

Telling Tales

Term 2

LITERACY

Literacy Activities	<ul style="list-style-type: none"> • Drama – Role-play • Play scripts • Reading punctuation • Story boarding – planning • Wow words – extending vocabulary • Developing characters and settings • Story structure • PC games story paths • Puppet Shows • Alternative versions
Recommended Texts	<ul style="list-style-type: none"> • As specified on the long term plan

NUMERACY

Numeracy Activities	<ul style="list-style-type: none"> • Data handling • Ratio & proportion, measuring for recipes (George’s Marvellous Medicine) • Calories (Wolf Brother)
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SCIENCE

YEAR	OBJECTIVES	SKILLS
1	<p><u>Animals Including Humans</u> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.
2	<p><u>Animals Including Humans</u> notice that animals, including humans, have offspring which grow into adults</p>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p>

	<p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.
3	<p><u>Animals Including Humans</u></p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.
4	<p><u>Animals Including Humans</u></p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled dia-

		<p>grams, keys, bar charts, and tables</p> <ul style="list-style-type: none"> • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.
<p>5</p>	<p><u>Animals Including Humans</u></p> <p>describe the changes as humans develop to old age.</p>	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.
<p>6</p>	<p><u>Animals Including Humans</u></p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.

ICT *This unit contain specific e-safety objectives.*

Year	Objectives	Skills
R	Share ideas using text, images and sounds.	<p>Pupils...</p> <ul style="list-style-type: none"> • Can type labels into a simple program • Can draw and label a picture • Know that the computer makes it easier to change ideas • Can use the backspace to delete • Can print text labels with support • Can work together to contribute to a digital class resource, such as simple comments on a discussion forum, with support • Can contribute to a class or group digital communication, (e-mail, portal discussion, blogs) and understand how this compares to post and letters • Understand that dangers in the virtual world are real • Know that people can pretend to be someone else on the internet • Know what to do if they are upset by something online • Know what personal details are and how to keep them safe • Participate in video conferencing as a class
1	Generate, amend and record work. Share ideas in diff. forms including text, tables, images and sound.	<p>Pupils...</p> <ul style="list-style-type: none"> • Can type letters, words and simple sentences in to a word processing program • Can use the space bar to separate words and the return/enter key to make line breaks • Can use the backspace to delete • Can use the shift button for capitals • Can select text from a word bank to create a simple story • Can insert clipart • Can use copy, cut and paste to re-organise text and pictures with support • Can combine text and graphics for a given purpose (e.g. to tell a story) • Can save work with an appropriate file name, and retrieve it when needed • Can contribute to a class email to share and request information • Know what information can be safely shared, and what cannot • Can describe some of the dangers of the virtual world and know rules to help keep themselves safe • Can contribute simply to a discussion forum or take part in a vote on a VLE (e.g. Portal) with support • Know rules for video-conferencing, and participate as a class • Recognise common uses of information technology beyond school • Can organise, store, manipulate and retrieve data in a range of digital format

<p>2</p>	<p>Generate, develop, organise and present work. Share and exchange ideas with others.</p>	<p>Pupils...</p> <ul style="list-style-type: none"> • Can choose where on a page they want to type by using the space bar, or clicking in a specific place to insert or delete text • Can search for specific images in a clipart gallery or resource bank • Can resize and crop images using handles appropriately • Can format text using bold, italic, font size, type and colour. • Can use the shift key for punctuation and symbols • Know how to be polite on a discussion forum or posting a comment reply • Can contribute simply to a discussion forum, comment to a blog post or take part in a vote (e.g. website or portal with support) • Can open, read and send a reply to an email (e.g. share a j2e file) • Give ways of keeping safe for given situations in the virtual world • Can organise, store, manipulate and retrieve data in a range of digital formats
<p>3</p>	<p>Generate, develop, organise and present work. Share and exchange ideas with others.</p>	<p>Pupils...</p> <ul style="list-style-type: none"> • Can change the view of a document (e.g. print preview, whole page, 100%, page width) • Change the layout of a page by adjusting margins, changing from Portrait to Landscape, etc. • Can insert a picture from a folder • Can use text wrap when working with text and images to improve layout • Can edit and improve text in a word processing package • Can use a spellchecker with support • Know some of the ways messages can be sent in the virtual world and how this compares to the real world • Know how to stay safe when sending and receiving messages online • Can reply to posts on a blog or discussion forum and understand threaded discussions • Understand the format of email addresses • Can write a new email and send to several people • Know that some emails can be unsafe or used to send harmful content • Know about a range of situation in the virtual world that could be dangerous, and give ways of keeping safe for each • Can understand computer networks, including the internet; how they can provide multiple services, such as the WWW; and the opportunities they offer for communication and collaboration • Learn to respect individuals and intellectual property (plagiarism)

