



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

Topic theme	Reinventing the Wheel		
Highlighted Subject	Persuasive writing, healthy lifestyles, e-safety.		
Comm 5/6	Use a mixture of sentence lengths to add interest to discussions and explanations. Use intonation to emphasise grammar and punctuation when reading aloud.		
Comm 3/4	Narrate detailed and exciting stories. Use the conventions and structure appropriate to the type of story being told. Interweave action, character descriptions, settings and dialogue.		
Spelling 5/6	<p>See 6 week programme planning 5 lessons spread over 2 weeks</p> <p>Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)</p> <p>Proof reading</p> <p>Generating words from prefixes and roots</p> <p>Apostrophes for possession</p>	<p>Punctuation and grammar</p> <p>Contractions</p> <p>Bullet points</p> <p>Second person</p> <p>Imperative verb</p> <p>Colon and semi colon</p> <p>Commas</p> <p>Layout devices</p> <p>Relative clauses</p> <p>Synonym and antonym</p> <p>Expanded noun phrases</p> <p>Parenthesis</p>	<p>Strategies for learning words: Words from statutory and personal spelling lists</p> <p>Aisle / isle, Allowed / aloud, Effect / affect, Herd / heard, Past / passed</p> <p>Muscle / mussel</p> <p>Ascent / assent, Alter / altar, Steel / steal, Led / lead</p> <p>Don't won't can't shouldn't wouldn't couldn't I'm I've they've</p> <p>Their there they're should've could've would've we're it's</p>
Spelling 3/4	<p>See 6 week programme planning 5 lessons spread over 2 weeks</p> <p>Prefixes 'super-' and 'auto-'</p> <p>Strategies at the point of writing: homophones</p> <p>Words with the /k/ sound spelt 'ch' (Greek in origin)</p> <p>Proof reading</p>	<p>Punctuation and grammar</p> <p>Write sentences that include clauses and conjunctions.</p> <p>Use connectives which signal time, shift attention, inject suspense and shift the setting.</p> <p>Use range of descriptive phrases including some collective nouns.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Paragraphs to organise ideas around a theme</p> <p>Revisit the full stop to speed up and slow down the text</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas in lists</p>	<p>Strategies for learning words: Words from statutory and personal spelling lists</p> <p>supermarket, superman, superstar, supernatural, autograph, automobile</p> <p>autobiography, autopilot</p> <p>Two, too, to, piece, peace, here, hear, reign, rain, rein, stationary, stationery, week, weak.</p> <p>echo, chorus, character, chemist, scheme,</p>
Read 5/6	<p>Key Skills: Asking questions to improve their understanding. Summarising the main ideas drawn from more than one paragraph, identify key details that support the main ideas.. Identifying key details. Identifying how language structure and presentation contribute to meaning. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Ask questions to improve understanding. Identify and discuss conventions.</p>		<p>Persuasive writing: texts to be sourced related to chosen inventors (update plan when sourced)</p> <p>Shared text: Clockwork – Phillip Pullman</p>
Read 3/4	<p>Key Skills: Skim, scan, retrieve and record information.</p> <p>To ask questions to improve understand of a text. Explain and discuss understanding of reading, maintaining focus on the topic. Discuss words and phrases that capture the imagination. Recall and summarise the main ideas.</p> <p>Read further exception words, noting the spellings.</p>		<p>Persuasive writing: Looking at persuasive texts for inventions from history. Adverts</p> <p>Shared text: Papa's Mechanical Fish</p> <p>By: Candace Fleming? Mrs Armitage on Wheels by Quentin Blake, Copperrickle The invention by Wouter Van Reek</p>
Write 5/6	<p>Key Skills:</p> <p>Persuasive writing: Choose the appropriate form of writing using the main features identified in</p>		<p>Shared Text: Clockwork – Phillip Pullman</p> <p>Persuasive writing: Adverts and write to persuade buyers re. their own invention ideas.</p>

	reading. Plan, draft, write, edit, improve. Create vivid images by using alliteration, similes, metaphor and personification. Write paragraphs that make sense if read alone. Write sentences that include modal verbs. Use relative pronouns. Ensure clear object / subject used. Use modal verbs or adverbs to indicate degrees of possibility. Use expanded noun phrases to convey complicated information concisely. Vary the length and structure of sentences.	Advertising (persuasive letters and adverts to sell and apply for manufacturing of electronic prototype car [DT]). Hamilton Trust planning. Write reply based on original letters.
