

## Sustainability 2

**Key Question:** What can you do to look after our planet?

### English:

**Writing opportunities across the curriculum:** A descriptive commentary to accompany watercolour painting of a river at sunset (science and geography links). A recipe for a vegan soup (links to veganism as discussed as part of the sustainability theme & future link to DT). A fictional diary entry written by an endangered animal from the book "Red Alert" (Animal to be voted on as a class (pupil voice)). A sustainability rap, which will be performed to classmates (encompassing all knowledge gained from the term).

- Using books for inspiration such as "Plastic Sucks" by Dougie Poynter, "Greta and the Giants" by Zoe Tucker and Zoe Persico, "Red Alert" by Catherine Barr and Anne Wilson and "A Planet Full of Plastic" by Neal Layton.

**Spoken word:** Children will use relevant strategies to build their vocabulary (exploring synonyms with wow word of the week and "magpieing" words from our class novels at the end of the day. Ask relevant questions to extend their understanding and knowledge by working collaboratively in mixed ability groupings when discussing both SPAG aspects and topic based knowledge. select and use appropriate registers for effective communication, gain, maintain and monitor the interest of the listener(s) participate in discussions, presentations, performances, role play, improvisations and debates (through performances and planning of sustainability rap). maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (when discussing the moral reasons behind veganism).

**Word Reading:** Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix I](#), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**Comprehension (as Spr 1):** Pupils will be taught to develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (during class novel time, guided and independent reading as well as focus texts with subject specific links): reading books that are structured in different ways and reading for a range of purposes (a range of fiction and non-fiction texts in class library, modelled text types, reading for information and fact retrieval, as well as pleasure): using dictionaries to check the meaning of words that they have read and discussing words and phrases that capture the reader's interest and imagination (vocabulary and wow words "magpie" from the class novel and children encouraged to use them within writing): understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, asking questions to improve their understanding of a text, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, identifying main ideas drawn from more than one paragraph and summarising these, identifying how language, structure, and presentation contribute to meaning, retrieve and record information from non-fiction, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. (group reading, independent reading and comprehension activities, class discussion during class novel time).

**Writing Composition:** Pupils will be taught to plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas (modelled writing examples, wow words and "magpie" words, developing understanding of recipe writing and its structure, structure of diary entries), draft and write by: composing and rehearsing sentences orally (talk for writing, verbally constructing sentences, sustainability rap), evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements, propose changes to grammar and vocabulary to improve consistency, including use of pronouns and proofread for spelling errors (edit and improve using purple polishing pens, collaborative learning), organising paragraphs around a theme (diary entry), read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (sustainability rap),

**Grammar, Vocabulary and Punctuation:** Use fronted adverbials (within diary entry in particular), indicating possession by using the possessive apostrophe with plural nouns (within recipe and diary entry), ensuring "a" and "an" are used correctly (all aspects of writing).

**Spelling:** Children will be taught one spelling rule each week. This will be taken home and practised along with finding examples of where this rule is used. These examples can be displayed in the classroom and a weekly spelling activity will be completed to compliment this home learning. Two common exception words will also be practised and learned each week. The following spelling rules will be taught in Spring 2: "ed", "er" and "ing" suffixes, prefixes "mis" and "dis", "K" sound spelled as "ch" and homophones/near homophones.

### Maths:

#### Statistics:

Interpret and present data using bar charts, pictograms and tables, solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. Small steps covered: pictograms, bar charts and tables.

#### Length and Perimeter:

Measure, compare, add and subtract: lengths (m/cm/mm); measure the perimeter of simple 2-D shapes. Small steps covered: measure lengths, equivalent lengths (cm & m), equivalent lengths (mm & cm), compare lengths, add lengths, subtract lengths, measure perimeter, calculate perimeter.

#### Fractions:

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10, recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators, recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators, recognise and show, using diagrams, equivalent fractions with small denominators, add and subtract fractions with the same denominator within one whole, compare and order unit fractions, and fractions with the same denominators, solve problems that involve all of the above. Small steps covered: equivalent fraction (1, 2 and 3), compare fractions, order fractions, add fractions, subtract fractions.

**Computing (Monday PM2):** use sequence, selection, and repetition in programs; work with variables and various forms of input and output, understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration, use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

- Can children create an understanding of the World Wide Web by using an activity with wool to show how the web connects a variety of different devices?
- Can children use the same Google Doc to create a class joke book or a fact sheet relating to sustainability by sharing each other's ideas?
- Can children use Gmail, by accessing School 360, to safely and responsibly reply to an email sent by the class teacher?
- Can children use the LightBot app to understand repeated process in relation to code and watch how the input impacts what the output becomes?

