English

Reading: Running Wild & The Great Kapok Tree

Writing: Instructional Language

S&L: Formal / informal language, speaking on the phone, planning a phone call for different reasons.

SPaG: Tenses, Adverbials Adjectives

Topic: Eco-systems

-Group living things by their features; Use keys to classify living things;
-Adaptations of living things to different habitats;
-Relate structure of a plant to how it gets what it needs to grow (e.g. roots for water and nutrients);
-Predator/ prey relationships;
-Food chains;
-What plants need to grow (water and light) and how they obtain it, Sources of food for different animals.
- Where animals prefer to live and dangers of deforestation.

Term 2- Cycle 2- Ecosystems

Maths

Number: Calculation- formal processes of addition and subtraction, mental maths, word problems

S.S.M: Reading on a scale, units of measure

Data: Interpreting data

Life Skills: Kitchen Safety (Dessert Food)

PHSE: Celebrating differences

Creativity: Soundscapes and natural art

PE: Preparation for exercise

(Ball sports)

Computing: Computer data

Topic: Ecosystems Learning objectives – Please adapt and differentiate for needs of class

Week 1: Grouping living things

LA: Group living things according to observable features.

HA: Identify similarities and differences between similar organisms. Group organisms, explaining the criteria on which the groups are based. Use keys and devise own keys to identify organisms.

Week 2: Habitats

LA: Identify some different habitats and name a few of the organisms that live there.

HA: Identify features which are different in different habitats and describe how organisms are adapted to the habitat in which they are found.

Week 3: Environmental changes

LA: Identify effects of changes to a habitat on some living things.

HA: Describe changes in physical environmental factors, interpret data and relate this to animal activity. Describe some strategies plants and animals adopt to avoid climatic stress.

Week 4: How do plants grow?

LA: Recognise that a green plant needs light and water to grow well.

HA: Recognise that different plants grow well in different conditions. Describe the role of the different parts of a plant.

Week 5: What do animals eat?

LA: State the food source of some animals; distinguish between those which eat plants and those which eat other animals.

HA: Represent feeding relationships within a habitat using simple food chains, explaining that food chains begin with a green plant that 'produces' food for other organisms. Define the terms 'herbivore', 'omnivore', 'carnivore', 'predator' and 'prey'.

Week 6/7: Investigation

LA: Investigate some preferences of small animals living in a local habitat.

HA: Identify a question to investigate about the activity of animal, suggesting a suitable approach. Make and justify a prediction. Make observations relevant to the question under investigation. Draw conclusions which match observations made and relate these to the prediction and to knowledge about the habitat.

Key words: habitat, organism, key, adaptation, environment, climate, producer, consumer, herbivore, carnivore, omnivore, predator, prey, prediction, method, observation, conclusion, evaluation.

ASC Curriculum Term 2 English Termly Overview

	Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
HA	English Writing	Recipes (Bullet points and adverbials)	How to… (Diagrams and imperative verbs)	Board game/video game instructions (Brackets for extra information)	Poster: How to … (Headings/subheadings)	Instructional video – pupils' own interests (Rhetorical questions "Have you ever wanted to ..?) (Conjunctions - until, unless)	How to make a Christmas decoration (Fronted adverbials:If you would like to make a bigger decoration, …)
	English Reading	**Running Wild** – See weekly planning- LO adapted for needs of pupils	**Running Wild** – See weekly planning- LO adapted for needs of pupils	**Running Wild** – See weekly planning- LO adapted for needs of pupils	**Running Wild** – See weekly planning- LO adapted for needs of pupils	**Running Wild** – See weekly planning- LO adapted for needs of pupils	**Running Wild** – See weekly planning- LO adapted for needs of pupils
	English SPaG / S&L	Speaking on the phone- formal and informal language	Speaking on the phone- Planning and preparing	Speaking on the phone- arranging a meeting or appointment- what do I need to consider?	Sending a text- Esafety	Sending a text- formal or informal	Tenses
MA/LA	English Writing	Recipes (Number Sequences)	How to… (picture sequences)	Game instructions (scaffolded) (Words to sequence – first, then)	Poster: How to … (scaffolded) (Numbers, pictures and words to sequence)	Instructional video (scaffolded) (Use 'and' to link two sentences)	How to make a snowman (Use adjectives to describe)
	English Reading	**The Great Kapok Tree** – Title page and pre- intro page. Creating a rain forest scene as described in the intro.	**The Great Kapok Tree-** Writing from the POV of the animals.. (Who is this man? What is he doing) (S&L- Who, what, why, where Qs)	**The Great Kapok Tree-** S&L- plan and prepare a phone conversation an important person about deforestation.	**The Great Kapok Tree-** Sequencing the animals that speak to the man. (First, Second…)	**The Great Kapok Tree-** Tenses (SPaG)	**The Great Kapok Tree-** Tenses (SPaG)

