



Birkacre Class St. Joseph's Spring One – Who pays the Price?



Spring One – Who Pays the Price?

Throughout this half term we will be investigating the water cycle, rivers and mountains and examine the problem of plastic pollution. Children learn about and apply the skills of persuasive writing to write a persuasive letter to Sir Lindsey Hoyle about the dangers of plastic pollution.

Learning Challenge Questions:

What is the Water Cycle?

How does it work?

Why is it important?

How are mountains and rivers linked to the water cycle?

How do they impact it?

What is the effect of pollution on our environment?

How does it affect our rivers and mountains?

What is the impact of plastic pollution on our rivers and seas?

What is the impact of plastic pollution on wildlife?

Core Subjects

READING

This half term we will look at a variety of texts around persuasion such as letters, articles, reports and identify how the reader is persuaded. We will also explore books and texts around the topic of pollution such as Flotsam and Dolphin boy.

- Regularly listen to whole novels read aloud by the teacher.
- Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.
- Orally retell a range of stories.
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.

WRITING

Using the texts we have identified in reading we will use author techniques and skills to write our own stories around the theme of pollution. As well as this we will write our own persuasive voice over for the Blue Planet.

- Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.
- Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.
- Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.
- Use commas to mark clauses in complex sentences.

COMPUTING

Using the DARES strategy of design, apply, refine, evaluate and share the children will create their own digital poster to persuade people not to pollute the environment.

- I can combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets.
- I can import images to a project from the web and camera roll

<ul style="list-style-type: none"> • Explain the meaning of key vocabulary within the context of the text. • Use dictionaries to check meanings of words in the texts that they read. • Use punctuation to determine intonation and expression when reading aloud to a range of audiences. • Make predictions based on information stated and implied. • Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. • Justify responses to the text using the PE prompt (Point + Evidence). • Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. • Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. • Explain how paragraphs are used to order or build up ideas, and how they are linked. 	<ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." • Identify, select and effectively use pronouns. • Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth. • Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it. • Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. • Reading and analysing narrative, non-fiction and poetry in order to plan and write their own. • Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. • Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan. • Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. • Planning and writing an opening paragraph which combines the introduction of a setting and character/s. • Organising paragraphs in narrative and non-fiction. • Linking ideas within paragraphs e.g. fronted adverbials for when and where. • Generating and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type. Evaluate and edit by: • Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. • Improving writing in light of evaluation 	
<p style="text-align: center;">Key Vocabulary:</p> <p>Recognise, analyse, vocabulary. Identify, discuss, inference, retrieve, evidence. Explain, predict, generate, justify, Persuade, persuasion, articles, reports, letters, adverts</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Commas inverted commas, speech marks, apostrophes, fronted adverbials, complex sentences, adverb starters, noun phrases, expanded noun phrases, punctuation, identify explore, tenses, grammar, explore, collect, persuasive language</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Design, project, digital, outcome, achieve, create, plan, produce, explore, refine, modify, evaluate, reflect, word processing, typing, presentations, web design, ebook, create</p>