Write 3/4	<p>Key Skills</p> <p>Persuasive writing: Use the main features of a type of writing (identified in reading) Use alliteration effectively. Use similes effectively. Organise paragraphs around a theme. Write sentences that include direct speech, punctuated correctly (e.g. quotes). Place the possessive apostrophe accurately in words with regular plurals e.g. girls' and in words with irregular plurals e.g. children's. Use possession by using the possessive apostrophe with plural nouns. Ensure clarity re. vowels / consonants. Ensure term 'clause' and 'adverb' understood. Use a variety of sentences lengths to add interest to discussions.</p>	Shared text: See reading Persuasive writing: texts to be sourced related to chosen inventors (update plan when sourced)
Maths 5/6	See separate plans A1 – E1	
Maths 3/4	See separate plans A1 – E1	
Science 5/6 Context: Yr 6 Evolution and Inheritance	Recognise that living things have changed over time. Understand that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents. Identify how animals and plants have adapted to suit their environment in different ways. Describe how adaptation leads to evolution. Provide evidence of evolution	
Science 3/4 Context: Electricity continued	Identify common appliances that run on electricity. Construct a simple series electrical circuit identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators and associate metals with being good conductors. Use a variety of sentence lengths to add interest to explanations.	
Humanities 5/6 Context: British inventors and inventions	<p>Stephenson and his Rocket Steam Train (Trains, railway, Tube line) Wright Brothers (Duxford) Buses!!!! London Transport Museum – Bus for the Future</p> <p>History Key skills: Given a broad overview of life in Britain. A study of an aspect or theme in British History that extend pupils chronological knowledge beyond 1066. Understand the concept of continuity and change over time. . Vocabulary to communicate: dates, times periods, era, chronology, continuity. Change, century, decade, legacy. Use original ways to present information and ideas.</p> <p>Geography key skills: To understand the need for development in transport links in London (canals).</p> <p>Extended writing opportunity: Non-chronological report about different types of transport.</p>	
Humanities 3/4 Context: British inventors and inventions	<p>Use evidence to ask questions and find answers to questions about the past Suggest suitable sources of evidence for historical enquiry Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ</p> <p>Suggest causes and consequences of some of the main events and changes in history Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain Compare some of the times studied with those of other areas of interest around the world Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Place events, artefacts and historical figures on a timeline using dates</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline Use dates and terms to describe events</p> <p>To communicate historically Use appropriate historical vocabulary to communicate including: dates, time period, era, change, chronology Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</p> <p>Geography - Describe and understand key facts about economic activity such as trade links in the UK.</p> <p>Describe and explain distribution of natural resources including energy, food, minerals and water.</p>	
DT / Art 5/6 Context: Matisse Paper Craft	<p>To improve their mastery of art and design techniques including drawing painting and sculpture, with a range of materials (Paper craft) . To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Modern design using websites below as a starting point. Scalpels needed *****</p> <p>http://www.designsponge.com/2013/02/25-amazing-papercut-artists.html</p> <p>https://weburbanist.com/2008/12/02/papercraft-creative-paper-art-design-sculpture/</p>	
DT / Art 3/4 Context: Matisse Paper Craft British collage Lowry	<p>Develop ideas from starting points throughout the curriculum Collect information, sketches and resources Explore ideas in a variety of ways Comment on artworks using visual language</p> <p>Adapt and refine ideas as they progress Use different hardnesses of pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas Use hatching and cross-hatching to show tone and texture Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow Select and arrange materials for a striking effect</p> <p>Ensure work is precise Use coiling, overlapping, tessellation, mosaic and montage Replicate some of the techniques used by notable artists, artisans and designers</p> <p>Create original pieces that are influenced by studies of others</p>	

Computing 5/6 E-safety – context to shared project??	Can demonstrate that they can act responsibly when using the internet. Can discuss the consequences of particular behaviours when using digital technology. Know a range of ways to report concerns and inappropriate behaviour in a range of contexts. Can decide whether digital content is reliable and unbiased. Can work collaboratively with classmates on a class website or blog. Can show that they can think through the consequences of their actions when using digital technology. Can identify principles underpinning acceptable use of digital technologies. Can form an opinion about the effectiveness of digital content. Can use online tools to plan and carry out a collaborative project. Can work collaboratively with classmates on a shared project, making useful contributions and providing feedback to others.
Computing 3/4 E-safety – context to shared project??	Can use digital technology safely and show respect for others when working online. Can recognise unacceptable behaviour when using digital technology. Know who to talk to about concerns and inappropriate behaviour in school. Can decide whether a web page is relevant for a given purpose or question. Can use email and videoconferencing in class. Can demonstrate that they can act responsibly when using computers. Can understand the difference between acceptable and unacceptable behaviours when using digital technology. Know who to talk to about concerns and inappropriate behaviour in school and at home. Can decide whether digital content is relevant for a given purpose or question. Can work collaboratively with classmates on a shared project, making useful contributions and providing feedback to others.
