



Oxney Year B Term 2

Synopsis:

This term our focus text is 'The Firework Maker's Daughter' by Philip Pullman which is a comical adventure, that builds to a climatic firework scene. Based in Asia, it tells the story of a girl who wants to become a firework-maker like her father and who embarks upon a treacherous journey to Mount Merapi. Therefore, our geography learning will link to this text as we explore mountains and volcanoes. Additionally, our history learning will focus on the Ancient Civilisations particularly the Ancient Sumer.

In Science, we will be investigating how light is needed in order to see and how light is made up of a spectrum of colours and reflected off different surfaces. Using the knowledge of how shadows are formed, DT exploration will involve the design of a shadow theatre and puppets depicting a scene from our focus text.

We will be following the Understanding Christianity unit of **Incarnation/God** where the key question for our RE learning this term is **'What is the Trinity?'** By the end of this term, the children are expected to be able to:

identify the difference between a Gospel and a 'letter';

offer suggestions about what texts about baptism and Trinity might mean;

give examples of what these texts mean to some Christians today;

describe how Christians show their beliefs about God the Trinity in worship and in the way they live;

make links between some Bible texts and the idea of God in Christianity.

This term's Heatsmart theme is: 'Don't forget to let the love in' where the children will consider how to show themselves, and others, love; think about the impact the words we listen to about ourselves make us feel; discuss different sources of pressure, including our friends and the ways we can respond; think about the importance of asking for help and who to go to for help.

During our French lessons, we will be building on from the 'Welcome to school' lessons in Term 1 and will learn about 'My town, your town'. By the end of this term, the children will be able to read and understand commands; say and understand classroom instructions; say and recognise places in town; ask 'Where is...?' and begin to classify nouns and say and identify names of shops in French.

History

Learning Sequence:

Children will be able to:

Add significant dates and events to a world history timeline, including the dates of the Ancient Sumerian civilisation.

Describe what society was like in Britain at the start of the Ancient Sumer civilisation.

Describe the terrain, climate and geography of Ancient Sumer.

Understand that historians divide the Sumer civilisation into different periods.

Understand the decline in the Sumerian civilisation.

Historical Concepts

Extend chronological understanding by exploring a theme over time eg leisure, entertainment

Understand how Britain has influenced and been influenced by the wider world

Order key dates on a timeline to demonstrate chronology of British and world history

Stories & Sources

Order key dates on a timeline to demonstrate chronology of British and world history

Understand how and why the past is represented in different ways and explain this

	Select and organise relevant information from a wider range of sources to answer a historical question
Historical Vocabulary	Develop a range of historical vocabulary eg civilisation, chronology, ancient, legacy
Geography	
<p>Learning Sequence:</p> <p>Children will be able to:</p> <p>Name and locate some of the world's active volcanoes.</p> <p>Explain how a volcano is formed.</p> <p>Name some of the parts of a volcano.</p> <p>Explain what happens when a volcano erupts.</p> <p>Identify positive and negatives impacts of a volcanic eruption.</p>	
Locational Knowledge	Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities
Human & Physical Geography	Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)
Skills & Fieldwork	Securely use world maps, atlases and globes and use digital mapping Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology
D&T	
<p>Learning Sequence:</p> <p>Children will be able to:</p> <p>Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality products.</p> <p>Create jointed shadow puppets controlled with a flexible stick connection.</p>	
Design	Communicate, generate and develop ideas using a range of strategies eg prototypes, pattern pieces
Evaluate	Evaluate own and others' work suggesting improvements and consider the views of others to improve their work
Technical Knowledge	Apply understanding of how to strengthen, stiffen in order to reinforce more complex structures
Make	Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes
Computing	
<p>Learning Sequence:</p> <p>Year 4 Children will be able to:</p> <p>Demonstrate developed keyboard skills.</p> <p>Demonstrate developed understanding of what information is reliable on internet.</p> <p>Demonstrate and developed a more secure understanding of how computer and technology works and how computers process instructions and commands.</p> <p>Use templates on a computer to create a game which can be controlled by external algorithms and investigating the effect this has on the response.</p> <p>Understand that ICT allows for situations to be modelled or those which it would be impractical to try out in real life and investigate the effect of changing variables in these simulations.</p> <p>Year 5 children will be able to:</p>	

Demonstrate developed keyboard skills.

Demonstrate developed further understanding about personal information and sharing information when online.

Continue to develop their understanding of how computer and technology works and how computers process instructions and commands, including the use of coding language.

Understand computer networks including the internet.

Explore ways in which software can be created.

Use assisted programming software to create basic software that interacts with external controllers and elements on screen, creating algorithms and using logic and calculations.

Understand that ICT allows for situations to be modelled or those which it would be impractical to try out in real life.