<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Reading stories with me, listening to me read and asking me questions about the story, the characters, their thoughts and feelings and why they might behave in a certain way. Help me to break down unfamiliar words when reading. Check I understand the word – if I don't help me to find out what the word means. Join a library. Complete AR quizzes at home.</p> <p style="text-align: center;">Engage in some non-fiction books around pollution</p> <p>Talk to me about pollution and how it affects people, animals and the environment.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Help me to identify persuasive language</p> <p>Watch programmes with me about pollution and gather vocabulary around this theme I could use in my writing.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Helping to copy and paste images onto a word document, editing the images by adding text and shapes.</p>
<p style="text-align: center;"><u>MATHS</u></p> <p>This half term we focus on exploring the factors of multiplication and embed our understanding of factors and product relating to multiplication. We will also look at division and further understand the meaning of dividend, divisor and quotient. The children will also complete calculations using an efficient and formal written method. In addition to this the children will also begin to use area to measure the space within a shape.</p> <ul style="list-style-type: none"> • To identify factor pairs • To know the 11 and 12 times tables • To multiply 2 digits by 1 digit • To multiply 3 digits by 1 digit • To divide 2 digits by 1 digit • To divide 3 digits by 1 digit • To understand and solve word problems • To measure in Kilometres and metres • To know equivalent lengths (kilometres and metres) • To measure perimeter on a grid • To calculate the perimeter of a rectangle • To find missing lengths in rectilinear shapes • To calculate the perimeter of rectilinear shapes • To calculate the perimeter of regular polygons • To calculate the perimeter of polygons 	<p style="text-align: center;"><u>SCIENCE</u></p> <p>In Science we will be exploring how to identify and group materials into solids, liquids and gases. We will discuss the properties of each one. We will also explore how these materials might change if they are heated or cooled and the temperatures at which this might happen. In addition we will begin to understand the processes of evaporation and condensation and how these impact the water cycle.</p> <ul style="list-style-type: none"> ▪ Compare and group materials together, according to whether they are solids, liquids or gases. ▪ Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). ▪ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p style="text-align: center;"><u>RE</u></p> <p>The children will explore the theme of Community. They will talk about groups and organisations they belong to before going further to look at our church community and the life and teachings of St Paul.</p> <ul style="list-style-type: none"> • To ask questions about what they and other wonder about the responsibility and commitment of belonging to a community and realise that some of these questions are difficult to answer. • To make links to show how feelings and beliefs affect their commitment to community and that of others. • To describe some of the advice St. Paul gives us about being loving members of a community. • To use religious words and phrases to describe the actions and symbols within a funeral Mass. • To describe some ways in which some people serve their parish community. • To make links between the call of the apostles and God's call to people to serve him today. • To use a developing religious vocabulary to give reasons for the actions and symbols used within a funeral Mass. • To give reasons why people give service to the parish community through various ministries.

<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Factors, factor pairs, product, multiply, groups of, lots of, times, repeated additions, adding groups of. Divide, repeated subtraction, share, dividend, divisor, quotient, shape, length, perimeter, space within,</p>	<p style="text-align: center;"><u>Key Vocabulary.</u></p> <p>Solids, liquids, gases, freeze, melt, increase, decrease, temperature, particles, condensation, evaporation, water cycle, properties, observe, compare, group and classify, investigate and research.</p>	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>community, commitment, responsibility, parish, laity, ministries, Extraordinary Ministers, service, funeral rites, pastoral area, deanery</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Chanting my times tables with me</p> <p style="text-align: center;">Play games with me like hit the button, TTRockstars,</p> <p>Help me to make groups of objects like sweets, toys, then add more or subtract more.</p> <p>Use squares to help me find the area of furniture or objects in my home.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Talking to me about what happens when certain materials are heated</p> <p style="text-align: center;">Are the changes reversible?</p> <p style="text-align: center;">Watch videos or clips around the water cycle</p> <p style="text-align: center;">Help me make posters about it or make a model of it.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Talking to me about why people give time and service in helping others in their community.</p> <p style="text-align: center;">What would prevent a community from being united?</p> <p style="text-align: center;">What helps to build community?</p> <p style="text-align: center;">What a community is</p>
Foundation Subjects		
<p style="text-align: center;"><u>PHSE</u></p> <p>This half term we will explore how our choices can make a difference to others and the environment.</p> <ul style="list-style-type: none"> The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) <p><u>Economic wellbeing: Money</u></p> <ul style="list-style-type: none"> That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) <p><u>Respecting self and others</u></p>	<p style="text-align: center;"><u>Geography</u></p> <p>This half term we will look at plastic pollution in our oceans, mountains and world in general. We will then explore plastic and other pollution in our local area.</p> <ul style="list-style-type: none"> Securely use world maps, atlases and globes and use digital mapping. Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle) Describe and understand aspects of human geography (settlement/ land use, economic activity and distribution of natural resources) Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology I can explore how some aspects of physical and human characteristics have changed over time 	<p style="text-align: center;"><u>Art</u></p> <p>This half term we will create a collage from a selection of recycled materials that shows the damage being done to our planet: emotive art.</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in journal. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work.

