

**All living things and their habitats**

**Linked class text- Kensuki's Kingdom**

	Week 1 (7 <sup>th</sup> September)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English  Planned writing opportunities from class novel Kensuke's Kingdom	<p><b>Oracy</b> <b>Debate:</b> <i>Is sailing around the world with your family a good thing?</i></p> <p>Write a balanced argument about sailing around the world.</p> <p><u>Grammar Focus</u> Using more sophisticated groups of conjunctions and openers.</p>	<p>Write a balanced argument about sailing around the world.</p> <p><u>Grammar Focus</u> Using more sophisticated groups of conjunctions and openers.</p>	<p>Letter to friend Eddie Dodds describing experience at sea (informal style).</p> <p><u>Grammar Focus</u> Using adverbs that indicate degree or possibility (e.g. <i>really, surely, completely</i>).</p>	<p>Diary entry in the role of dad (Michael falls overboard).</p> <p><u>Grammar Focus</u> Use wider range of increasingly sophisticated fronted adverbials for 'when' and 'where' as 'openers'</p> <p>Use a wider range of fronted adverbials for 'how'</p>	<p>Two contrasting descriptions of the island: on a calm, sunny day and on a stormy day.</p> <p><b>Oracy</b> <b>debate:</b> <i>Is Kensuke a friend or foe?</i></p> <p><u>Grammar Focus</u> Teach longer sentences for detail and shorter sentences for effect</p>	<p>Character description (Kensuke)</p> <p><u>Grammar Focus</u> Use relative clauses that begin with who, which, where, when, whose</p> <p>Use punctuation for parenthesis.</p>	<p>Persuasive advert in the role of Estate Agent (Cave for sale).</p> <p><u>Grammar Focus</u> Use prepositions to indicate position and direction</p> <p>Use colons to start a list</p>
Geography	Locating key	Research the	Research the	Select one of the	Select one of	Presentation	Parent drop in to

