

Mulberry Class- Medium Term Planning

Autumn Term

Topic – Crime and Punishment

Science: Our Bodies

In this unit children will work towards answering the Quest question, 'How can we stay healthy?' They will present their findings in the form of a 'health roadshow' incorporating multi-media presentations which show that they will have recognised the impact of diet, exercise and lifestyle choices on the way their bodies function. Children will learn that there are many different but related aspects to keeping healthy. They will investigate the functions of the heart and circulatory system and will describe how nutrients and water are transported in human and animal bodies. Working scientifically, children will investigate how exercise and heart rate are related, and also to find out how scientific ideas about health have developed over time. They will plan an investigation and will take measurements with accuracy and precision. Children will present their findings in a number of ways, and will explain causal relationships emerging from their own data.

This unit builds upon children's existing knowledge of what their body parts are, and internal body systems such as the digestive system covered in Y4 Human Nutrition. They will develop their existing knowledge about the importance of diet and exercise to good health.

Light and Sight

Children will also be exploring light and sight, In this unit children will learn about how light travels and that we see things because light travels from light sources to our eyes, or from light sources to objects and then to our eyes. They will learn that shiny or reflective surfaces alter the direction in which light travels. Children will have the opportunity to solve problems related to everyday life about how light travels and how we see. Children will also investigate and explain the shapes of shadows, and relate this to light travelling in straight lines.

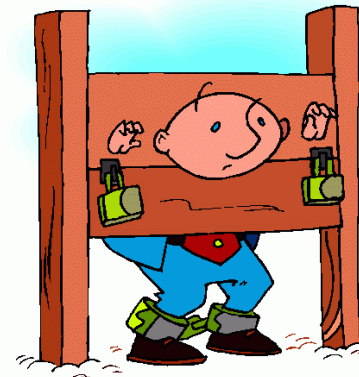
Working scientifically, children will have the opportunity to plan and carry out an investigation in the context of finding a reflective material for children's clothing. They will have the opportunity to use light sensors and data logging equipment to measure and record their observations and they will write a report detailing what they have concluded.

In order to teach this unit, children will need to have studied Y3 Light and Shadows.

For assessment see science bug.

This half term we will be learning all about Crime and Punishment in Mulberry class. We will learn about different crimes and punishments and how they have changed over time.

Children will learn all about 'Our Bodies and Light and Sight' in Science whilst completing investigations and drawing conclusions based on these.



D.T.

Children will focus on cookery during D.T this term. They will learn the basic principles of food hygiene and plan, make and evaluate their own fruit salad.

BPM

Dp Can use simple sketches and brief annotation to describe your design
Mm You can select a range of appropriate materials for my design
Po You can select and combine materials with a degree of accuracy
Eh You can identify where evaluation of project has led to improvement
Pn You can use tools with a degree of accuracy

Literacy

Classic Fiction – Charles Dickens

Children will learn about Charles Dickens and focus in particular on Oliver Twist. Children will complete character descriptions, story re-writes and alternate endings as well as diary entries and posters to persuade. Children will focus on writing with descriptions and the use of adjectives. Children will learn how to up skill their writing by making it detailed and using devices such as similes and metaphors.

Recounts

Children will have numerous opportunities during literacy this term to write recounts in the form of weekend news and trip write ups.

Poetry- During this using children will have the opportunity to complete shape poems as well as senses poetry. They will develop their understanding of poetic devices and form a particular focus on rhyming words.

Phonics - Children will be following the Read, Write Inc. scheme of work. Children will be continuing with set 3 sounds this term. They will be working on split diagraphs as well as focusing on their inference. Children will begin to look more in depth at stories finding key pieces of information to help them answer questions. Children will learn to sight read words that cannot be decoded phonetically.

BPM

Reading

R1ai - Independently: read with some expression.

R4f - Independently: some simple connections between texts identified.

Make simple inferences and deductions e.g. make a simple prediction to a question in a picture story

Occasionally asks simple questions, often in the form of 'how?', 'where?' or 'why'?

Use contextual clues to help understand the meaning of simple words/language choices

Locate some points and information in simple texts

Establish the meaning of a simple word in a wider context

Speaking and Listening

L1am - Entry Level English: Entry 2: Use simple devices such as variations in tone, pace, expression, vocabulary to hold the attention of the listener

L1as - Independently: structures talk in ways which support meaning and show attention to the listener.

L2ai - Independently: attempts different roles and responsibilities in pairs or groups.

L2an - GCSE Pass: listens to questions / feedback and provides an appropriate response in a straight forward manner.

L3q - Independently: extends experience and ideas.

L4r - Entry Level English: Entry 2: Choose appropriate vocabulary including adjectives and adverbs according to audience and purpose e.g. speak to an unfamiliar adult differently than to a friend (AO9).

Writing

Some awareness of use of full stops and capital letters

Independently: some, limited, use o

Clause structure mostly grammatically correct

Show some awareness of f speech punctuation

Mostly grammatically accurate clauses

full stops and capital letters

Relies mainly on simple sentences, complex sentences used occasionally

W1z - Independently: subordinate clauses used occasionally

W2x - GCSE Grade 2: random paragraph structure.

W2y - Independently: paragraphs/sections help to organise content.

