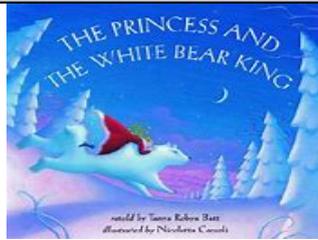


Term: Spring 1



Drawing on a combination of three folk tales from Northern Europe, this beautiful and complex picture book tells a dark adventure story that explores some powerful ideas and themes.

Far away in the distant north, a beautiful princess has a strange encounter with a great white bear who takes her to live in his castle. When she fails to pay attention to a warning and breaks a promise she has made, disaster strikes. The princess then sets out on an impossible journey which takes her east of the sun and west of the moon in the hope that she might redeem herself and break the spell.

The Big Ideas: Why do some have more than others?

This longer more demanding book is a stirring story of betrayal, showing how love can be reclaimed through perseverance, endurance and compassion.

Memorable Experiences:

Visit to Leeds Castle

Subject: English

Topic: Traditional Tale (Teaching should ensure that work in 'speaking and listening', 'reading' and 'writing' is integrated).

National Objectives:

NCO45 - Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).

NCO 46- Develop positive attitudes towards and stamina for writing by writing about real events.

NCO 47- Develop positive attitudes towards and stamina for writing by writing poetry.

NCO 48- Develop positive attitudes towards and stamina for writing by writing for different purposes.

NCO 50- Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.

Written outcome 1: Traditional Tale -Create a map of the first part of the story up to the point where the bear and the princess arrive at the castle. Then re-read the story aloud. Ask the children to make a geographical map to write their Traditional story.

Written outcome 2: Recount – Non chronological Report (Link to History)

Spelling:

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual

Grammar:

W1 Formation of nouns using suffixes such as -ness, -er and by compounding.

P1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

S3 How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

S2 Expanded noun phrases for description and specification

W4 The use of -ly in Standard English to turn adjectives into adverbs

Handwriting:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters

Subject: Maths**Topic: Number and Place Value****National Objectives:**

NCO 2- Recognise the place value of each digit in a two-digit number (tens, ones).

NCO 4- Compare and order numbers from 0 up to 100; use <, > and = signs.

NCO 6- Use place value and number facts to solve problems.

Recording subtraction in columns supports place value and prepares for formal written methods with larger numbers.

ITAF - Revise number bonds to 10; begin to bridge 10; subtract from 10 and 20; use number facts to find the complement to ten; find a difference between two numbers by counting on

Topic: Properties of shape**National Objectives:**

NCO 28- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

NCO 29 - Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

NCO 30- Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].

NCO 31- Compare and sort common 2-D and 3-D shapes and everyday objects.

NCO 32- Order and arrange combinations of mathematical objects in patterns and sequences.

Pupils handle and name a wide variety of common 2D and 3D shapes including: quadrilaterals and polygons, and cuboids, prisms and cones and identify the properties of each shape (for example, number of sides, number of faces).

Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces.

Real Life: Looking at symmetry in everyday objects. Look at shapes and patterns in flags.

Topic: Measurement

National Objectives:

NCO 19 - Choose and uses appropriate standard units to estimate and measure length/height in any direction (m/cm);mass (k/kg);temperature (0°C); capacity (l/ml) to the nearest appropriate unit using ruler, scale, thermometer and measuring vessels

NCO 20 – Compares and orders lengths, mass, volume/capacity and record the result using <, > and = signs

Subject :Science

Topic: Living things and habitats

National Objectives:

NCO 8- 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.

NCO 9- Identify and name a variety of plants and animals in their habitats, including micro-habitats.

NCO 10- 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.

Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.

Subject: Humanities

Unit : History

Topic: Castles

National Objective: Significant historical events, people and places in their own locality.

Coverage of Big Idea: *To understand the purpose of a castle.*

Explain why castles were built.

Identify the features of a castle.

Explain how the features of a castle worked.

Use historical vocabulary.

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.

Subject :The Arts

Topic : Art

National Objective : Subject Content

Pupil will be taught to:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Subject: Computing

National Objective: Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Unit 2.3 We are photographers

In this unit, the children review photos online, practise using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio.

Learning to Live Together

Article of the fortnight

Subject :RE

Topic: Hinduism (In accordance with HMI/QCA encouragement for SACREs/Agreed Syllabus)

Learning about religion includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation.

Pupils learn to communicate their knowledge and understanding using specialist vocabulary.

Experience and opportunities

- use art and design, music, dance and drama to develop their creative talents and imagination
- share their own beliefs, ideas and values and talk about their feelings and experiences

Subject: PE

Topics: Dance

Story from another culture

In this unit children focus on creating and performing short dances that communicate different moods, feelings and ideas. Their work is inspired by a story from another culture. They work with a partner and in small groups.

In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work they develop an awareness of the historical and cultural origins of different dances.