

All living things and their habitats

Linked class text- Kensuke's Kingdom

	Week 1 (7 th September)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Planned writing opportunities from class novel Kensuke's Kingdom	<p>Introduction to the Writing Rainbow</p> <p>Sentence Stacker lessons based around the film 'The Present'.</p> <p><u>Grammar Focus</u></p> <p>Use a wider range of increasingly sophisticated fronted adverbials.</p>	<p>Sentence Stacker lessons based around the films 'One Small Step' and 'Paperman'</p> <p><u>Grammar Focus</u> Building more complex sentences using subordinate clauses.</p> <p>Introducing Kenning style metaphors and hyphens.</p>	<p>Sentence Stacker lessons based around the film 'Paperman'.</p> <p>Independent Write - Diary Entry</p> <p><u>Grammar Focus</u> Use colons to start a list.</p> <p>Using repetition for effect.</p>	<p>Kensuke's Kingdom Diary entry in the role of dad (Setting sail up to Michael falls overboard).</p> <p><u>Grammar Focus</u> Use prepositions to indicate position and direction.</p> <p>Using modal verbs to indicate degrees of possibility.</p>	<p>Kensuke's Kingdom Diary entry in the role of dad (Setting sail up to Michael falls overboard).</p> <p><u>Grammar Focus</u> Structuring informal speech</p> <p>Introducing pathetic fallacy.</p>	<p>Kensuke's Kingdom</p> <p>Independent Write including editing time.</p>	<p>Kensuke's Kingdom</p> <p>Setting description</p> <p><u>Grammar Focus</u> Use prepositions to indicate position and direction</p> <p>Use colons to start a list</p>
Geography	<p>Locating key countries the main character travels to on a world map. Identify</p>	<p>Research the countries he visits and create a fact file, identify geographical features as well cultural and religious.</p>	<p>Research the countries to visit and create a fact file, identify geographical features as well cultural and religious.</p>	<p>Select one of the countries visited and compare and contrast the environment to the UK. Eg: weather/climate, terrain.</p>	<p>Select one of the countries visited and compare and contrast</p>	<p>Presentat ion of learning. Children can decide how they want to present</p>	<p>Parent drop in to watch children's presentations.</p>

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	<p>other key countries such as UK and the continents.</p> <p>KPI</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), <u>North and South America</u></p>	<p>KPI</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"> • human and physical characteristics of a region • topographical features of a region (including hills, mountains, coasts and rivers) • land-use patterns of a region <p>I understand how some of these aspects have changed over time.</p>	<p>KPI</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"> • human and physical characteristics of a region • topographical features of a region (including hills, mountains, coasts and rivers) • land-use patterns of a region <p>I understand how some of these aspects have changed over time.</p>	<p>Compare mountains, rivers etc</p> <p>KPI</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"> • human and physical characteristics of a region • topographical features of a region (including hills, mountains, coasts and rivers) • land-use patterns of a region <p>I understand how some of these aspects have changed over time.</p> <p>-</p>	<p>the environment to the UK.</p> <p>How and why places are similar and different from other places in the same country and elsewhere in the world?</p> <p>Dialogic talk</p> <p>KPI</p> <p>I can identify some similarities and differences of a region within <u>North or South America compared to the UK</u></p>	<p>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>	
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<p>Science KPIs Scientific Skills: 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 such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas</p>	<p>Know that all living things share the seven life processes. Identify living things in local area - compare different habitats of the animals that live there eg: pond woodlands, micro habitats etc KPIs 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</p>	<p>Group and classify living things according to common observable characteristics and similarities and differences Group in broad categories and smaller categories. KPIs 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 Use classification keys for classifying both plants and animals Talk thread- Why do we need to classify living things as we do? KPIs 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</p>	<p>Group and classify living things according to common observable characteristics and similarities and differences Use classification keys for classifying both plants and animals KPIs 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</p>	<p>Describe and research an animal found on Kensuke's island i.e. stinging jellyfish , orang-utan Include information on food chains/food webs. Use description of features and online research to classify animal. Write a Non chronological report of selected animal. How do animals that live in different</p>	<p>Describe and research an animal found on Kensuke's island i.e. stinging jellyfish , orang-utan Include information on food chains/food webs. Use description of features and online research to classify animal. Write a Non chronological report of selected animal.</p>	<p>Design own 'new' creatures to fit into the Animalia classification system. Art links: sketch new creature</p>
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<p>or arguments.</p>	<p>animals. Give reasons for classifying plants and animals based on specific characteristics.</p>		<p>plants and animals based on specific characteristics .</p>	<p>.</p>	<p>parts of the world compare to those in the UK?</p>		
<p>D.T</p>	<p>Design and create a habitat for their chosen sea creature. 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. Consider using a pulley system to create movement. Can identify which parts support and strengthen simple structures, and use this in designing, making and</p>	<p>Evaluate their Design and record any adaptations to the original design and why. 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 Can make</p>	<p>Design a pop up science fact book about an animal researched. 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. Adding a range of movement from pulls to flaps, children come up with several designs and step by step instructions</p>	<p>Evaluate their pop up science fact book. Identifying what is and what is not working, including appearance. They can also express opinions and make reasoned judgements</p>	<p>Parents event: children present finished work.</p>

