



#### Writing Outcome 1:

Children will write their own chapter for the Enchanted Wood. It will be set in a land that they have created, where the characters come across a problem before solving it and making it safely back home.

#### **Purpose:**

To entertain



To be successful, children will need to include the following in their work:

- Paragraphs
- Commas in list
- Inverted commas for speech
- Descriptions of characters and settings
- Varied use of pronouns to avoid repetition

#### Writing Outcome 2:

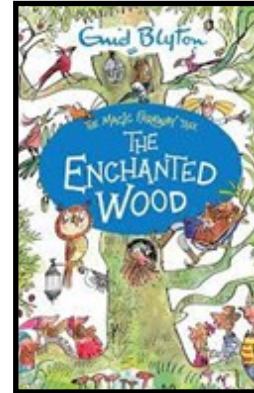
Children will write a diary entry as a Roman soldier which links to their history unit.

#### **Purpose:**



To be successful, children will need to include the following in their work:

- Past and present tense
- Subordinating clauses



#### Key Text:

### **The Enchanted Wood by Enid Blyton**

At home you could support your child by viewing these resources which would help them to achieve the writing outcomes.



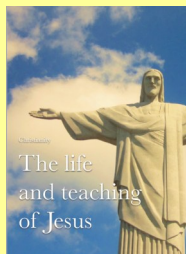
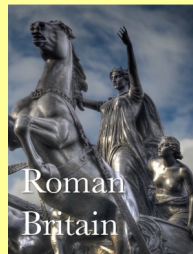
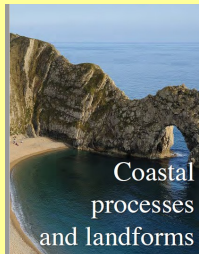
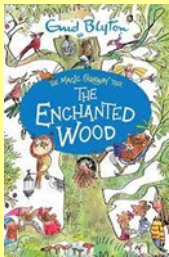
BBC Bitesize—how stories are structured



BBC Bitesize—What are subordinating conjunctions?



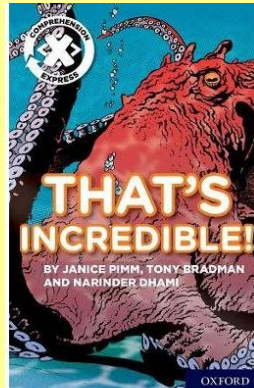
In English lessons and through story time sessions, pupils will continue to read 'The Enchanted Wood' by Enid Blyton. In their Opening Worlds lessons (geography, history and RE) they will encounter non-fiction texts.



This term, in guided reading sessions, pupils will read a variety of texts from the Comprehension Express text 'That's Incredible'.

They will focus on the following skills when exploring these texts:

- Retrieving information
- Summarising the main points of the text
- Using evidence from the text to make sensible predictions



**Key vocabulary from guided reading texts:**

"New pet!" **spluttered** Mr Wilson.

All of a sudden, the dragon **lurched** forward and breathed out a jet of flame.

**Apparently**, it was very friendly and helpful, but that didn't seem right to Joe.

### 2b - Retrieve

Retrieve and record information / identify key details from fiction and non-fiction

• I can find answers in the text. These may be answers to: who, what, where, when, or why?

Find      identify      skim  
Scan      copy

### 2c - Summarise

Summarise main ideas from more than one paragraph

• I can explain what a text is about, including its main themes in a few words.

Sum up      Recap      Outline  
Condense      Compile

**+SAMPLIFY▶**

### 2e - Predict

Predict what might happen from details stated and implied.

• I can use clues in the text as well as the text explicitly to predict what might happen.

Conclude      anticipate      foresee  
Forecast      figure out

At home you could support your child by viewing this resource which would help them to achieve the reading outcomes.



