Science

Describe the simple functions of the basic parts of the digestive system in humans.

Identify the different type of teeth in humans and their simple functions.

Construct and interpret a variety of food chains, identify producers, predators and prey.

Recognise that environments can change and this can sometimes pose dangers to living things.

Recognise that living things can be grouped in a variety of ways.

Explore and use classification keys to help group, identify and name a variety of living things in their natural environment.

OUTCOME:

Children will be able to:

Describe the different types of teeth, their function and care of them.

Identify from teeth, whether the teeth belong to herbivores, carnivores or omnivores. Describe the digestive process using diagrams, models and discussion.

Produce a junk model of the digestive system.

Understand the nature of food chains and how they can be affected by human intervention in habitats and the reintroduction of endangered species.

Debate the reasons for and against re-introduction of different species into the UK.

Reading

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- Develop positive attitudes to reading and understanding of what they read by:
  - Listening to and discussing a range of fiction, non-fiction and reference books.
  - Reading books that are structured in different ways and reading for different purposes.
  - Using dictionaries to check the meanings of words they have read.
  - Identify themes and conventions in a wide range of books.
  - Discuss words and phrases that catch the reader's interest and imagination.
  - Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
  - Asking questions to improve their understanding of a text.
  - Drawing inferences
  - Predicting what might happen next from details stated and implied
  - Identify main ideas and summarise these
  - Identify how language, structure and presentation contribute to meaning
  - Retrieve and record information from non-fiction
  - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Shared Reading Text

"Simply beautiful." Michael Morpurgo

the eye of the wolf

DANIEL PENNAC

Writing

- Use cursive script to join letters and encourage all children to command penmanship.
- Plan their writing by discussing a genre, looking at key features and using this as a basis to plan their own work.
- Draft and write by rehearsing orally and composing using an increasing range of sentence structures.
- Develop a rich vocabulary.
- Within fiction writing they will organise narratives, create settings, characters and plot within organised paragraphs.
- Within non-fiction writing they will use simple organisational features.
- Evaluate and edit by assessing the effectiveness of their own and others' writing.
- To develop writing that; uses a range of conjunctions to create clauses; uses present tense in contrast to past tense, choosing nouns or pronouns appropriately; uses conjunctions, adverbs and prepositions to express time and cause and to incorporate fronted adverbials.

OUTCOME: (WRITING)

Informative and persuasive leaflet about teeth and digestion.

Writing up scientific findings on digestion and teeth.

Write own modern fairy tale.

Computing

Children will consolidate their learning about the computer environment, internet and internet safety.

They will begin to understand the language of computer programming and start to write code using the Scratch programme to write a quiz.

The children will also learn about the difference between the World Wide Web and the internet.

Maths

Count in multiples of 6, 7, 9, 25 and 1000.
Find 1000 more or less than a given number.
Count backwards through zero to include negative numbers.
Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
Order and compare numbers beyond 1000.
Identify, represent and estimate numbers using different representations.
Round any number to the nearest 10, 100 or 1000.
Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
Interpret and present discrete data using bar charts and continuous data using line graphs.
Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs.

Predators and Prey

Music

Identify how music can be used descriptively.
Match sounds and movement descriptively.
Improvise and compose music with animal theme.

Outcome:
Recognise how musical elements are used and combined to describe different animals. (Carnival of the Animals by Saint-Saëns)

PE
Dance
Working collaboratively to tell a story to music.
Games
Football Skills

RE
What do Christians learn from the Creation Story?

French
Introducing vocabulary including numbers.

Art
Sketching skills (shading/blending)-using pencils.
Look at Julie Rhodes- artist- examples of pencil drawings.
Blending colours/use of pencil crayons and water-colours.
Look at Michelle Decker-artist-examples of Wildlife pictures-using colour/looking at a particular part of an animal.
Children draw their own animal in its habitat to perhaps be used in their book.

OUTCOME- Children create their own wolf pictures using pencil, pen and water colours.

HRE (Health, Relationships and Education)
Children will learn about feelings, empathy and emotions.

Children will discuss healthy relationships in friendship and families.

Children will discuss and reflect on their own behaviour and consequences.

OUTCOME:
To know vocabulary relating to emotions and feelings.

To know how to develop healthy relationships whilst valuing each other's differences.

OUTCOME: to develop:
A good sense of number
A growing confidence in inquiry and problem solving
An ability to interpret and present data