

CHALLENGE OVERVIEW

<b>PRIME LEARNING CHALLENGE:</b>		<b>YEAR GROUP:</b>	<b>DATE:</b> Spring 2 2018
Animals take over!	<b>WOW STARTERS / ACTIVITIES</b>	<b>BREAKDOWN OF CHALLENGES</b>	
	Week 1: postcard arrival Week 2: video message from sunny Week 3: Have you ever played trivial pursuit? Week 4: Role-play outdoor classroom	<b>Week 1: Who could it be from?</b> <b>Week 2: Please come and visit</b> <b>Week 3: Have you ever played trivia pursuit?</b> <b>Week 4: Where next?</b>	

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations	At Expectations	Exceeding Expectations
<b>RE</b>	<ul style="list-style-type: none"> <li>Do our actions speak louder than words?</li> </ul>		I can name different religions and beliefs.  I can retell and suggest meanings to some religious and morals stories.  I can name and recall different beliefs and practices.  I can appreciate some similarities between communities.	I can explain the meaning behind different beliefs and practices.  I can understand the similarities and differences between communities and understand why they have them.
<b>Music</b>	<ul style="list-style-type: none"> <li>African music- Djembe drums and Mbiras.</li> <li>Lion King song</li> </ul>	<ul style="list-style-type: none"> <li>I can play simple rhythmic patterns</li> <li>I can sing in time with others</li> </ul>	I can perform simple patterns and accompaniments keeping a steady pulse.  I can perform with others  I Can play simple rhythmic patterns on an instrument.  I can sing/clap a pulse increasing or decreasing in tempo	I can use simple structures in a piece of music.  I know that phrases are where we breathe in a song.
<b>Art</b>	<ul style="list-style-type: none"> <li>Real drawing vs comic drawing (lion king) – collaging.</li> </ul>	<ul style="list-style-type: none"> <li>I understand how to create light and dark tones, using a pencil?</li> <li>I can sketch a variety of shapes?</li> </ul>	I can create different tones using light and dark I can show patterns and textures in my drawings I can use a view finder to focus on a specific	I can say how other artists have used other colour pattern and shape. I can create a piece of work in response to a piece of artist’s work.

			<p>area of an image.</p> <p>I can mix paint to create secondary colours.</p> <p>I can make tones by adding black.</p> <p>I can make tints by adding white.</p>	
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>• Making our own Meerkat home.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use different materials and join them together.</li> </ul>	<p>I can choose the best tools and materials to use.</p> <p>I can join things together in different ways.</p> <p>I can explain what went well and what I would want to improve.</p> <p>I can measure materials to use in a model or structure.</p>	<p>I can reason why they are the best materials to use.</p>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Animals including humans.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify desert animals</li> <li>• I can understand what animals are living.</li> </ul>	<p>I can classify whether something is living, dead or never alive.</p> <p>I can understand the life cycle of animals and humans.</p> <p>I can describe the body structure of different animals.</p> <p>I can describe what an animal including a human needs to survive.</p>	
<b>History</b>	<ul style="list-style-type: none"> <li>• History of the local area.</li> </ul>	<ul style="list-style-type: none"> <li>• I can know about important features in the local area.</li> <li>• I can relate my knowledge of the local area to my learning.</li> </ul>	<p>I can talk about someone famous who was born or lived near our town.</p> <p>I know why there is a monument to a famous person or event in the town centre.</p> <p>I can answer questions using books and the internet.</p>	
<b>Geography</b>	<p>Compasses</p> <p>Maps and Ariel photographs</p>	<ul style="list-style-type: none"> <li>• I can Identify the UK on a world map.</li> <li>• I can understand how to use a map.</li> </ul>	<p>I can compare two environments.</p> <p>I can identify weather patterns in our own locality and one abroad.</p> <p>I can use geographical words to describe a location outside of the uk.</p> <p>Can I use the key features of a place to describe the UK and a place abroad?</p> <p>I can name the continents of the world and find them on an atlas.</p> <p>I can name the oceans of the world and name them on an atlas.</p>	<p>I can point out the north, south, east and west with maps and compass.</p> <p>I can explain how weather effects different people.</p>

