The Green Children – Thinking of Others

MAIN FOCUS			
Programme Of Study	**DO/GO/MEET/READ (Experiences)**	**MAKE/PRODUCE (Outcomes)**	**What do you notice?/ASSESSMENT**
MILESTONES FROM ESSENTIALS DOCUMENTS HERE	VISITS, KEY TEXT, EXPERIENCES ETC HERE	EXAMPLES OF WHAT THE CHILDREN MIGHT MAKE, DESIGN, SHARE HERE	WHAT ARE THE OBSERVABLE AND ASSESSABLE CHARACTERISTICS? IF THEY HAVE BEEN TAUGHT THE P.O.S., SHARED THE EXPERIENCES AND CREATED THEIR OUTCOME WHAT WILL WE SEE/WHAT WILL THEY KNOW?
<u>English</u> • Use some of the characteristic features of the type of writing used. • Write, review and improve • Use well-chosen adjectives. • Use adverbs for extra detail. • Organise writing in line with its purpose. • Write about more than one idea. • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Sequence sentences to form a short narrative. • Vary the way sentences begin. • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Apply spelling rules and guidance. • Apply handwriting learning. • Learn some new ways to represent phonemes. • Spell common exception words correctly. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Learning the possessive apostrophe (singular) [for example, the girl's book] • Learning to spell more words with contracted forms	'The Green Children' by Kevin Crossley-Holland. 'The Tunnel' by Anthony Browne. 'Mr Stink' by David Walliams. 'Children of the Mist' by Ruth Ainsworth. 'Forbidden Doors' (The Garden Door) by Susan Price. Visit to Chesworth Farm	Making a 'soundtrack' to parts of the story. Drama – sculpting a still image using each other. Extended pieces of narrative writing that have been proof read and edited by the children over time, taking into account the effect it will have on the reader.	They will add the following to their 'writer's toolkits': • Use of 'Show not tell', so the reader can infer from their writing what is happening and how characters are feeling. • Character's feelings are portrayed in more depth. Does the reader of the child's writing feel empathy for the characters? The above is achieved through choice of vocabulary (well-chosen adjectives, verbs and adverbs) along with correct use of punctuation and application of learning in spelling and handwriting)

• Discuss writing with the teacher and other pupils.			

<u>Maths</u>
Addition and subtraction
• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  • A two-digit number and ones
  • A two-digit number and tens
  • Two two-digit numbers
  • Adding three one-digit numbers
• Identify, represent and estimate numbers using different representations, including the number line.
• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
Measures
• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
• Find different combinations of coins that equal the same amounts of money
• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
	Using Numicon, Cuisenaire rods and other practical equipment.
	
	Written and mental methods to solve addition and subtractions problems and investigate patters to help us calculate these efficiently.
	
	Lots of experiences of real weights, lengths, capacities and time.
	
	Calculating using measurements with real life problems and word problems.
		Children will be able to get a feel for the size and value of these numbers including when they are added/subtracted to/from one another.
		
		Children will be able to tackle any addition and subtraction question (including two 2-digit numbers) using a method of their choice.
		
		Children will have a feel for the value of each measure.
		
		Children will be able to link with their addition and subtraction learning and apply this to real life and word problems.
			Children will already have a good estimate of the size of the answer before calculating it and be able to spot obviously wrong answers.
			
			Children will be able to express opinions on a method that they prefer giving reasons why. They will be able to use this method efficiently and accurately.
			
			Children will be able to make sensible estimates using measure.
			
			Children approach problems involving measure with confidence and have a method ready to solve them.

Shapes • Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. • Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. • Compare and sort common 2-D and 3-D shapes and everyday objects. **Position, direction and movement** • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	Sorting, labelling and exploring shapes and finding real life examples.		Children have the vocabulary to discuss shapes confidently.
Science **To work Scientifically** • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. **Animals, including humans** • Notice that animals, including humans, have offspring which grow into adults. • Describe the importance for	Science investigative work initially exploring growth and exercise.	Children can take a question and set up an experiment to find out the answer.	Children talk of themselves as scientists. They can explain why they have made certain decisions in the design of their experiment which helps them to find the answer to their question.

humans of exercise, eating the right amounts of different types of food, and hygiene. **Plants** • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.			
<u>Art</u> • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.	Sketching – looking closely for still life. Examining art depicting nature close up.	Carefully drawn sketches. Making colour wheels. Producing our own paintings of nature – close up. Painting in the environment.	Children's drawing shows improvement from drawing objects as what they imagine they look like to looking at what they can actually see. Artwork (paintings) show influence of the artists studied and use of the skills taught.

Computing • Control motion by specifying the number of steps to travel, direction and turn. • Add text strings, show and hide objects and change the features of an object. • Select sounds and control when they are heard. • Specify the nature of events (such as a single event or a loop).	Use of learn.code.org to continue our introduction to programming and giving instructions.	Sequences of instructions that include the 'loop' (repeat) function,	Stories composed and animated using learn.code.org Children designing own simple games using their programming learning so far this year.

P.E. • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. • Perform dances using simple movement patterns	Different team games that involve sending and receiving different equipment. Athletics. Maypole dancing.	Children design their own mini-games to practise the skills taught. Children experience competitive situations against themselves and others (including sports day) to work on technique to improve performances. Maypole dance performed at May Fair.	Improvement in sending and receiving skills and confidence with different equipment. Children apply techniques and approaches taught when competing at sports day.