



# Limbrick Class St. Joseph's Theme Overview



## Spring One Theme – Lost in the Jungle

In Geography, children explore biome/climate of tropical rainforests and where these are located in the world. Children consolidate word classes and develop figurative language to describe a setting and write a narrative of a journey through the jungle. We will then move onto writing information text based on a jungle animal. In Art we will look at the work of Henri Rousseau and develop printing techniques. Our science lessons will focus on plants and the functions of the different parts.

### Learning Challenge Questions:

Are all the biomes of the world the same?

Where are the tropical rainforests?

What is it like in the tropical rainforest?

Why should we take care of the tropical rainforest?

### Core Subjects

#### READING

Across the half term, we will be studying *The Great Kapok Tree*. We will also be looking at extracts from the books of Dick King-Smith and stories from other cultures as well as a range of other fiction and non-fiction texts in our guided reading sessions.

- Read further exception words (actual, answer, bicycle, circle, earth, enough, fruit, island, often, popular)
- To understand the meaning of new words they meet (creature, constrictor, slithered, gash, generations, ancestors, scampered, canopy, wither, smouldering, ruined, dappled, understory, padded, several, clinging, wonderous, amidst, suspended, fragrant, hesitated, tribe, murmured)
- Listen to a range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories.
- Begin to discuss words and phrases that capture the reader's interest.
- Retrieve information from a text.
- Make predictions based on what we have already read.
- Infer how characters are feeling.

#### WRITING

This half term we will be writing adventure stories set in the jungle as well as writing jungle poetry.

#### NARRATIVE

- Revise word classes.
- Create a word bank of verbs, adjectives and adverbs to use in own writing.
- Use vocabulary gathered to write expanded noun phrases.
- Edit sentences by suggesting changes to verbs.
- Use prepositional phrases to create complex sentences.
- Use a range of conjunctions to create complex and compound sentences.
- Use similes as a device for describing.
- Use *The Great Kapok Tree* as a basis to plan a story.
- Describe settings within a story.
- Organise writing into paragraphs.
- Proofread own work paragraph by paragraph to check for sense and accurate spellings.
- Form letters accurately and begin to join legibly.

#### INFORMATION

- Gather relevant information from a range of sources.
- Use a range of conjunctions to create complex and compound sentences.

#### SCIENCE

We will start the new year by looking at new life and what all plant life needs to grow and survive with a specific focus on the function of different parts of the plant.

- Identify, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Work scientifically by:

