

Launch: snail race (colour codes on the back of snails and race to get to the whale – link maths, counting and timing)		
	Literacy and Maths	Connected Learning
1-2	<p>As Readers, we will be analysing the text (Snail and the Whale) and learning how to build on self confidence and our morals that if we try hard enough we will succeed. This will expand imagination and confidence of the world around us – including land and sea.</p> <p>As Writers, we will be publishing rhyming couplets and looking at</p> <p>In Applied Writing we will be publishing write our own passport with details about themselves related to the values</p> <p>As Mathematicians, we will be exploring: Numbers to 100 Addition and subtraction</p> <p>In our Maths Missions, we will maths all around us be to find maths around school and produce a LG maths profile Create a class passport of maths at LG</p>	<p>To earn our Purple Passport, we will question 'What makes me Purple?' Collaboration and resilience</p> <p>We will need to:</p> <ul style="list-style-type: none"> • be Proud, Unique, Reflective, Positive, Loving and Empowered. • Show the British values of rule of law, individual liberty, mutual respect, tolerance, tolerance of different faiths and beliefs and democracy • Demonstrate the Building Learning Powers skills of collaboration and resilience <p>To demonstrate our learning, we will produce our own Purple passport with features from all the values.</p>
Week 3 Enrichment: Birmingham International airport		
3-4	<p>As Readers, we will be analysing information texts based on the Snail and the Whale.</p> <p>As Writers, we will be publishing non fiction information page to create a class book.</p> <p>In Applied Writing we will be publishing a blackout poem.</p> <p>As Mathematicians, we will be exploring: Addition and subtraction Multiplication of 2, 5 and 10</p> <p>In our Maths Missions, we will complete a problem solving challenge Break it up! using cubes and number bonds.</p>	<p>As Artists, we will question: 'What is printing?'</p> <p>We will need to:</p> <ul style="list-style-type: none"> • Use objects to create prints. • Materials are carefully selected to create shaped objects for printing. • Press, roll, rub and stamp to make prints. • There is an awareness that different techniques may be used to make prints. • Generally, experimentation with different forms of printing leads to some effective prints. • Ideas are suggested and reasons given for choosing different methods of printing. A wide range of effective prints are created. • Bubble prints, vegetable prints, hand prints – abstract geometrical designs • Block printing – Indian art • Dot/finger printing – Australia <p>To demonstrate our learning, we will produce a tapestry of prints from around the world.</p>

5-6	<p>As Readers, we will be analysing Snail and the Whale.</p> <p>As Writers, we will be publishing descriptive paragraph</p> <p>In Applied Writing we will be publishing a world map with information of places around the world.</p> <p>As Mathematicians, we will be exploring: Multiplication of 2, 5 and 10 Multiplication and division of 2, 5 and 10 timestables.</p> <p>In our Maths Missions, we will be exploring how to find the cheapest flights and accommodation for capital cities from around the world.</p>	<p>As Geographers, we will question: 'Where are we going today?' investigate places</p> <p>We will need to: To investigate places</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name and locate the world's continents and oceans. <p>To communicate geographically</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. <p>To demonstrate our learning, we will produce a world map quiz with labelled countries, continents and oceans, plus some short descriptions.</p>
<p>Hook - kitchen to support making pizzas and cooking them.</p>		
7-8	<p>As Readers, we will be analysing Chocolate Cake by Michael Rosen and learning how to develop patterns and repeated phrases.</p> <p>As Writers, we will be publishing a narrative poem.</p> <p>In Applied Writing we will be publishing a set of instructions to make a bridge.</p> <p>As Mathematicians, we will be exploring: Length</p> <p>In our Maths Missions, we will investigate objects (food items) that balance the scales.</p>	<p>As Design Technologists, we will question: 'What's included in a perfect pizza?'</p> <p>We will need to:</p> <ul style="list-style-type: none"> • Food cut, peel or grate ingredients safely and hygienically. • There is a good understanding of the need to work safely and hygienically when preparing food. • Measure or weigh using measuring cups or electronic scales. • Discuss foods, healthy eating, Dee/kitchen to support <p>To demonstrate our learning, we will design, make and eat our own pizza.</p>
9-10	<p>As Readers, we will be analysing Amazing Grace.</p> <p>As Writers, we will be publishing</p> <p>In Applied Writing we will be publishing a diary entry for Captain James Cook</p> <p>As Mathematicians, we will be exploring: Mass</p> <p>In our Maths Missions, we will play a Captain Cook battle ship game (co-ordinates and outdoor learning)</p>	<p>As Historians, we will question: 'Where did Captain James Cook go to?'</p> <p>We will need to: To build an overview of world history</p> <ul style="list-style-type: none"> • Describe significant people from the past. <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? <p>To understand chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. <p>To demonstrate our learning, we will produce a collaborative journey of Captain Cook.</p>