<p>4</p>	<p>Present information in different forms. Show an awareness of intended audience.</p>	<p>Pupils...</p> <ul style="list-style-type: none"> • Can use a range of layout tools including columns, creating and editing tables, borders and headers and footers • Can create hyperlinks in a document • Can use address books, and BCC and CC fields in emails • Know that some emails can contain viruses • Can recognise when an email may contain a virus • Can make good decisions about which emails are safe to open and which are not • Can start new threads on a discussion forum, and comment effectively on other contributions • Can video-conference safely in a group • Can create a set of rules for using online discussion forums • Understand the dangers of online chat rooms, discussion forums, and online gaming, and give rules to avoid these dangers • Understand what cyber-bullying is, and what to do if being bullied in this way • Select, evaluate, edit and present information and data effectively to communicate with a wider audience • Use a range of devices and media formats (including the internet) to accomplish given goals • Use technology responsibly, securely and safely
<p>5</p>	<p>Show the need for quality in presentations. Exchange info. & ideas with others in a variety of ways including email.</p>	<p>Pupils...</p> <ul style="list-style-type: none"> • Use spellchecker, thesaurus, grammar guide and word count tools effectively to edit and modify work • Understand and use the different types of hyperlink that can be used in a document • Understand the differences between a document and a web page • Create a simple webpage containing text, images and hyperlinks • Begin to understand good design principles for desktop publishing • Make a list of rules and tips for keeping safe online • Use a range of different ways to communicate in the virtual world, and describe the positives and negatives of each • Understand the dangers of social networking sites, and evaluate the safety of well-known sites • Insert pictures, videos and sound files independently and appropriately into VLE discussions • Can understand computer networks, including the internet; how they can provide multiple services, such as the WWW; and the opportunities they offer for communication and collaboration • Use the WWW and begin to understand the opportunities it offers for communication and collaboration (Webpages, Blogs and Forums)

<p>6</p>	<p>Structure, refine and present information in indifferent forms and styles for specific purpose and audiences. Exchange info. & ideas with others in a variety of ways including email.</p>	<p>Pupils...</p> <ul style="list-style-type: none">• Use a full range of tools in desktop publishing, and be able to find common tools in unfamiliar software• Make independent choices as to the best way of presenting data and information, considering the needs of the audience and the desired impact• Understand and follow good design principles for desktop publishing• Choose effective methods of e-communication for different purposes, evaluating the effectiveness of each• Set up and moderate a discussion forum on the school VLE, with support from an adult• Give advice to younger children about the dangers of the virtual world, and how to stay safe when online• Communicate effectively and safely through digital communication, using the range of technologies responsibly, securely and safely• Create a simple website with basic navigation, using a WYSIWYG (What you see is what you get) editor (e.g. j2e5 – embed a website = WYSIWYG)• Begin to understand how the code behind a website works• To select, use and combine a range of devices and media formats (including the internet) to accomplish given goals• Can understand computer networks, including the internet; how they can provide multiple services, such as the WWW and the opportunities they offer for communication and collaboration
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