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		evaluating	suggestions for alternative methods of construction if necessary		ons on how the movement will be created.	Can make suggestions for alternative methods of creating movement if necessary	
Art	<p>Linked to science work</p> <p>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 proportion in drawings. Can use a range of drawing media (different grades of pencil, pastel, charcoal</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>Can develop their work taking into account purpose.</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>Can develop their work taking into account purpose</p>	<p>Linked to D.T and Science.</p> <p>Children use a range of drawing skills including: select different techniques for shading. using tonal contrast</p> <p>And consider scale and proportion.</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</p> <p>And consider scale and proportion.</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</p> <p>And consider scale and proportion.</p>	

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	etc.)						
<p>PSHE</p> <p>Visitors to support the teaching of online safety and knife crime:</p> <p>PC Luke and PC John from West Yorkshire Police</p>	<p>KPIs: Risk 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</p>	<p>How to keep safe online - children design a poster with key safety messages.</p>	<p>How to keep safe online - children add photos and key messages from their learning with PC Luke & PC John in class book.</p>	<p>What is a risk? Children record the different types of risks they know about. Dialogic talk: Are all risks bad? Should we never take a risk?</p>	<p>What is a drug? 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>aspects of themselves) and how social media can affect how a person feels about themselves.</p> <p>Health I can explain why 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 & safety that some are legal, some are restricted</p>					
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	and some are illegal to own.						
RE Overarching question for the term: Why are there different beliefs about God? Cross curricular links: History, Geography	Children express initial thoughts about religious beliefs using key questions.	Understand how Islam began and still is evolving today. Understand what Muslims believe about God. What do the Muslims believe about God (Allah)? How do Muslims practice Islam in today's society?	Understand how Islam began and still is evolving today. Understand what Muslims believe about God. How did Islam begin? What are the Islamic beliefs? How do you know? How do Muslims practice Islam in today's society? The story of the revelation of the Quran.	Understand how Christianity began and is the major religion. Understand what Christians believe about God. What do Christians believe about God and the Bible? How do Christians practice Christianity in today's society?	Understand how Christianity began and is the major religion. Understand what Christians believe about God. Compare to Islam and their beliefs about God. What are the similarities?	Understand how Sikhism began. Understand what the key beliefs are about God for Sikhs. What do Sikhs believe about God? How do Sikhs practice their religion in today's society?	Compare to Islam/Christianity and their beliefs about God. What are the similarities?
History KPIs: Note connections, contrasts and trends over time.	To arrange events from the past in chronological order	Who were the first people in Britain? How do we know about people	Who were the first people in Britain? How do we know about people	What did people do in the new stone age? Why did people stop using	Children to create a visitor's guide for Skara	Compare different homes from the Palaeolithic,	What did people eat in the Stone Age and how did their diet change? How would

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<p>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. Compare beliefs and behaviour with another time studied. Use evidence to support and</p>		<p>from the past? Focus on archaeology and evidence Use Cresswell Cragg's website to take notes.</p>	<p>from the past? Focus on archaeology and evidence Deduce information about stone age artefacts.</p>	<p>stone as their main tool? Research information about Skara Brae using key questions.</p>	<p>Brae using information gathered. (create using Purple Mash).</p>	<p>Mesolithic and Neolithic times.</p>	<p>they have known which foods were edible and which ones were not? Children to design a menu for a Stone Age day. Was the diet healthy? (links to Science).</p>
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illustrate an explanation.							
<p>PE</p> <p>Games Consistently select and apply the appropriate skills (pass, dribbling, defending, attacking, tactics) and adapt them to suit the situation. Work collaboratively with team mates to plan and successfully apply tactics to the game and the conditions/opponents.</p>	To dribble a basketball with control.	To use a range of techniques to pass a basketball successfully.	To move effectively around the court. To know how to pivot.	To use strategies to keep possession of the ball.	To know how to mark a player effectively. To get free from a defender.	To apply our basketball skills when playing as part of a team in a game. To evaluate our performance	Skilfully apply the skills in competitive games and assess.
<p>Music Recording, creating and manipulating music and sound.</p>	<p>Create a piece of music linked to All living things - creating sounds of the jungle, ocean woodlands. Manipulate pitch tone, sounds to get the desired outcome.</p>						
<p>Computing</p>	Combine text, data, graphics, video and sound - linked to Geography.						

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