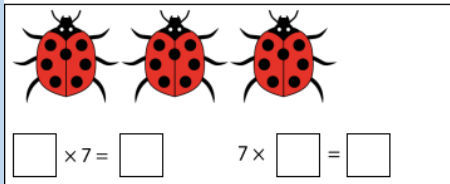
**BBC Bitesize: Finding and retrieving information.**

Ensure that your child is reading every night and that you listen to them read at least 3 times a week.



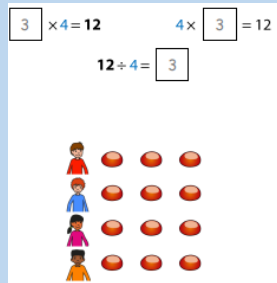
### 3, 6, 9 and 7 times table

Children will learn to skip count in each times table and build up their knowledge of these. They will solve problems involving these times tables.



### Making connections between multiplication and division

Children will recap that multiplication is commutative (it can be done in any order). They will then explore inverse calculations as well as solving real life problems.



There are twelve conkers. If the conkers are shared equally between four children, how many conkers does each child get?

Children will then learn about the distributive law and how this can be applied to calculations. This will then be applied to derive multiplication facts beyond known times tables.

$5 = 3 + 2$ $5 \times 8 = 3 \times 8 + 2 \times 8$ $= 24 + 16$ $= 40$ <i>'Five is equal to three plus two, so five times eight is equal to three times eight plus two times eight.'</i>	$3 = 5 - 2$ $3 \times 8 = 5 \times 8 - 2 \times 8$ $= 40 - 16$ $= 24$ <i>'Three is equal to five minus two, so three times eight is equal to five times eight minus two times eight.'</i>
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### Key vocabulary:

Factor	commutative
Array	distributive law
Product	multiply
Dividend	multiple
Divisor	odd/even

At home you could support your child by viewing these links which would help them to achieve the maths outcomes.



BBC Bitesize—7 times table support

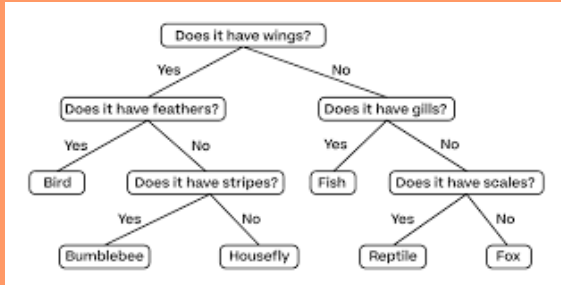


Oak Academy—Use knowledge of the distributive law to solve two part problems



### Animals and their habitats: grouping animals and the environment

Children will be able to explain what a classification key is and how and why it is used.



They will know what a vertebrate (an animal that has a backbone) and an invertebrate (an animal that doesn't have a backbone) are and give an example of each.



Vertebrate



Invertebrate

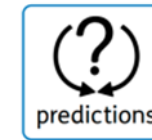
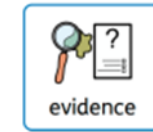
Children will then explore the 5 groups of vertebrates which they learnt in KS1—mammals, fish, reptiles, amphibians and birds.

Finally, children will be taught to give an example of a negative and a positive impact of humans on the environment.



### Key Vocabulary

vertebrate  
invertebrate  
living  
non-living  
habitat  
Pollute



At home you could support your child by viewing these resources which would help them to achieve the science outcomes.



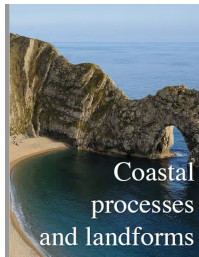
BBC Bitesize—What are Classification keys?



BBC Bitesize—Changing Environments



## Geography

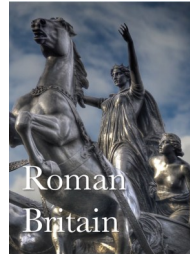


### Coastal processes and landforms

In this unit, children will examine the different coastlines around the United Kingdom. They will learn how these coastlines were made and the types of features that can be found within them.