ASC Curriculum Term 2   Maths Termly Overview

	Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
HA	Maths Number	Choosing different methods of addition & subtraction. (Column method, mental maths, drawings/diagrams…)	Using inverse operations to check calculations.	Estimation – 2 and 3 digit problems Using rounding to estimate answers, then calculating to check	Addition & subtraction mental maths – two and three step problems	Column addition & subtraction	Word problems
	SSM	Reading different types of scales (timelines/temperature/graphs/etc)	Units of length – mm, cm, m, km, miles, feet etc Conversion between units	Units of weight – tonnes, kg, g, lbs, oz Conversion between units	Units of capacity – ml, cl, l Conversion between units	<, >, = Comparing measurements with different units	Time – reading analogue & digital clocks and converting between the two
	Data	Types of graph & associated vocabulary	Discrete vs continuous data	Cumulative frequency tables - interpretation and creation	Box & Whisker graphs (box plots) interpretation and creation	Bar charts and histograms interpretation and creation	Line graphs & scatter charts – interpretation and creation (by hand and on Excel)
MA/LA	Maths Number	Using number lines & physical resources to add & subtract 1 and 2 digit numbers.	Using inverse operations to check calculations.	Estimation – 1 and 2 digit problems Using rounding to estimate answers, then calculating to check	Mental maths – 1 more/less 10 more/less.	Place value & column addition with 1 and 2 digit numbers	Word problems
	SSM	Non standard units of measure. <, >, = Comparing measurements	Length – centimetres & metres	Weight – grams and kilograms Estimating weights	Capacity – millilitres and litres Estimating capacity	Reading scales – timelines/thermometers/etc.	Time – telling the time to the nearest hour Ext: to the nearest half hour
	Data	Interpreting pictograms Associated vocabulary: X & y axis, etc	Interpreting box & whisker charts.	Interpreting bar charts	Interpreting histograms	Interpreting line graphs	Making predictions about data

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Topic HA	Group living things by their features. Use keys to classify living things.	Adaptations of living things to different habitats.	Environment changes and related behaviour (e.g. nocturnal, migration, hibernation).	Relate structure of a plant to how it gets what it needs to grow (e.g. roots for water and nutrients).	Predator/ prey relationships. Food chains.	Investigation: animal preferences. Choosing a question and planning.	Investigation: animal preferences. Investigating and making conclusions.
Topic LA	Group living things by their features e.g. number of legs, wings/ no wings.	Features of different habitats e.g. polar / desert / grasslands.	Environment changes over 24 hours (day/night) and yearly (seasons).	What plants need to grow (water and light) and how they obtain it.	Sources of food for different animals.	Investigation: animal preferences. Introduction.	Investigation: animal preferences. Investigating.
PHSE	Discuss what 'normal' means and empathise with people who live with disability.	Understand how having a disability could affect someone's life. Become aware of own attitudes.	Know how it can feel to be excluded or treated badly by being different in some way.	Understanding reasons behind bullying. Learn a range of strategies in managing feelings/problem solving in bullying situations.	Learn about people with disabilities who lead amazing lives. Appreciate people for who they are.	Explain ways in which difference can be a source of conflict and cause for celebration. Can show empathy with people in either situation.	Christmas related activities
Creativity	Life and Art work of **Richard Shilling –** environmental artist	Life and Art work of **Olafur Eliasson –** ecological artist. Climate change.	Ecosystems (See creativity planning for resources and further info)	Renewable and non-renewable energy	Reuse, recycle	HA: Science of Soundscape Ecology MA/ LA: What do healthy ecosystems sound like?	Christmas related activities
Cooking	Scrummy scones	Shortbread	Apple and sultana crumble	Fruit flapjacks	Chelsea buns	Blueberry or Raspberry Muffins	Christmas Bake!
Computing/ ICT **Data and Information** Branching Databases (LA/MA)	Yes or no questions	Making groups	Creating a branching database	Structuring a branching database	Using a branching database	Presenting information	
Computing/ ICT **Data and Information** Flat-File Databases (HA)	Creating a paper-based database	Computer databases	Using a database	Using search tools	Comparing data visually	Databases in real life.	