**DT (Thursday PM1):** Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment], use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group, understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

- Can children use the knowledge gained in Geography about the River Nile, to inspire the design of a shaduf?
- Can children understand the mechanical system the shaduf uses in order to be effective?
- Can children communicate their ideas by sketching and annotating?
- Can children select the correct tools and equipment to create a working miniature shaduf?
- Can children evaluate the product that they have created against a set design criteria?

#### PE (Thursday PM2 & Friday):

Use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending, develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics], compare their performances with previous ones and demonstrate improvement to achieve their personal best.

- Can children play small sided games involving throwing, catching, running, jumping and balancing aimed at improving strength, technique, flexibility, control, agility, coordination and aim?
- Can children keep score in games in order to understand how to improve their own personal best?
- Can children motivate others, whilst focusing on their own intrinsic motivation and develop their growth mindset?

#### French (Monday PMI)

Listen attentively to spoken language and show understanding by joining in and responding, develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, appreciate stories, songs, poems and rhymes in the language.

- Can children recall basic colours, days of the week, numbers and songs from last term? – Can they link this to word reading and be prompted with visual cues?
- Can children read familiar stories and rhymes in French by using prior knowledge?
- Can children recognise labels on familiar objects and write their own for others to read?
- Can children read the date on calendars and apply the spelling to their own work?

#### Art (Tuesday) – continuation from Spr 1:

Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay], to create sketch books to record their observations and use them to review and revisit ideas, about great artists, architects and designers in history.

- Can children observe and critique famous watercolour artists and look closely how to perfect their techniques?
- Children practise in school using watercolour to create different affects?
- Can children record their observation of nature and revisit the idea to create a watercolour sunset painting of a nature scene.
- Can children evaluate their own work and others work and offer future advice (2 stars and a wish)?

#### RE (Wednesday) (Following SACRE):

Hinduism – Festivals: Holi (9<sup>th</sup> and 10<sup>th</sup> March): Children will learn about aspects of Holi and the legend of demon King Hiranyakashyap. This will be covered in whole school assembly.

Christianity – Festivals and Celebrations (Holy Week): Children will learn about aspects of Easter. They will discuss the significance of Lent as a season of preparation for Easter, discuss the significance of Shrove Tuesday, identify the main events during Lent such as Ash Wednesday and Mothering Sunday, examine what Christians in the immediate area do during Lent, discuss the events during Holy Week leading up to Jesus' crucifixion and will prepare the Passover meal and emphasise the significance of the bread and the wine that constituted the last supper. Children will know that Easter is important to Christians because its celebrate the resurrection of Jesus and that Easter is a special and happy time of the year involving stories, events, artefacts and traditions, although it is preceded by a solemn time when Christians prepare for and reflect on the crucifixion of their founder and know that the Bible is the main source of information about Jesus' crucifixion and resurrection.

Christianity – God: Children will learn about Moses and the Exodus, what this story means and what it tells us about God. They will learn about the coming of the Holy Spirit, introducing the term Trinity.

Judaism – Stories: Children will read the story of the Exodus and will sequence pictures of the main events including the ten plagues. We will examine the role of Moses. Children will know that many Jewish festivals are shaped by stories in scripture and know that such stories shape Jewish belief and practice.

Key vocabulary: Passover, Maundy Thursday, Shrove Tuesday, Exodus, Trinity.

#### Science (continuation from Spr 1 to fill possible gaps) (Wednesday (alternating with RE)):

Recognise that they need light in order to see things and that dark is the absence of light, notice that light is reflected from surfaces, recognise that light from the sun can be dangerous and that there are ways to protect their eyes, recognise that shadows are formed when the light from a light source is blocked by a solid object, find patterns in the way that the size of shadows change.

- Can children understand how the sun can damage skin (UV light)? – creating a poster
- Can children understand how light impacts the function of the eye?
- Can children discover how shadows are formed and can be manipulated? Diagram and physically creating shadows on the yard.

#### Visit/Visitors/Resources:

17<sup>th</sup>/18<sup>th</sup> March – Y3/4 Athletics Shield/Cup

TBC - Trip to Plessey Woods (river trip)

5<sup>th</sup> March – World Book Day

6<sup>th</sup> – 13<sup>th</sup> - British Science Week

12<sup>th</sup> March - Parent Evening

20<sup>th</sup> March Y3 Coffee Morning