DESCRIPTION OF LEARNING

LITERACY (including non-negotiables)		NUMERACY (including non-negotiables)	
<p><b>Reading</b></p> <p>I can understand the importance of decoding words.            I understand that some words cannot be decoded.            I use the graphemes taught to blend sounds            I know that phonemes may be represented by different graphemes.            I know that familiar words don't need to be sounded out and blended.            I read the familiar words automatically and accurately.</p> <p>I know that there are different kinds of stories.            I listen to or read a range of different kinds of stories.            I make choices about the books I read.            I know that non fiction books are organised differently from different texts.            I know that books or texts have a purpose.</p> <p>Guided reading</p> <p>I know the purpose of reading is to make meaning.            I know that there is a range of decoding strategies.            I can check that the text I read makes sense.            I re read when I have lost the meaning.</p> <p>This term we will be having a focus on comprehension and inference. We will have comprehension texts and questions and the children will work independently to answer them and understand the text. This will tend to be topic based, but will also feature other topics.</p>	<p><b>Writing</b></p> <p><b>Handwriting</b></p> <p>I can use some of the diagonal and horizontal strokes needed to join letters.            I understand which letters when adjacent to one another are best left unjoined.            I write capital letters and digits the correct size.            My letters are the correct size relation to the letter next to it.            My letters are correctly orientated.</p> <p><b>Spelling</b></p> <p>I segment spoken words into phonemes and record these as graphemes.            I am learning common exception words that cannot be phonetically spelt.            I am spelling common exception words consistently in my writing.</p> <p><b>Composition</b></p> <p>I have built up a good stamina for writing for writing for diferent puposes.            I can say or plan out loud what I am going to write.            I can write down ideas or key words including new vocabulary.            I can work with a peer to edit my work to make it even better.</p> <p><b>Grammar</b></p> <p>I am using adjectives and similes within my writing to make it more descriptive.            I am using adverbs to make my writing interesting.            I can pick and choose which descriptive word is best suited.            I can understand commands and questions and I am beginning to use them in my writing.            I am beginning to understand statements and exclamations sentences.</p> <p><b>Punctuation</b></p> <p>I can use full stops and capital letters consistently.            I use exclamation and question marks accurately.            I can use finger spaces consistently throughout my writing.</p> <p><b>Genres</b></p> <p>Post cards            Letters            Newspaper reports            Narrative            Book review</p>	<p><b>Maths</b></p> <p>Recap of division            I know that division sign sands for division            I can use the division sign in simple calculations for numbers up to 100.            I can calculate and write simple division statements.            I know that division has to be in a certain order.</p> <p>Fractions            I can calculate a third and a quarter of a given number up to 100.            I can calculate two quarters and 3 quarters of a given number up to 100.            I can write simple fractions.            I can recognise the equivalent of two quarters and a half.</p> <p>Subtraction and addition            I know addition and subtraction number bonds up to 20.            I can recognise which operation I need to use in a number calculation            I know which operation to use depending on the size of the number.            I can add and subtract 2 digit by 2 digit numbers            I can add and subtract 3 single digit numbers.            Reasoning            Problem solving</p>	
Humanities	ART	SCIENCE	ICT (Including e-safety)

<p><b>Geography</b> Exploring the locality of habitats and their features. We will also be looking at the different continents and cities within them.</p> <p><b>RE</b> The children will be looking at how their actions are heard and how they affect others.</p>	<p><b>ART-</b> Pencil drawings of real life meerkats and comic ones.</p> <p><b>Music</b> Children will be using a range of musical instruments and creating rhythms of their own and to African songs.</p> <p><b>D&amp;T</b> Making their own homes for the meerkats.</p>	<p>Animals including humans- I can understand what animals need to survive in a habitat. I can understand how animals structure is different to help them survive and adapt.</p> <p>The skills that I will use will be: Observing Testing Predicting</p>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>
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SCHOOL VALUES				
LEARN TO LEARN SKILLS	ENVIRONMENT (including outdoor learning)	ENTERPRISE	COMMUNITY	ORACY / PRESENTATION
<p>We will develop our Learn to learn skills by:</p> <p>Team Workers Effective Participants Reflective Learners</p>	<p>Story time Music Art Science P.E.</p>	<p>University workshops</p>	<p>Breakfast club</p>	<p>Talking partners in class Individual reports to the class Class discussions Hot seating Role playing</p>