

## Enrichments

Visit Tam O'Shanta's farm

Plant our own fruits and vegetables

Create a book of our art work based on Andy Goldsworthy.



## Key texts

Charlotte's web

Sheep pig

## Word of the week

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<u>Summer 1</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
	flimsy	splatter	regret	mysterious	crumple	irresistible	dignified
<u>Summer 2</u>	queasy	shambles	abandon	slouch	unsuitable	smuggle	elaborate

	What will I know?	How will I learn it?	Vocabulary
<b>History</b>	<p>Use timelines to place events in order.</p> <p>Uses evidence to describe past:</p> <ul style="list-style-type: none"> <li>- Culture and leisure activities</li> <li>- Ways of life and actions of other people</li> <li>- Buildings and their uses.</li> </ul> <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects.</p> <p>Uses printed sources, the internet, pictures and photos to collect information about the past.</p> <p>Ask questions eg 'how did people?' 'What did people do for....?'</p>	<p><b>How have humans changed the world?</b></p> <p><b>How have pictures of farming changed over time?</b></p> <ul style="list-style-type: none"> <li>- Pictures of farming throughout the time</li> <li>- Children to sort these into a timeline</li> <li>- Add the pictures to our class timeline</li> <li>- Take pictures to stick in books.</li> </ul> <p><b>How has farming equipment changed?</b></p> <ul style="list-style-type: none"> <li>- In groups, look at pictures of farming equipment</li> <li>- Mind map what it is used for and when they think it was used.</li> <li>- Put these mind maps in a timeline order.</li> <li>- Children to create a table showing their knowledge of equipment and use. Children to write about why equipment has had to change.</li> </ul>	<ul style="list-style-type: none"> <li>- period</li> <li>- Brits</li> <li>- evidence</li> <li>- information</li> <li>- finding skills</li> <li>- impact</li> <li>- change</li> <li>- first/second hand evidence</li> <li>- sources</li> </ul>

	<p>Suggests sources of evidence to use to help answer questions.</p>	<p><b>How do farmers provide us with food and how has this changed over time?</b></p> <ul style="list-style-type: none"> <li>- Using the iPads, children to research different foods and how farmers grow crops or farm animals for food.</li> <li>- Children to present their findings to the rest of the class.</li> </ul> <p><b>How do farmers provided us with food and how has this changed over time?</b></p> <ul style="list-style-type: none"> <li>- Revisit our learning from the previous lesson.</li> <li>- Create a leaflet on how farmers provide food and how this has changed over time.</li> </ul> <p><b>What is Fairtrade and how has it changed over time?</b></p> <ul style="list-style-type: none"> <li>- Discuss Fairtrade.</li> <li>- Research how it started and how it has adapted.</li> <li>- How has technology and improving transport impacted fairtrade?</li> </ul> <p><b>Why are we so amazing? – How has farming changed over time?</b></p> <ul style="list-style-type: none"> <li>- Children to create a timeline on a double page spread showing changes to farming over time.</li> </ul>	
<p><b>Geography</b></p>	<p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why</p> <p>Communicate findings in ways appropriate to the task or for the audience</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, water cycle etc.</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</p> <p>Make more detailed fieldwork sketches/diagrams</p>	<p><b>How have humans changed the world?</b></p> <p><b>I can identify features of our local area using key vocabulary.</b></p> <ul style="list-style-type: none"> <li>- What do we have in our local area?</li> <li>- Discuss how we are near to a beach but also have a town.</li> <li>- Are we a heavily populated area?</li> <li>- Create a bank of vocabulary to use over our topic with meanings.</li> </ul> <p><b>I can describe land use in urban and rural areas in the UK.</b></p> <ul style="list-style-type: none"> <li>- Look at how land is used across the UK.</li> <li>- Use maps to discuss how we mostly use land in the UK and why that might be.</li> <li>- Explore population across the UK and why these will differ to countryside.</li> <li>- Label a colour coded map to show population across the UK and write about how land is used across the UK.</li> </ul>	<p>Urban Rural Local area meander, floodplain, location, industry, transport, water cycle cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</p>

		<p><b>I can explain how land is used for different types of farming.</b></p> <ul style="list-style-type: none"> <li>- Use maps to explore how agriculture has changed and how history has impacted that.</li> <li>- Explore our area and how this has changed over time.</li> <li>- Create a poster with our findings.</li> </ul>	
<p><b>Art / DT</b></p>	<p><u>Art</u></p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Experiment with a range of collage techniques such as: tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p> <p>Use a sketchbook to plan and design final look of a collage.</p> <p>Create and arrange shapes with accuracy.</p> <p>Select, collect, assemble, cut, tear, stick and collage from a variety of found resources and created resources.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p><u>DT</u></p> <p>Plan the order of their work before starting</p> <p>Explore, develop and communicate design proposals by modelling ideas</p> <p>Make drawings with labels when designing</p> <p>Work safely and accurately with a range of simple tools</p> <p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment</p> <p>Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i></p>	<p><u>Colour mixing</u></p> <p>Introduce the colour wheel</p> <p>Explore primary, secondary, warm, cold and complementary colours.</p> <p>Mix the colours on their own colour wheel.</p> <p>Use their sketchbooks to create different shades.</p> <p><u>Collage</u></p> <p>Practising and perfecting different mark making.</p> <p>Use this to create different shadings.</p> <p>Research Andy Goldsworthy.</p> <p>Practise sketching fruit and shading using mark making.</p> <p>Build this up onto large scale paper to display in the canteen.</p> <p><u>Cooking</u></p> <p>Research a healthy diet and what it should contain.</p> <p>Plan a healthy meal.</p> <p>Create a list of the foods they will need to create their healthy plate.</p>	<p><u>Art</u></p> <p>secondary (colour), light, dark, thick, thin, tone, warm, cold, shade, colour descriptors, watery, intense, strong, opaque, translucent, tint,</p> <p><u>DT</u></p> <p>cut, paste, iPad, programme, move, tool, enlarge, scale, stamp</p>