RE 5/6 Context: Beliefs and their actions in the world	. Debate, using relevant details to support points. Begin to make connections between different belief and practices of all religions (Yr 5) Make links and compare stories, beliefs and practices from different religions including differences and similarities (Yr 6)
RE 3/4 Context: Neighbours	. Engage in discussions, making relevant points. Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong (Yr 3) Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong (Yr 4)
PSHE 5/6 Healthy and Safe Lifestyles 21	Understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity. <ul style="list-style-type: none"> • be able to state that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important. • be able to explain that different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves. • understand the benefits of physical activity for promoting health. • understand that behaviour, routines and a variety of influences affect their lifestyle choices. • explain that a healthy lifestyle includes physical, social and emotional health and how they can take responsibility for their own health.
PSHE 3/4 Healthy and Safe Lifestyles (11)	Be able to give an example of a physical, a social and an emotional risk. <ul style="list-style-type: none"> • be able to give an example of how their friends might affect their decisions about risky situations. • be able to name some emotions they might feel in a risky situation and how these might affect their body. • be able to explain a strategy they could use for decision making in risky situations. • be able to suggest ways of reducing risk in everyday situations and recognise ways of preventing accidents. • be able to name some people they could ask for help in a risky situation. • be able to recognise an emergency and suggest suitable action.
Class Assemblies 5/6	Year 5/6 Anti-Bullying: understand the feelings of all those involved in a bullying situation including those who are bullied, perpetrators, followers and bystanders and how this might affect the way they think and behave, understand strategies for responding to bullying, including how to respond assertively, understand the role of peer pressure in a bullying situation and how bystanders can become defenders or colluders when responding to bullying.
Class Assemblies 3/4	Year 3/4 Anti-Bullying: understand the feelings of people who are bullied, bystanders and people who bully and how this might affect the way they think and behave, understand strategies for keeping themselves safe from bullying including how to respond assertively, understand strategies for responding to bullying in a range of contexts.
PE 5/6 Outdoor Context: Net Games Tennis	Strike a moving ball to a partner. Serve tennis ball to a partner. Choose the appropriate spot to hit the ball. Hit a tennis ball with accuracy . Begin to learn and understand the rules of tennis. Understand Some tennis tactics . Play a game of tennis using tactics and rules
PE 3/4 Context: Net Games Tennis	Are able to self-feed the ball to a partner and strike the ball towards a partner/target with some accuracy. Can strike a moving ball towards a partner/target with accuracy. Can regularly send a moving ball towards a partner with some accuracy and move in to the ready position. Can regularly choose where to send a moving ball towards a partner with some accuracy. Can regularly choose where to send a moving ball towards a partner with increasing accuracy. Complete the core task successfully, with control and accuracy.
PE 5/6 Indoor Context: Gym Pair Compositions	To link different types of gymnastics actions into a matching pair sequence performed in unison. To incorporate matching and mirroring within a pair sequence and perform it with moments of unison and canon. To incorporate a moment of meeting and parting within a pair sequence which shows 2 – 4 different partner relationships. To improve the quality of performance of a pair sequence which incorporates moments of copying and complementing. To adapt a pair sequence to show variety in speed, level and direction and to create a new compositionally developed sequence incorporating 6 – 8 actions. To remember, improve and perform a compositionally developed sequence incorporating 6 – 8 actions.
PE 3/4 Context: Gym Hand Apparatus	Can perform a short movement phrase and link to the class motif showing contrasting dynamics, shapes, levels and travel. Can perform a short movement phrase and link to the class motif showing contrasting dynamics, shapes, levels and travel. Can perform a series of movement phrases and the class motif showing contrasting dynamics, shapes, levels and travel, working as a group. Can perform a series of movement phrases and the class motif showing contrasting dynamics, shapes, levels and travel, working as a group. Can perform a series of movement phrases and the class motif showing contrasting dynamics, shapes, levels and travel, working as a group. Perform a group dance showing contrasting dynamics, formations, levels, techniques and travel with control.
Music 5/6	Sustain a drone or a melodic ostinato to accompany singing. Identify drones and cyclic patterns in music. Use drones and melodic ostinati (based on pentatonic scale)
Music 3/4	Use drones as accompaniments. Play notes on an instrument with care so they are clear.
MfL 5/6 TBC	Understand the gist of an unfamiliar text using some familiar language. Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help. Engage in a short conversation using familiar questions and express opinions. Produce positive and negative sentences with high frequency verbs and pronouns.
MfL 3/4 TBC	Join in with the words of a rhyme, song or story sometimes from memory. Name objects and actions and link words with a connective in a simple rehearsed statement. Use familiar vocabulary to say simple sentences to give information using a scaffold. Use the 1st and 2nd person pronouns with a regular verb.

