li> <li>• understand the importance of groups within friendships and recognise some of the pressures which can occur in group situations.</li> <li>• know how to get support from people they trust and how they can support other people.</li> </ul>
PSHE 3/4 Citizenship 7	<b>Bring stories to life with expression and intonation. Read the audience to know when to add detail and when to leave it out.</b> Be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others. <ul style="list-style-type: none"> <li>• recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.</li> <li>• know about groups and communities that exist locally, and the roles some people play in the community.</li> <li>• understand some different forms the media can take and some of what it does.</li> <li>• understand some of the needs of and how to care for the local environment.</li> <li>• know about the needs of animals, including pets, and the responsibilities of humans towards them.</li> </ul>
Class Assemblies 5/6	Year 5/6 Anti-Bullying: define bullying including the key characteristics and forms of bullying, understand and be able to compare and contrast different forms of bullying i.e. physical, verbal, indirect, cyberbullying, recognise similarities and differences in the bullying behaviours of girls and boys, understand personal factors or circumstances that may cause someone to engage in bullying or become a target of bullying, understand prejudice driven bullying.
Class Assemblies 3/4	Year 3/4 Anti-Bullying: understand the key characteristics of bullying, understand different forms of bullying including cyberbullying, understand a range of reasons why bullying happens, To understand how bullying can occur when people do not value and respect difference and diversity.
PE 5/6 Outdoor Context: Football skills	Are able to pass the ball with control 3-4 metres apart and can dribble the ball showing consistent control. Can pass the ball with control 3-4 metres apart and can dribble and shoot showing consistent control. Can pass the ball with control and can dribble, shoot and tackle showing consistent control and use space effectively. Can pass the ball with control and can dribble, shoot and tackle showing consistent control and use space effectively. Pupils successfully complete the set core task and play effectively in the game. Play 5v5 tournament
PE 3/4 Context: Football skills	Be accurate and have control when dribbling and passing in small-sided competitive games. Be able to control the ball when dribbling and passing and tackle successfully Know where and when to pass successfully avoiding the defender(s). Be able to control the ball when dribbling and passing through and towards targets. Be able to keep possession of the ball as a small team and aim/ score towards a target. Attempt the core task which is to pass the ball to a nominated player in the end zone of a pitch.
PE 5/6 Indoor Context: Gym Press & Co	To select 2 press and go actions showing different shapes and perform them with clarity. To link 2 press and go short movement phrases to create a continuously moving sequence showing variations in speed, level and direction. To create a rebound phrase linking 3 different types of jump and show various ways of involving apparatus in the performance of rebound actions. To involve 2 pieces of apparatus in various ways in the performance of a rebound action and 2 press and go actions showing natural transitions. To create a continuously moving floor and apparatus sequence including a rebound action and 2 press and go actions showing clarity. To remember, improve and perform a continuously moving floor and apparatus sequence including a rebound action and 2 press and go actions showing clarity.
PE 3/4 Context: Gym Principle of Balance	To apply the Principles of Balance to make balances easier or more challenging to control. To adapt an existing movement phrase or create a new movement phrase to show smooth transitions between balances. To link balances covering different levels and to involve a bench in the performance of balances. To explore ways of performing balances using large apparatus and explain how this affects the Principles of Balance. To explore transitions into and out of balances on large apparatus and link the best ideas into movement phrases using other actions. To remember, improve and perform a movement phrase linking balances on the floor and apparatus.
Music 5/6	Perform solos or as part of an ensemble. Sing or play expressively and in tune. Read and create notes on the musical stave. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices including melody, rhythm and chords. Describe and appraise music: sense of occasion, expressive, solo, rounds, harmonies.
Music 3/4	Sing in tune. Maintain a simple part within a group. Recognise the notes EGBDF and FACE on the musical stave. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Evaluate music using musical vocabulary to identify areas of like and dislike.
MfL 5/6 TBC	Follow the simple text of a familiar song or story and sing or read aloud. Follow the text of familiar rhymes and songs identifying the meaning of words. Read aloud the text of familiar rhymes and songs. Use the correct form of the definite article in singular and plural sentences. Read and show understanding of a complex sentence using familiar language. Read and show understanding of a series of complex sentences using familiar language.
MfL 3/4 TBC	Join in with actions to accompany familiar songs, stories and rhymes and say some of the words. Listen and identify rhyming words and particular sounds in songs and rhymes. Listen and demonstrate understanding of words in songs and rhymes. Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural. Read and show understanding of familiar single words. Read and show understanding of familiar phrases and short sentences.

Enrichment Opportunities:

- Survival evening at BCPS
- Making own chilli (slow cooker)
- Den building

Extension Opportunities:

- Invite a guest speaker (explore/mountaineer)
- Project on plate tectonics around the World