<b>Computing</b>	<p>To know that robots and on-screen characters share a common language  To use the repeat command and begin to use procedures to program more efficiently  To amend programs to produce similar outputs e.g. a smaller square  To use conditional statements to enable the character to interact with other characters or sensors (if and when commands)  To understand the importance of time within a program (e.g. using wait)  To sequence a list of commands/blocks e.g. to produce a pre-drawn shape or make a robot follow a defined route with repeats and conditional statements</p> <p>Organise and present information for a specific audience.  Recognise the difference and the advantages and disadvantages between electronic media and printed media.  Use font sizes and effects appropriately and text boxes, columns, borders, WordArt; cut, copy and paste between applications and use delete, insert and replace: Use spell checker; begin to use more than two fingers to enter text.</p>	<p>Use code studio to learn how to code.</p> <p>Touch typing to build typing skills,  Features of word/google docs – creating a title, creating a text box, including pictures.  Children to create a recipe page.</p>	<p>Robots  Command  Procedures  Output  Sensors  Data logger  Keywords  Document  Electronic media  Font  Copy and paste  Multimedia</p>
<b>Music</b>	<p>Charanga Summer 1 and Summer 2  Share your thoughts and feelings about the music together.  Find the beat or groove of the music.  Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.  Invent different actions to move in time with the music.  Talk about what the song or piece of music means.  Identify some instruments you can hear playing.  Identify if it's a male or female voice singing the song. Talk about the style of the music.</p>	<p>Musical Styles  Recognising Different Sounds</p>	<p>Listening  Singing  Playing  Staff notation  Allegro  adagio  unison  forte  question  answer</p>
<b>Science</b>	<p><b><u>Plants</u></b>  identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  investigate the way in which water is transported within plants  explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><b><u>Light</u></b>  recognise that they need light in order to see things and that dark is the absence of light  notice that light is reflected from surfaces  recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p>	<p>Dissection of a plant (daffodil) and looking at the different parts.  Matching the function of the plant to the plant part.  Looking at the needs of a plant.  Plant investigation (fair testing on what happens when a plant doesn't get something that it needs.  Look at water transportation in plants using coloured food die observation task. What this tells us about the function of stems and roots and their importance.  Looks at the types of pollination and seed dispersal.</p> <p>Classifying objects between natural and artificial sources of light,  Noticing what light is.  Observing the types of objects that reflect light. Sun protection and</p>	<p>Plant, seed, root, stem, trunk, flower, seeds, branch, bud, bulb, seed dispersal , pollination, seed formation, wind, animals, bees</p>

	<p>recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change</p>	<p>sun safety. Shadows and how they are formed. Shadow observation of how shadows change throughout the day. Use shadows models and/or outside to track shadows.</p>	<p>Light, sun, shadow, natural source, artificial source, darkness, dark, sun safety, opaque, translucent, transparent, ,</p>
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	What will I know?		How will I learn it?
Maths sequences	<u>Arithmetic</u>	<b>Fractions</b> - Chapter 11 <b>Angles</b> – Chapter 12 <b>Lines and shapes</b> – Chapter 13 <b>Perimeter of figures</b> – Chapter 14	Follow MNP
	<u>Mental / Fluency</u>	Times tables practise	2's, 5's, 10's, 3's, 4's, 8's. Test at the start of the week, practise throughout the week, test to end the week.
English sequences	<u>Guided Reading</u>	Shared reading – Sheep Pig	3 x 30 minute sessions using VIPERS.
	<u>Writing</u>	Charlotte's Web Narrative writing Character and setting descriptions  Letter writing- Recap moving onto Persuasive writing  Interview  Explanation Text  For/against  Recipe Book  Book Summary/Review	Prediction: Make predictions about the book using the front cover and blurb. Children to answer in full paragraphs. How does our text link to the theme for this term? Character descriptions: children to write a character description in paragraphs for Fern. What type of character is she like? (Use propositions, adjectives, similes)  Recap on letter writing. Wilbur to write a letter to an 'agony aunt' to explain how he is feeling. Children to brainstorm his emotions at different points in the story so far. Persuasive letter writing. Helping/saving Wilbur.  Interview Writing. (Conscious alley/hot seating. How would the farmer feel? How would Fern feel?) What questions would people want to know.  What is Fairtrade? What is farming? Children to research and write an explanation about an area linked to farming. Children to explore features of an explanation text and then go on to write their own.  Children to look at for/against issues for a topic (Fairtrade/ Free Range etc). Children to use teacher provided QR codes to research. Children to hold a class debate to put forward for and against arguments.

			Following on from visit to the farm, children to think about the types of food that could be grown on a far as well as animal farming. Children to design their own recipe. Re-draft. Children to for a class recipe book. After finishing the class text, children to write a review about the book. Paragraphs.
	Vocab/Spelling	SCODE	