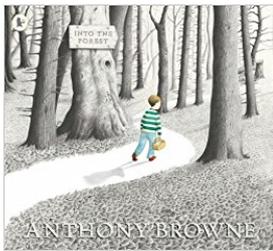


## Term: Spring 2



**Into the Forest** is a beautifully illustrated book by the famous author, Anthony Browne. It tells the story of a child, woken in the middle of the night by a terrible storm. The next morning he discovers that his father has disappeared. The child then goes on a journey to visit his Grandmas house, but instead of going the long way, he decides to take a short cut through the forest...

This is a brilliant text for the children to base their learning around as it provides a great deal of opportunity for the children to use their imagination to the best of their ability. We are really looking forward to seeing the amazing writing this book will inspire.

**The Big Ideas:**

Should you ever judge a book by its cover.

**Memorable Experiences:**

Local area walk.

**English**

Written outcome:

Week 1:

Children will be focussing on getting to know the story of Into the Forest through drama and descriptive writing.

Week 2 – 5:

Children will be writing a story inspired by Into the Forest. They will be exploring the book initially through text mapping, then moving on to the learning the grammatical skills needed in order to write a story. These will include punctuating direct speech and using a range of descriptive techniques such as simile, metaphor and expanded noun-phrases. By the end of the unit the children will have produced their own fully edited version of the story.

**Spelling**

The suffix –ation – 4.9, 4.10, 4.11

The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.

The suffix –ly - 6.9, 6.10, 6.11

The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.

**Grammar**

The grammar skills that will be taught this half term include:

42. To be able to orally rehearse sentences

43. To be able to write in paragraphs

56. To be able to punctuate direct speech

60. To be able to extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

54. To be able to use paragraphs to organise ideas around a theme.

55. To be able to make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

**Handwriting**

To be able to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

To increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

**Maths**

The objectives in maths that will be covered this half term are:

To be able to recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .

To be able to multiply two-digit and three-digit numbers by a one-digit number using formal written layout.

To be able to solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

To be able to compare numbers with the same number of decimal places up to two decimal places.  
To be able to measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

To be able to find the area of rectilinear shapes by counting squares.

To estimate, compares and calculates different measures, including money in pounds and pence.

Reads, writes and converts time between analogue and digital 12- and 24-hour clocks.

### Science – Living things and their habitats / Animals including humans

Initially the children will be learning about food chains this half term, thinking about terms such as **producer**, **consumer**, **prey** and **predator**. They will then be looking at the human digestive system and learning about the journey that food takes through our bodies. This will involve a particularly disgusting investigation that the children are going to love!

#### Working Scientifically

To be able to raise their own relevant questions about the world around them.

To begin to look for patterns and decides what data to collect to identify them.

To be able to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions.

#### Humanities - Forests

Linking closely with our core text, the children will be learning all about forests and the skills needed to navigate such an area. They will be learning to use ordnance survey maps, including learning this different symbols that such maps use. They will also be learning how to plot and follow coordinates accurately and even creating their own maps of an area.

#### RE

Christianity

This half term, the children will be learning about the religion of Christianity. They will be learning about who Jesus was and how he became the found of the religion. We will also be learning about the bible, how Christians worship and their sacred buildings.

#### The Arts

The children will be learning to use a range of different and skills to get creative this half term. This will include observational drawing, painting and collage.

#### Computing

In computing the children will be learning to become 'Co-authors' of a wiki style website. They will be learning to:

- Plan the content for a wiki
- Use Wikipedia to find information
- Start work on a class Wiki
- Edit wiki pages

#### Learning to Live Together

Article of the Fortnight

Article 8- You have the right to an identity and no one can take it away from you.

Article 27- You have the right to food, clothing, a safe place to live and have your basic rights met.

#### PE

##### Striking and Fielding

In this unit children learn how to hit or strike the ball into spaces, so they can score runs in different ways.

When fielding, they learn how to work together to keep the batters' scores down.

In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In striking and fielding games, players achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets or around bases to score runs. When fielding, they try to prevent runs or points being scored.