

## Willow Class – Cycle B Term 1

### Maths – Place Value, Addition and Subtraction.

- Count in multiples of 6, 7, 9, 25 and 1000.
- Find 0.1, 1, 10, 100 or 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.
- Can partition numbers in different ways
- Round any number to the nearest 10, 100 or 1000.
- Round decimals (1.d.p) to the nearest whole number.
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- Order temperatures including those below 0°C.
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.
- Add and subtract mentally combinations of 2 and 3 digit numbers and decimals to 1 decimal place.

### English – Fiction: Wonder (RJ Palacio)

- To be able to make predictions using evidence from the text.
- To know how to draw inferences around characters' thoughts, feelings, actions and motives and justifies using point and evidence.
- To be able to select and effectively use a range of vocabulary devices in independent writing.
- To be able to summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- To know how to relate to characters, settings and events to their own experiences.
- To identify and comment on vocabulary and literary techniques.
- To know how to use points and evidence to structure and justify responses.
- To be able to use a wide range of devices to build cohesion within and across paragraphs.
- I can use first person and past tense.
- To develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.
- To be able to improvise and create dialogue to develop character and events, demonstrating his/her understanding of Standard and non-Standard English.
- To be able to describe settings, characters atmosphere whilst integrating dialogue to convey character and advance the action.
- I can use formal language in present tense.
- To be able to show some awareness that writers have viewpoints and purposes.
- To be able to present information, ideas and opinions clearly, effectively, logically, and persuasively and establish cohesion by using organisational markers effectively.

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### **PSHE: Staying Healthy**

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
- The importance of and strategies for maintaining a balance between school, work, leisure, exercise, and online activities.
- The importance of taking increased responsibility for their own physical health, including dental check-ups, sun safety and self-examination; the purpose of vaccinations offered during adolescence for individuals and society.
- Identify symptoms for some major illnesses e.g. sickness bug, flu.
- Know how to prevent the spread of germs.
- Identify how antibiotics help to fight infection and understand where to obtain these if needed.

### **Computing: Sequencing Sounds**

- I can create sequences in a block-based programming language.
- I know how to create sequences make music.

### **Science: Grouping and Changing Materials.**

- Students will be able to identify science equipment, science safety.
- Students will use equipment and identify their uses
- Students will be able to follow instructions to complete science diagrams
- Students will be able to compare and group together a variety of everyday materials on the basis of their simple physical properties, distinguish between an object and the material from which its made, identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock, and describe the physical properties of a variety of materials.

### **Physical Education: Team Building Games**

- That each participant has different skills, strengths and feelings towards Physical Education but each has a part to play in team games.
- To develop understanding of class needs.
- The rules for a variety of team building games.
- What makes a good team player and the key attributes of an effective and efficient team
- Pupils will be able to...
- Work with their peers as part of a team.
- Demonstrate an awareness of other's needs including different skills, strengths and feelings towards Physical Education
- Communicate with team mates.
- Observe the conventions of fair play.
- Show listening, explaining, organisational and co-operation skills

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### **Humanities: Making a Sports Themed Timeline.**

- The main events in the history of a sport, a club, or a sports personality.
- Where a sport originated and how it developed over time.
- How and where the sport is played including key rules.
- Who plays the sport in terms of genders, countries...
- How is this sport used in competitions e.g. The World Cup, The Olympics.
- Key events in a sportsperson's careers.
- The key components required to create a timeline and how information should be organised.
- How to collect information from given resources.
- Choose a sport, club, or sports personality for a timeline.
- Design and produce a timeline for display showing the main events in the sport, club, or sports personality in.
- Chronological order looking at examples of timelines.

### **Art and Design: Man-made indoor environment as a theme for artwork with support**

- Pupils will understand their personal likes and dislikes
- Pupils will become familiar with features of the indoor school environment (namely vertical, horizontal, parallel and diagonal lines, one-point perspective, vanishing point) and that lines can be straight or not straight and how this would affect structures such as the school.
- Pupils will draw from memory and imagination to share likes and dislikes.
- Develop spatial awareness of different parts of the school's interior (compare space e.g. large open space, long narrow space, low space)
- Pupils will experience free hand drawing of interior direction lines, horizontal, diagonal vertical, parallel.
- Pupils will use experimentation to develop their fine motor skills.
- Pupils will talk about their work.

### **Music: Romantic Period and Beyond**

- To gain knowledge about the orchestra and composers
- Different styles of music throughout the 20th century
- A focus on Holst's The Planets.
- How does Holst use his music to make us think about how the planets are different from each other?
- Introduce basic note values this term. Crotchet, minim and practise clapping rhythms with these.

### **Design Technology: Designing and Making a Pen Pot**

- How different materials can be used to make a strong structure.
- The appropriate dimensions needed for a pencil pot so it effectively meets the design brief.
- Items which can be recycled to assist pupils in making a pen pot.
- Design an eye-catching three-dimensional pen pot.
- Select an appropriate material from a range of options.
- Use colour or decoration to enhance the material.

### **Food Technology: Health & Safety in the kitchen; Knife safety: Stir fry; Hob safety: Tomato soup.**

- Key health and safety requirements and hygiene standards of working within a kitchen.
- Handle, use, wash and store sharp knives
- How to turn on and use the hob safely.
- Work together to maintain a clean and hygienic kitchen.
- With support, store and handle food correctly.
- Chop, slice & dice food safely.
- Use the hob with growing confidence and safely.