



Comparing Town and cities

Marsh Mallow Spring 2

Anchored in the community; a place to belong, a world to explore

Subject	Objectives Covered
English	<p style="text-align: center;">The Lost Happy Endings By Carol Ann Duffy</p> <p>Word I can explain the difference between a plural -s and a possessive 's. I can use the possessive apostrophe accurately with plural nouns (e.g. <i>the girls' books</i>). I can use Standard English verb forms instead of local spoken forms in my writing and speech.</p> <p>Sentence I can expand a noun phrase by adding adjectives, nouns, or prepositional phrases to give more detail. I can use fronted adverbials at the beginning of a sentence and remember to use a comma.</p> <p>Text I can use paragraphs to organise ideas around a theme.</p> <p>Punctuation I can use commas after fronted adverbials. I can understand the use of a comma after the reporting clause and use of end punctuation within inverted commas.</p>
Outcomes	<p>Narrative Outcome: Twisted Narrative Purpose: To narrate Non-fiction Outcome: Letter Purpose: To persuade</p>

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Reading

The Wild Robot By Peter Brown

- I can become familiar with a wide range of books, including fairy stories, myths and legends, and retell some of them orally.
- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can discuss words and phrases that capture my interest and imagination as a reader.
- I can check that a text makes sense to me, explain my understanding and work out the meaning of words from the context.
- I can draw inferences about characters' feelings, thoughts and motives from their actions and justify my ideas with evidence from the text.
- I can predict what might happen using details that are stated and implied.
- I can identify main ideas from more than one paragraph and summarise them.
- I can explain how language, structure and presentation contribute to meaning.

Maths

Fractions

- I can identify and understand what the whole represents.
- I can count in fractions beyond 1.
- I can partition a mixed number into a whole number and a fraction.
- I can place and identify mixed numbers on a number line.
- I can compare and order mixed numbers.
- I can recognise and understand improper fractions.
- I can convert mixed numbers into improper fractions.
- I can convert improper fractions into mixed numbers.
- I can identify and show equivalent fractions on a number line.
- I can recognise and generate families of equivalent fractions.
- I can add two or more fractions with the same denominator.
- I can add fractions and mixed numbers.
- I can subtract fractions with the same denominator.
- I can subtract fractions from whole numbers.
- I can subtract fractions from mixed numbers.

Decimals

- I can recognise tenths as fractions.
- I can recognise and write tenths as decimals.
- I can show tenths on a place value chart.
- I can place tenths on a number line.
- I can divide a 1-digit number by 10.
- I can divide a 2-digit number by 10.

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	<p>I can recognise hundredths as fractions. I can recognise and write hundredths as decimals. I can show hundredths on a place value chart. I can divide a 1- or 2-digit number by 100</p>
Science	<p style="text-align: center;">Digestion</p> <p>I can identify and label the parts of the human digestive system. I can describe the function of each organ in the digestive system. I can explain what happens when digestion is disrupted. I can use scientific vocabulary to explain the processes of digestion. I can accurately sequence the steps of digestion. I can ask scientific questions about digestion, such as how long digestion takes or what happens to different types of food.</p>
Outcome	To plan and carry out their own enquiry to explore digestion.
Geography	<p style="text-align: center;">Comparing Town and City</p> <p>I can use maps and digital tools to locate Norwich and Wells-next-the-Sea and identify their key features. I can identify and compare human features such as transport, housing, shops, and services. I can identify and compare physical features such as coastlines, rivers, and green spaces. I can use geographical vocabulary to describe similarities and differences between a town and a city. I can record and present information using graphs, tables, and annotated maps.</p>
Outcome	Make a leaflet about Wells and why it's important to us.
Computing	<p style="text-align: center;">Data Logging</p> <p>I can set up and use data loggers or sensor-based devices. I can collect and record data over time. I can interpret data shown in bar charts, line graphs, and tables. I can compare data sets to spot patterns or trends. I can explain how data logging helps us investigate questions scientifically.</p>
Art and DT	<p style="text-align: center;">Stephen Wiltshire</p> <p>I can use line and shape confidently to draw from observation and imagination. I can begin to use one-point perspective to create depth in landscapes or buildings. I can use shading and cross-hatching to show light, shadow, and form. I can observe architectural details and include them in my sketches. I can use a sketchbook to practise drawing techniques, plan my compositions, and reflect on my work.</p>

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Outcome	To create our own cityscape drawing.
Music	Instrumental Music partnership, whole class instrumental lessons
R.E.	What does it mean to be a Sikh? I can explain that Sikhs follow the teachings of the Gurus and the Guru Granth Sahib. I can describe how Sikhism teaches belief in one God and equality for all people. I can explain that Sikhs practise daily prayer, wear the Five Ks, and take part in community service (Seva). I can describe why the Sikh community (Sangat) is important for worship and support. I can explain why Vaisakhi is an important Sikh festival celebrating faith and history.
PSHCE	How Will We Grow and Change? I can explain what puberty is and why it happens. I can recognise the physical changes that happen to boys and girls during puberty (such as growth spurts, hair growth, body odour, and menstruation). I can describe some of the emotional changes that can happen during puberty and ways to manage them. I can explain how and why personal hygiene needs change during puberty. I can identify trusted adults I can talk to if I have questions or worries about changes.
RSE	My Beliefs I can recognise and talk about similarities and differences between myself and others. I can reflect on my own identity and what makes me unique. I can show respect for other people's identities, families, and beliefs. I can celebrate diversity in my community and the wider world. I can challenge stereotypes or unkind behaviour related to differences.
Spanish	Countries and Continents I can identify and say country and continent names in Spanish. I can ask and answer questions about where someone is from and what language they speak. I can use full sentences to describe nationality and the language spoken (e.g. <i>Soy inglés. Hablo inglés.</i>). I can recognise and pronounce country and language names with increasing accuracy. I can begin to compare cultures and locations using familiar sentence structures.

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PE

Basketball

- I can cushion a ball to help me control it when receiving it.
- I can protect the ball while dribbling to help me maintain possession.
- I can move into space to help my team keep possession and score goals.
- I can recognise when to pass and when to shoot.
- I can recognise when to mark and when to attempt to win the ball.
- I can apply attacking tactics to help maintain possession and score goals.
- I can apply defending tactics to deny space, gain possession, and stop goals.
- I can understand and follow the rules to help manage our own game.

Fitness

- I can keep my elbows bent when changing direction to help me stay balanced.
- I can squeeze different muscles to help me stay balanced in different activities.
- I can begin in a ready position to help me react quicker.
- I can use a high knee drive, pump my arms, and run on the balls of my feet to give me power.
- I can use different muscles to build strength and know how to improve my strength.
- I can pace myself when running further or for a long period of time to maintain stamina.

Links to: anchored in the community; a place to belong, a world to explore.

Carers Week
Science Week
World Book Day