



**Lesson Breadth:**

**As writers:**

- Identify the audience for writing.
- Choose the appropriate form of writing using the main features identified in reading.
- Plan, draft, write, edit and improve.
- Perform compositions, using appropriate intonation and volume.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Use the techniques that authors use to create characters, setting and plots.
- Interweave descriptions of characters, setting and atmosphere with dialogue.
- Choose effective grammar and punctuation.
- Ensure correct use of tenses throughout a piece of writing.

**Texts:**

**Key Texts:** The Lost Words- Robert Macfarlane and Jackie Morris,  
The Last Bear- Hannah Gold  
Ducks Overboard

**Non Fiction:** Climate Change (Eco graphics)

**As Geographers**

**Climate zones and climate change**

- Use a range of geographical resources to give detailed description and opinions of the characteristic features of a location.
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Collect and analyse statistics to draw clear conclusions.
- Describe how countries and geographical regions are connected.
- Describe and understand some key aspects of physical geography (climate, biomes) and human geography (land use, economic activity, distribution of natural resources).
- Describe geographical diversity across the world.

**As Mathematicians:**

**Decimals**

- Place value within 1
- Place value- integers and decimals
- Round decimals
- Add and subtract decimals
- Multiply and divide by 10, 100 and 1000
- Multiply and divide decimals by integers
- Multiply and divide decimals in context

**Decimals, fractions and percentages**

- Decimal and fraction equivalents
- Fractions as division
- Understand percentages
- Fractions to percentages
- Equivalent fractions, decimals and percentages
- Order fraction, decimals and percentages
- Percentage of an amount
- Percentages- missing values

**As scientists:**

- Ask relevant questions.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.

**Living things and their habitats**

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe how living things are classified into broad groups according to common observable characteristics.
- Give reasons for classifying plants and animals based on specific characteristics.

<p><b>As readers:</b></p> <ul style="list-style-type: none"> <li>Understand and explore the meaning of words in context.</li> <li>Ask questions to improve understanding.</li> <li>Draw inferences.</li> <li>Make predictions from what is stated and implied.</li> <li>Summarise and justify ideas.</li> <li>Discuss and evaluate how writers use language, including figurative language, considering the impact on the reader.</li> <li>Compare and contrast ideas accurately.</li> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> </ul> <p><b>Guided reading:</b> New and Collected Poems for Children- Carol Ann Duffy</p>	<p><b>As computer Experts:</b></p> <p><b>Data and information- spreadsheets.</b></p> <ul style="list-style-type: none"> <li>Create a data set in a spreadsheet.</li> <li>Build a data set in a spreadsheet.</li> <li>Choose and apply an appropriate format for a cell.</li> <li>Explain that formulas can be used to produce calculated data.</li> <li>Identify that changing inputs changes outputs.</li> <li>Apply a formula to multiple cells by duplicating it.</li> <li>Create a spreadsheet to plan an event.</li> </ul>	<p><b>As musicians:</b></p> <ul style="list-style-type: none"> <li>Identify and move to the pulse with ease.</li> <li>Think about the message of songs.</li> <li>Identify how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.</li> <li>Identify different ways of writing music down - e.g. staff notation, symbols.</li> <li>Recognise that composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> </ul>	<p><b>As citizens (PSHCE):</b> <b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Take responsibility for my health and make choices that benefit my health and well-being.</li> <li>Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</li> <li>Understand that some people can be exploited and made to do things that are against the law.</li> <li>Know why some people join gangs and the risks this involves.</li> <li>Understand what it means to be emotionally well and explore people's attitudes towards mental health/illness.</li> <li>Recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse.</li> </ul>
<p><b>Being physically active:</b></p> <ul style="list-style-type: none"> <li>Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, linking skills.</li> <li>Hold shapes that are strong, fluent and expressive.</li> <li>Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>Vary speed, direction, level and body rotation during floor performances.</li> </ul>	<p><b>As artists</b></p> <ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Combine visual and tactile qualities.</li> <li>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Create original pieces that show a range of influences and styles.</li> <li>Exploring how found objects can be recycled to create new imagery.</li> </ul> <p><b>Artists:</b> Tony Cragg, Jane Perkins</p>	<p><b>Religious Education:</b> <b>Theme:</b> Beliefs and Meaning <b>Concept:</b> Salvation <b>Key Question:</b> Is anything ever eternal? <b>Religion:</b> Christianity</p> <ul style="list-style-type: none"> <li>Express the feelings I have when I think about situations or things I would like to last forever.</li> <li>Make links between different Christian beliefs and their views on whether anything is ever eternal.</li> <li>Reflect on my own beliefs about whether anything is eternal.</li> <li>Evaluate different beliefs about eternity and understand the Christian perspective on this.</li> </ul>	<p><b>As linguists (French):</b> <b>All about ourselves</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding in the context of body parts.</li> <li>Recognise and use different vocabulary related to the topic of body parts.</li> <li>Use adjectives to describe features.</li> <li>Use the verb 'porter' to describe what someone is wearing.</li> <li>Apply my knowledge of French adjectives to describe feelings</li> </ul>
<p><b>Key Vocabulary:</b></p>	<p>Climate, weather, adapt, carbon dioxide, methane, excretion, fossil fuels, deforestation, extinction, emissions, sustainability, renewables, conservation, climate zones, natural resources, biomes, great garbage patch, recycle, gyres, pollution, diversity, permafrost, ecosystems, nature, continuous, garbage, latitude, permafrost, flotsam, microscopic, categorise, inhabit, terrestrial, aquatic, habitat, life cycle, classification, characteristics.</p>		

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	<p>Explore climate change.  Why does climate change matter to me?  How does it affect us in Wantage?  How is our planet changing?  Where in the world is affected by climate change?  How can we make it better?  What is COP27?  Where in the world is the great garbage patch?</p>	<p>Understanding the term 'climate change' and how it is changing the world around us.  Explore the fragile beauty of our planet.  Exploration of the lives of others - particularly children - and the effects of climate change on them.  The positive actions being put into place to combat climate change.  Areas of the world which are particularly affected by climate change.  The great garbage patch.  Understand how things are carried on ocean currents.</p>	<p>How could you change the world for the better?  Introduction of STEM opportunities.  Introduction of inspirational young people making a difference to the world. How could we make a change?  Explore climate change achievements of the past.  Understand the power of children's voices.  Write to the local MP.</p>