Numeracy:

Children will be working in their big maths groups 3 days a week focussing on number.
Outer numeracy will be completed in class where children will work on measure
Children will learn to tell the time, measure weight, volume and height/length.

Children will be following the Big Maths scheme of work completing individual Learn its and CLIC tests every week to monitor progress.

BPM

GM1M- measure and begin to record time

GM1L – measure and begin to record capacity and volume

GM1K – measure and begin to record mass/weight

GM2H – choose and use appropriate standard units to estimate and measure length/height in any directions (m/cm); mass (kg/g); temperature (°c); capacity (Litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

GM3j – to subtract amounts of money to give change using

GM3k – solve real life problems involving what to buy and how to play

S2f – interpret tally charts, block diagrams

S2g – interpret simple tables

S2j – construct simple tables

S3d – present data using bar charts, pictograms and tables

S3c – interpret using bar charts, pictograms and tables

PE:

Children will be focussing on the physical cog of REAL PE. Children will perform a range of skills with some control and consistency and perform a sequence of movements with some changes in level, direction or speed. They should then aim to repeat this with longer sequences. Children will have coached football sessions from SSFC.

BPM

Pi - Can skip

Pav - Repeat actions

Pbu - Perform skills showing spatial awareness

Pbx - Show control when performing a range of skills

HI - Communicate why physical activity is essential for health

RE-

Why do people have ceremonies and use rituals in their lives?

What do the gospels tell us about the birth of Jesus?

Children will investigate these questions from a variety of sources and focus on Christmas and the birth of Jesus toward Christmas.

BPM

Students listen to religious stories about religion

Children communicate their ideas

Students respond to religious stories involving 2 or 3 learners.

Children take part in activities

History:

Children will learn all about the different eras surrounding their view on crimes and their punishments. They will get a deeper understanding of how punishments have changed over time and will recognise why this is the case. Children will focus on Roman, Anglo-Saxon/Viking, Medieval/Tudor, Victorian and modern eras in regards to crime and punishment.

Children will learn the history of Dick Turpin and complete a series of work about this.

BPM

TH32 Students name a few of the main events studied

TH33 Students name a few of the people studied

TH40 Students show knowledge and understanding of some of the main events studied

EI4 Students begin to recognise why some events might be judged as more historically significant than others

Cross-curricular links: Literacy, Geography, ICT, Science.



PATH

Self-esteem

Children to work on their understanding of self-esteem and why it is important.

Visits and Events

Mulberry class will have lots of enrichment opportunities this half term.

Hexham Gaol

South Shields Police Station

Music:

Children will be following the Charanga scheme of work.

Children will have regular singing lessons. Children will also have the chance to experiment with a variety of instruments. Children will be getting prepared for the harvest festival and Christmas performance.

BPM

Lo - They identify repeated patterns

Ph - They imitate distinctive sounds played on a particular instrument

Pg - They play an instrument when prompted by a cue card

Pu - They respond to prompts to play softer

Art and Design:

Children will learn all about architects and designers from different eras.

They will see the important that architects and designers play before making models and drawing sketches of some of their famous work.

BPM

Um - Recognise some simple characteristics of different kinds of craft

Uu - Make some connections between the artists work and your own

Ei - Communicate ideas through their use of colour

Cs - Develop your own practical skills by investigating the qualities of a range of materials

Ut - Comment on the ideas and work of others

Cross-curricular Links: Literacy, ICT, Geography, History and Science

Computing:

Children will begin to look at and make their own short animations using 2simple. Children to learn about e-safety.

BPM -

DL1a - E safety

DL1e - Know a range of reporting methods for unacceptable online behaviour.

DL1d - Recognise unacceptable behaviour.

Geography:

Children will focus on map skills and coordinates in Geography this term. They will use these skills to locate places in their locality and answer questions based on coordinates. Children will identify human and physical features of places they have found. After this children will make comments based on their preferences of a place.

BPM

Um - They recognise the human/physical features of places

Uz - Describe physical and human features of different places

ECx - Use your own observations to ask questions about places

Uac - Describe physical and human characteristics of a range of places

UI - Students understand the differences between the physical/human features of places

ECl - Use my own observations to ask questions about places

Ej - They express their views on features of environments they find unattractive

Cross-curricular links: History, Literacy, Numeracy, Art, and Science

Questioning opportunities

Hinge questions will be used across all subjects with particular focus in science and mathematics. Questions will be asked midway through a lesson to assess understanding and ultimately affect the work that the response warrants. Addition questions will be asked in numeracy to assess children's independent ability, these will be answered.

Starter Quiz will be used at the beginning of lessons in order to assess prior learning and to see if children have retained previously taught knowledge. Starter quizzes will ultimately have an effect on the level of work that is given to a child. Starter quizzes will be 3 quick-fire questions at the beginning of a lesson which children will answer on a whiteboard. These will be used across all subjects with a particular focus in Literacy and Topic.

Exit tickets will be used at the end of the lesson and will be differentiated through ability. Children self-assess against LO and take a ticket based on this. If children believe they achieved all of their steps to success and are confident they take a red ticket, if the children are in the middle they take a yellow ticket and if children did not have a solid understanding they take a green ticket and these become homework. Children hand their exit ticket in at the beginning of the next lesson and this contributes toward their starter quiz score. Exit tickets will be used