<ul style="list-style-type: none"> How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with 		<ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Difference, environment, responsibility, care, concern, choices, decisions, respect, agree, disagree</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Pollution, rivers, mountains, water cycle, environment. Locality, physical, human, atlas, globe, digimaps</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>design, make, recycle, reuse, equipment, materials, tools, glue, tear, rip, attach, improve, evaluate, collect, annotate, layer, create, ideas, select, collage</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Talking to me about recycling, what we can do to help the environment?</p> <p>Talk to me about fair trade – can we buy some fair trade items?</p> <p>Giving me chores, responsibilities around the home.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Learn about Mountains by reading books from the local library, talking to me about my home – Chorley</p> <p>How it has changed over time – what you have noticed/seen</p> <p>The impact of pollution on my locality.</p>	<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Talking to me about recycling and how recycled products can be used again.</p> <p>Help me to research how recycled products can be used to create visual and emotive art.</p>
<p style="text-align: center;"><u>PE</u></p> <p>This half term the children will take part in gymnastics activities to work towards developing their own routine to perform as well as taking part in handball games.</p> <ul style="list-style-type: none"> To develop ways of travelling and balancing. To develop a range of jumps and balances To create a gymnastic sequence To develop ways of rolling To create a sequence of gymnastic actions To develop ways of balancing To evaluate their own performance To send and receive a ball To use simple tactics in a game To travel with a ball To evaluate their own success To send a ball with accuracy To apply simple tactics in a game 	<p style="text-align: center;"><u>MUSIC</u></p> <p>This half term we will undertake the intermediate glockenspiel course through Charanga.</p> <ul style="list-style-type: none"> Play a simple 4 note melody. Find the pulse within a piece of music. Improvise using the notes C, D and E Copy rhythms within a piece of music. Discuss the change of pitch in a piece of music. Play a simple melody in a duet. Begin to learn the value in time of notes. Compose a 3 note melody. 	<p style="text-align: center;"><u>MFL</u></p> <p>This half term we will be learning the names of different vegetables in French.</p> <ul style="list-style-type: none"> Accurately say the names of at least 5 vegetables. Ask for vegetables at the shop or market. Ask for a kilo of vegetables at the shop or market. Ask how much something costs. Say please and thank you in French.
<p style="text-align: center;"><u>Key Vocabulary:</u></p>	<p style="text-align: center;"><u>Key Vocabulary</u></p>	<p style="text-align: center;"><u>Key Vocabulary</u></p>

<p>Travel, balance, jump, gymnastics, sequence, roll, actions, evaluate, send, receive, tactics, accurate, attack, defend.</p>	<p>improvise, melody, pulse, rhythm, pitch, duet, semibreve, minim, crotchet, rest, compose.</p>	<p>Les aubergines, les épinards, les oignons, les courgettes, les tomates, les haricot vert, les petit pois, les champignons, les carottes, les pomme de terre, un kilo de/d', un demi kilo de d', Je voudrais, s'il vous plaît, et, Je peux vous aider? C'est tout? C'est combien? Dans mon panier j'ai...</p>
<p>Help me at Home by:</p> <p>Playing games with me, Help me by playing throwing and catching games.</p>	<p>Help me at Home by:</p> <ul style="list-style-type: none"> • Talk about the music I hear on the radio and discuss references. • Let me use my school iPad to log on to the Yumu site and access games and activities at home. 	<p>Help me at Home by:</p> <ul style="list-style-type: none"> •Playing games on language angels with me to help me learn.
<p style="text-align: center;">Visitors, Visits and Outdoor Learning within the theme:</p> <p style="text-align: center;">Recycling plant, Blackpool Sea life centre focus on work of conservation.</p>		