**Key Vocabulary:** coastline, erosion, deposition, groynes, bay, cliff, headland, cave, arch, stack

## History



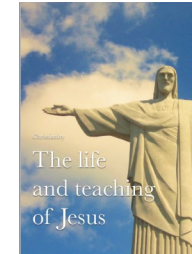
### Roman Britain

In this topic, children will learn that the Romans called our island Britannia. Children will find out when the Romans conquered Britannia and who was involved.

**Key Vocabulary:**

Ascend, Britannia, basilica, chieftain, defeat, forces, forum, furnaces, garrison, hypocaust, intersecting, invasion, palestra, razed the ground, revolt, showed no mercy, stationed, strigil, warriors

## Religious Education



### The life and teachings of Jesus

Children will learn about how the life and teachings of Jesus affect the way in which Christians live. They will understand why Christians get baptised and why Christians try to love all people, even their enemies.

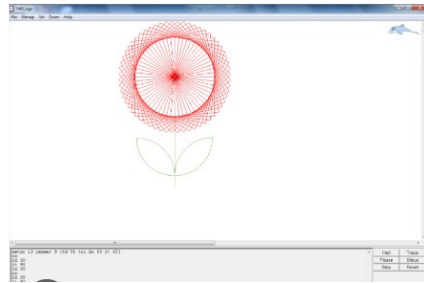
**Key Vocabulary:**

Jesus of Nazareth, John The Baptist, Lazarus, Baptism, The Lord's Prayer, disciples, miracles, parables, resurrection

For more information on these topics, view the knowledge organisers which are uploaded to your child's Google Classroom page.



## Computing



### Repetition in Shapes

Children will look at repetition and loops within programming. They will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

#### Key vocabulary:

Program, turtle, commands, code snippet, algorithm, debug, pattern, repeat, repetition, count-controlled loop, value.

## Art



### Painting and mixed media: Light and dark

Children will experiment with a range of painting techniques such as tints and shades to make objects look three-dimensional. Having experimented with painting techniques, the children will paint a still-life that showcases their own unique style.

#### Key vocabulary:

Abstract, composition, contrasting, dabbing paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint wash, patterned, pointillism, portrait, shade, shadow, stippling paint, technique, texture, three dimensional (3D), tint, vivid

## PE



### Identify Areas to Improve

In this unit, the children will develop and apply their dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.

### Fundamental Movement Skills



Dynamic Balance  
Dynamic Balance



Coordination  
Ball Skills



## Music



### Stop! - a song/rap about bullying

Children will listen and appraise the song— Stop! They will also listen to a range of different genres. Afterwards, the children will then compose their own lyrics about bullying and will perform their compositions as a class.

#### **Key vocabulary:**

Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

## PSHE



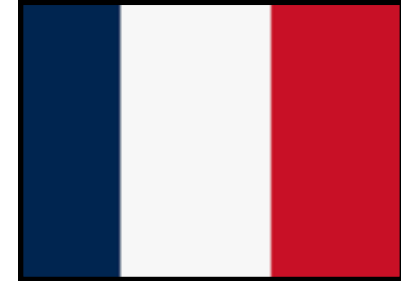
### My Happy Mind—Appreciation

Children will learn how they can develop an Attitude of Gratitude at home and school. They will learn about how to create a Gratitude Domino Effect - when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too. Finally they will learn that the more time they think about gratitude, the stronger the Neural Pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit.

#### **Key Vocabulary:**

Appreciate, grateful, thankful, Team H-A-P, dopamine, neuroplasticity, habit, domino effect

## MFL



In this half term, children will learn the following in their French lessons and build upon skills learnt previously:

#### **What I and others have: singular 'avoir' and nouns**

- What is it? Intonation questions and 'quoi'
- What I and others have: 'j'ai' and 'il, elle a'
- An excursion: 'tu as' and intonation questions
- Who has what? Singular 'avoir' and intonation questions
- Who has what? Singular 'avoir' and 'être'
- A strange dream: practice with key sounds