Computer Science

Use logical reasoning to understand how algorithms work

Detect and correct errors in algorithms and programs

Start to use sequence, selection and repetition in programs

Write and debug programs that accomplish specific goals, including controlling or simulating physical systems

Digital Literacy

Select and use a variety of software on digital devices

Information Technology

Begin to ask and answer questions based on the reliability of digital content

Understand computer networks including the internet and how they provide multiple services such as the World Wide Web

E-Safety

Recognise acceptable/unacceptable behaviour and identify ways to report concerns about content and contact

Music

Learning Sequence:

Children will be able to:

Critique firework inspired forms of music.

Use percussion instruments to replicate the sound of fireworks.

Use correct music vocabulary to explain their composed pieces.

Composing

Improvise on their chosen instrument, making decisions about structure

Compose, capture and record music to create a specific mood, extending range of instruments

Listening

Listen with increasing concentration to combination of high-quality recorded and live music

Develop understanding of music from range of origins, traditions, historical periods and social contexts

PE

Learning Sequence:

Basketball

Children will be able to:

Build on catching and passing development.

Develop confidence to dribble with either hand.

Building on shooting development.

Sportshall Athletics

Children will be able to:

Develop teamwork in track events.

Develop further skills in the following field events: javelin throw, chest push, standing long jump, vertical jump, speed bounce, 5 strides and standing triple jump.

Communication

Communicate and compete with each other

Understand how to improve own and others' performances

Participation

Play competitive games and demonstrate their sense of sportsmanship eg fairness and respect

Understand basic principles suitable for attacking and defending

Competence

Use running, jumping, throwing and catching in isolation and in combination

Further develop flexibility, strength, technique, control and balance

Performance

Demonstrate improvement to achieve personal best

Science

Learning Sequence:

Science Programme of Study:

Recognise that light is needed 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 eyes

Recognise that shadows are formed when the light from a light source is blocked by an opaque object

Find patterns in the way that the size of shadows change

Children will be able to:

Use findings of investigations to draw conclusions on how light travels and our dependence on light to see.

Use findings of investigations to draw conclusions.

Understand that white light is made up of a spectrum of colours.

Understand how different objects and orientations affect the size and shape of shadows.

The effect of opaque, transparent and translucent materials and the shadows these objects cast.

Make Observations

Make systematic observations

Perform Tests

Suggest, set up and carry out simple practical enquiries

Ask Questions

Generate and answer scientific questions using evidence

Gather Data

Gather, record, classify and present data in a wide variety of ways eg drawings, labelled diagrams, charts

Report on findings orally and in writing using scientific language to answer questions

Analyse Data

Explain similarities, differences, changes related to scientific processes and ideas

Writing

Learning Sequence:

Focusing on the text of The Firework Maker's Daughter by Philip Pullmann, the children will be able to:

Use inference about characters' feelings, thoughts and motives about their actions to create character descriptions and alternative openings.

Write a letter from Lila to her father in character.

Use fronted adverbials to improve sentence structure.

Dictionary and thesaurus work to extend and improve vocabulary while writing the opening of the story from a different character viewpoint.

Extend sentences using co-ordinating and subordinating conjunctions to create a description of the water goddess.

Write a description of the Fire-Fiend's Grotto using a range of sentences and powerful vocabulary including synonyms.

Look at a range of other traditional stories/myths from around the world and analyse the structure of these.

Plan and write a missing chapter.

Language & Vocabulary

Broaden range of figurative language to include metaphors, personification and repetition

Begin to interweave character, setting, plot and dialogue

Plan, Draft, Edit & Evaluate

Draw on examples of writing (structure, vocabulary and grammar) when planning their own work

Discuss and record ideas

Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure

Organises paragraphs around a theme: Use paragraphs/ sections help to organise content.

Assess own and others' writing, suggesting improvements

Suggest changes to grammar and vocabulary

Proof-read work for spelling and punctuation errors

Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

Text Structure & Features

Be exposed to books that are structured in different ways

Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books

Write for a range of purposes

Retell stories orally

Recognise themes eg good over evil, use of magical devices

Identify how language, structure, vocabulary, grammar and presentation contribute to meaning

Build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition

Link ideas across paragraphs using adverbials of time, place and number or by varying tense

Transcription

Use possessive apostrophe for plurals and understand the difference between plural and possessive -s

Use a dictionary to spell words correctly

Reading

Learning Sequence:

The children will be able to:

Make autonomous decisions relating to informed reading choices.

Read with increasingly accurate fluency.

Develop their inference and deduction skills.

Develop their prediction skills

Develop their comprehension of a wide range of texts

Word Reading

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words

Read further exception words

Note unusual correspondence between spelling and sound and where these occur in the word

Identify further word families based on common root words

Comprehension

Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories

Confidently retell some stories orally

Read books that are structured in different ways and read for a range of purposes

Use dictionaries to check meanings

Discuss words and phrases that capture the reader's interest

Identify how language, structure and presentation contribute to meaning

Ask relevant questions and discuss their understanding and explaining the meaning of words in context

Infer characters' feelings, thoughts and motives and justify using evidence

Makes reasoned predictions of what might happen clearly derived from details both stated and implied.

Identify main ideas across paragraphs and summarise these

Independently retrieves and confidently records information from non-fiction