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	<p>countries the main character travels to on a world map. Identify other key countries such as UK and the continents.</p> <p><b>KPI</b></p> <p>I can name and locate countries and cities of the United Kingdom, I can name and locate some of the world's countries, including the United Kingdom, Europe (including the location of Russia), <b><u>North and South America</u></b></p>	<p>countries he visits and <b>create a fact file</b>, identify geographical features as well cultural and religious.</p> <p><b>KPI</b></p> <p>I can name and locate some of the major cities in these countries</p> <p>I can identify some:</p> <ul style="list-style-type: none"> <li>• human and physical characteristics of a region</li> <li>• topographical features of a region (including hills, mountains, coasts and rivers)</li> <li>• land-use patterns of a region</li> </ul> <p>I understand how some of these aspects have changed over time.</p>	<p>countries to visit and <b>create a fact file</b>, identify geographical features as well cultural and religious.</p> <p><b>KPI</b></p> <p>I can name and locate some of the major cities in these countries</p> <p>I can identify some:</p> <ul style="list-style-type: none"> <li>• human and physical characteristics of a region</li> <li>• topographical features of a region (including hills, mountains, coasts and rivers)</li> <li>• land-use patterns of a region</li> </ul> <p>I understand how some of these aspects have changed over time.</p>	<p>countries visited and compare and contrast the environment to the UK. Eg: weather/climate, terrain. Compare mountains, rivers etc</p> <p><b>KPI</b></p> <p>I can name and locate some of the major cities in these countries</p> <p>I can identify some:</p> <ul style="list-style-type: none"> <li>• human and physical characteristics of a region</li> <li>• topographical features of a region (including hills, mountains, coasts and rivers)</li> <li>• land-use patterns of a region</li> </ul> <p>I understand how some of these aspects have changed over time.</p>	<p>the countries visited and <b>compare and contrast the environment to the UK.</b></p> <p><b>How and why places are similar and different from other places in the same country and elsewhere in the world?</b></p> <p><b>Dialogic talk</b></p> <p><b>KPI</b></p> <p>I can identify some similarities and differences of a region within <b><u>North or South America compared to the UK</u></b></p>	<p>of learning. Children can decide how they want to present this information eg: Big book, power point, role play etc</p> <p>Computing Recording, creating and manipulating music and sound. Links with music.</p> <p>Combine text, data, graphics, video and sound.</p>	<p>watch children's presentations.</p>
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<p>Science</p> <p><b>Trip to Black Hills week 2 to observe habitats.</b></p> <p><b>KPIs Scientific Skills:</b> recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms</p>	<p>Know that all living things share the seven life processes.</p> <p>Identify living things in local area - compare different habitats of the animals that live there eg: pond woodlands, micro habitats etc</p> <p><b>KPIs</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms,</p>	<p>Group and classify living things according to common observable characteristics and similarities and differences</p> <p>Group in broad categories and smaller categories.</p> <p><b>KPIs</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Group and classify living things according to common observable characteristics and similarities and differences</p> <p>Use classification keys for classifying both plants and animals</p> <p><b>Talk thread- Why do we need to classify living things as we do?</b></p> <p><b>KPIs</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Group and classify living things according to common observable characteristics and similarities and differences</p> <p>Use classification keys for classifying both plants and animals</p> <p><b>KPIs</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Describe and research an animal found on Kensuke's island i.e. stinging jellyfish, orang-utan</p> <p>Include information on food chains/food webs.</p> <p>Use description of features and online research to classify animal.</p> <p><b>Write a Non chronological report of selected animal.</b></p> <p><b>How do animals that</b></p>	<p>Describe and research an animal found on Kensuke's island i.e. stinging jellyfish, orang-utan</p> <p>Include information on food chains/food webs.</p> <p>Use description of features and online research to classify animal.</p> <p><b>Write a Non chronological report of selected animal.</b></p>	<p>Design own 'new' creatures to fit into the Animalia classification system.</p> <p>Art links: sketch new creature</p>
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<p>such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>				<p>live in different parts of the world compare to those in the UK?</p>		
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<p>D.T</p>	<p>Design and create a habitat for their chosen sea creature.</p> <p>Children have several clear design ideas, including step-by-step lists of what needs to be done and lists of resources to be used</p>	<p>Design and create a habitat for their chosen sea creature. Use a range of materials in own design.</p> <p>Consider using a pulley system to create movement. Can identify which parts support and strengthen simple structures, and use this in designing, making and evaluating</p>	<p>Evaluate their Design and record any adaptations to the original design and why.</p> <p>Evaluate their own and other children's work identifying what is and what is not working, including appearance. They can also express opinions and make reasoned judgements</p> <p>Can make suggestions for alternative methods of construction if necessary</p>	<p>Design a pop up science fact book about an animal researched.</p> <p>Adding a range of movement from pulls to flaps, children come up with several designs and step by step instructions on how the movement will be created.</p>	<p>Design a pop up science fact book about an animal researched.</p> <p>Adding a range of movement from pulls to flaps, children come up with several designs and step by step instructions on how the movement will be created.</p>	<p>Evaluate their pop up science fact book.</p> <p>Identifying what is and what is not working, including appearance. They can also express opinions and make reasoned judgements</p> <p>Can make suggestions for alternative methods of creating movement if necessary</p>	<p>Parents event: children present finished work.</p>
<p>Art</p>	<p>Linked to science work children complete an observational drawing of animals in our local area including mini beast. Drawings have to be detailed.</p> <p>Must consider scale and</p>	<p>Linked to D.T habitat</p> <p>Use mixed media in their work to arrange and rearrange colours, shapes and texture for effect before completion of the final composition</p> <p>Can explore and experiment to plan and collect source material for work</p>	<p>Linked to D.T habitat</p> <p>Use mixed media in their work to arrange and rearrange colours, shapes and texture for effect before completion of the final composition</p> <p>Can explore and experiment to plan and collect source material for work</p>	<p>Linked to D.T and Science.</p> <p>Children use a range of drawing skills including: select different techniques for different purposes: shading. using tonal contrast And consider scale and proportion.</p>	<p>Linked to D.T and Science. Children use a range of drawing skills including: select different techniques for different purposes: shading. using tonal contrast And consider</p>	<p>Linked to D.T and Science. Children use a range of drawing skills including: select different techniques for different purposes: shading. using tonal contrast And consider scale and</p>	