<p>11-12</p>	<p>As Readers, we will be analysing Amazing Grace and learning how to explore facts from around world (culture).</p> <p>As Writers, we will be publishing factual page.</p> <p>In Applied Writing we will be altering the lyrics of a familiar song.</p> <p>As Mathematicians, we will be exploring: Temperature</p> <p>In our Maths Missions, we will learn a times table song taught to us by y6.</p>	<p>As Musicians, we will question: 'How do South African's celebrate through song?'</p> <p>We will need to:</p> <ul style="list-style-type: none"> to take part in singing, accurately following the melody identify the beat of a tune to create short musical patterns <p>To demonstrate our learning, we will perform our song in the school assembly.</p>
<p>End of Unit Celebration world food banquet to celebrate our global adventures.</p>		

We will also be learning these skills...

<p>As Athletes, we will answer the questions: 'gymnastic FMS throwing and catching dance?'</p> <p>To develop practical skills in order to participate, compete and lead a healthy lifestyle We will need to:</p> <p>Gymnastics Perform gymnastics pieces, developing a range of skills including:</p> <ul style="list-style-type: none"> copying and remembering actions, moving with some control and awareness of space, linking two or more actions to make a sequence, showing contrasts (such as small/tall, straight/ curved and wide/narrow), travelling by rolling forwards, backwards and sideways, holding a position whilst balancing on different points of the body, climbing safely on equipment, stretching and curling to develop flexibility, jumping in a variety of ways and landing with increasing control and balance. <p>Functional movement skills</p> <ul style="list-style-type: none"> Develop agility, balance and coordination. <p>To demonstrate our learning, we will perform a gymnastics routine and participate in an invasion game.</p>	<p>As Scientists, we will investigate: How are habitats different?</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, that are dead and that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>How are animals and humans alike?</p> <ul style="list-style-type: none"> We will need to: Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults. Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. <p>To demonstrate our learning, we will investigate where animals live and humans live and create some natural habitats in the school grounds to support living things.</p>
<p>As Theologists, we will answer the question: 'Who made the world?' 'Why does Christmas matter to Christians?'</p> <p>We will need to:</p> <ul style="list-style-type: none"> Identify the things that are important in ones own life and compare these to religious beliefs Relate emotions to some of the experiences of religious figures studied Ask questions about puzzling questions of life Explain how actions affect others Recognise name and describe some religious artifacts, places and practices. <p>To demonstrate our learning, we will create a class journal showing our understanding.</p>	

As tolerant and respectful citizens, we will learn about the British Values of:

- Rule of Law,
- Individual liberty,
- Mutual respect,
- Tolerance of different faiths and beliefs
- Democracy.

As computer programmers, we will answer the question:

'How can I use a range of applications to label a digital image?'

We will need to:

- Participate in class social media accounts.
- Understand online risks and the age rules for sites
- Use a range of applications and devices in order to communicate ideas, work and messages.

To demonstrate our learning, we will create a 'guess who' style game by labelling a digital image with information and facts.