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	<p>proportion in drawings. Can use a range of drawing media (different grades of pencil, pastel, charcoal etc.)</p>	Can develop their work taking into account purpose.	Can develop their work taking into account purpose		scale and proportion.	proportion.	
<p>PSHE</p> <p>Visitors to support the teaching of online safety and knife crime: PC Luke and PC John from West Yorkshire Police</p>	<p><b>KPIs:</b></p> <p><b>Risk</b> I can give examples of an emotional risk and a physical risk.</p> <p>I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.</p> <p><b>Health</b> I can explain why</p>	How to keep safe online – children design a poster with key safety messages.	How to keep safe online – children add photos and key messages from their learning with PC Luke & PC John in class book.	<p>What is a risk? Children record the different types of risks they know about.</p> <p><b>Dialogic talk:</b> Are all risks bad? Should we never take a risk?</p>	<p><b>What is a drug?</b> Illegal and legal drugs – sort pictures/info into whether it is legal or illegal.</p>	<p>Facts about smoking and alcohol – true or false?</p> <p>Create presentation in small groups i.e. using power point to explain the effects of substances and drugs (including alcohol and tobacco).</p>	<p>Discuss/record reasons for why people might drink alcohol.</p> <p>Discuss/record reasons for why people might smoke cigarettes.</p> <p>Explore techniques for resisting peer pressure (create short role play, cartoon strip).</p>

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	<p>some people believe that more young people drink alcohol than actually do (misperceive the norm).</p> <p>I understand which, why and how, substances and drugs (including alcohol and tobacco) could damage my health &amp; safety that some are legal, some are restricted and some are illegal to own.</p>						
<p>RE</p> <p>Overarching question for the term: <b>Why are there different beliefs about God?</b></p> <p><b>Cross curricular links:</b> History, Geography</p>	<p>Children express initial thoughts about religious beliefs using key questions.</p>	<p>Understand how Islam began and still is evolving today.</p> <p>Understand what Muslims believe about God. <b>What do the Muslims believe about God (Allah)?</b> <b>How do Muslims practice Islam in today's society?</b></p>	<p>Understand how Islam began and still is evolving today.</p> <p>Understand what Muslims believe about God. <b>How did Islam begin?</b> <b>What are the Islamic beliefs?</b></p> <p><b>How do you know?</b> <b>How do Muslims practice Islam in today's society?</b></p>	<p>Understand how Christianity began and is the major religion.</p> <p>Understand what Christians believe about God.</p> <p><b>What do Christians believe about God and the Bible?</b> <b>How do Christians practice Christianity in</b></p>	<p>Understand how Christianity began and is the major religion.</p> <p>Understand what Christians believe about God. Compare to Islam and their beliefs</p>	<p>Understand how Sikhism began.</p> <p>Understand what the key beliefs are about God for Sikhs.</p> <p><b>What do Sikhs believe about God?</b> <b>How do Sikhs practice</b></p>	<p>Compare to Islam/Christianity and their beliefs about God. <b>What are the similarities?</b></p>

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			The story of the revelation of the Quran.	today's society?	about God. What are the similarities?	their religion in today's society?	
<p><b>History KPIs:</b>                      Note connections, contrasts and trends over time.                      Confidently use appropriate historical terms to talk about their work -                      Understand how knowledge of the past is constructed from a range of sources. -                      Compare accounts of events from different sources.                      Link sources and work out how conclusions are arrived at.                      Consider ways of checking the accuracy of interpretations - fact or fiction and opinion.                      Be aware that different evidence will lead to different conclusions.                      Compare life in early and late times studied.</p>	To arrange events from the past in chronological order	<p><b>Who were the first people in Britain?</b></p> <p><b>How do we know about people from the past?</b>                      Focus on archaeology and evidence                      Use Cresswell Craggs website to take notes.</p>	<p><b>Who were the first people in Britain?</b></p> <p><b>How do we know about people from the past?</b>                      Focus on archaeology and evidence                      Deduce information about stone age artefacts.</p>	<p><b>What did people do in the new stone age?</b></p> <p><b>Why did people stop using stone as their main tool?</b></p> <p>Research information about Skara Brae using key questions.</p>	<p>Children to create a visitor's guide for Skara Brae using information gathered. (create using Purple Mash).</p>	<p>Compare different homes from the Paleolithic, Mesolithic and Neolithic times.</p>	<p>What did people eat in the Stone Age and how did their diet change?                      How would they have known which foods were edible and which ones were not?</p> <p>Children to design a menu for a Stone Age day.                      Was the diet healthy? (links to Science).</p>

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Compare beliefs and behaviour with another time studied. Use evidence to support and illustrate an explanation.							
Computing	<b>Computing</b> Recording, creating and manipulating music and sound. Links with music.  Combine text, data, graphics, video and sound – linked to Geography.						

Yellow highlights are planned writing opportunities across the curriculum. Red writing are deeper questions to probe the children.