**Comparing** the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser;

-Discovering (**research and modelling**) how seeds are formed by

	<ul style="list-style-type: none"> <li>· Begin to use commas to separate clauses</li> <li>· Organise information into paragraphs.</li> <li>· Use headings and subheadings to organise information.</li> <li>· Use technical language.</li> </ul> <p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>• Words with the 'ai' digraph</li> <li>• Words with the 'ei' digraph</li> <li>• Words where 'ey' makes the ai sound.</li> <li>• Adding the -ly suffix</li> <li>• Homophones and near homophones</li> <li>• Words from the Year 3/4 statutory list</li> </ul>	<p><b>-Observing</b> the different stages of plant cycles over a period of time;</p> <p><b>-Looking for patterns</b> in the structure of fruits that relate to how the seeds are dispersed.</p> <p><b>-Observing</b> how water is transported in plants, for example, by putting cut, white carnations into coloured water.</p> <p><b>-Observing</b> how water travels up the stem to the flowers.</p>
<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Vocabulary, infer, inference, predict, explain, retrieve, summarise, discuss, pleasure</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Conjunction, adverb, clause, main clause, subordinate clause, prepositions, complex sentences, comma, paragraph, heading, sub heading, diagraph, suffix, homophone</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Grow, plant, seed, seed dispersal, germinate, roots, anchor, stem, leaves, flowers, petal, nutrients, functions, pollination, insect</p>
<p style="text-align: center;"><b>Help me at Home by:</b></p> <ul style="list-style-type: none"> <li>· Listening to me read for at least 20 minutes every night.</li> <li>· Reading books to me.</li> <li>· Talking about the books we are reading.</li> <li>· Joining the library so I can have access to even more books.</li> <li>· Talking to me about the books I like.</li> <li>· Helping me complete the reading scrapbook when it is sent home.</li> <li>· Completing AR quizzes at home.</li> </ul>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <ul style="list-style-type: none"> <li>· Encourage me to write my own stories based on ones I've already read.</li> <li>· When writing notes/ cards etc encourage me to form my letters correctly.</li> <li>· When reading talk about the plot of stories (beginning, middle, end – what problem did the characters overcome? How did the story end?).</li> <li>· Talk about the language used in the stories I read – encourage me to use these words where appropriate in my own writing.</li> </ul>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <ul style="list-style-type: none"> <li>· Research plants, planting seeds and watching them develop, taking me to the library to get books on the subject, learn all the appropriate vocabulary and talking about it.</li> </ul>
<p style="text-align: center;"><b>MATHS</b></p> <p>This half term we learn how to multiply and divide larger 2 digit numbers that are out of the usual times table range. We will then move onto learning about addition and subtraction of money and finally learn how to interpret tales and graphs.</p> <ul style="list-style-type: none"> <li>· Consolidate 3-, 4- and 8-times tables.</li> <li>· Use &lt;, &gt; and = to compare multiplication statements.</li> <li>· Use known multiplication facts to calculate larger calculations eg. 3x4=12 30x4=120</li> <li>· Multiply 1- and 2-digit numbers by 10.</li> <li>· Multiply 2 digits by 1 digit using partitioning.</li> <li>· Divide 2 digits by 1 digit using partitioning.</li> <li>· Divide 100 by 2, 4, 5, and 10.</li> </ul>	<p style="text-align: center;"><b>RE</b></p> <p>RE this half term begins by learning about the Liturgical year. We think about the celebrations in our own lives and the major celebrations in the Church. We then start to learn about the Eucharist and what happens during this part of the Mass.</p> <p><u>Journeys</u></p> <ul style="list-style-type: none"> <li>· To ask questions about what they and others wonder about how we help one another on the journey through the year.</li> <li>· To make links to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them.</li> <li>· to use religious words and phrases to describe the liturgical year and how it is composed of seasons and feasts days.</li> </ul>	

<ul style="list-style-type: none"> <li>• Calculate divisions involving remainders.</li> <li>• Understand and use scaling term such as twice and three times.</li> <li>• Work systematically to find all possible outcomes.</li> <li>• Use multiplication calculations to find all possible outcomes.</li> <li>• Solve missing number calculations using the inverse operation.</li> <li>• Measure in metres and centimetres.</li> <li>• Measure in millimetres.</li> <li>• Measure in centimetres and millimetres.</li> <li>• Compare units of measurement.</li> <li>• Choose the appropriate unit of measurement to use.</li> <li>• Understand 1m=100cm.</li> <li>• Understand 1cm=10mm.</li> <li>• Compare lengths.</li> <li>• Add lengths.</li> <li>• Subtract lengths</li> <li>• Understand what perimeter is.</li> <li>• Measure perimeter of shapes.</li> <li>• Calculate the perimeter of shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• To describe some how prayer leads to good actions.</li> <li>• To use developing <b>religious vocabulary</b> to give reasons why Catholics celebrate certain feasts of the year</li> <li>To make links between some scripture and what Christians believe</li> </ul> <p><u>Listening and Sharing</u></p> <ul style="list-style-type: none"> <li>• To ask questions about what they and others wonder about the joys and difficulties of listening and sharing.</li> <li>• To use religious words and phrases to describe the actions and symbols used during the celebration of the Eucharist.</li> <li>• To describe some ways in which Christians share the Good News of Jesus.</li> <li>• To give reasons why Christians want to share God’s love with others</li> </ul>	
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Multiply, divide, scale, metre, centimetre, millimetre, length, height, longer, shorter, taller, perimeter, measure, ruler, meter stick, tape measure.</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>calendar, seasons, liturgical, journey, ordinary time</p> <p>listening, sharing, Eucharist, Mass, gathering, Liturgy of the Word, Liturgy of the Eucharist, Holy Communion, Good News, ambo</p>	
<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>• Help me to learn my times tables off by heart.</li> <li>• Encourage me to use TT Rockstars to increase my speed of answers.</li> <li>• Give me opportunity to measure things at home.</li> </ul>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>• Take me to Mass so I can see what happens and begin to join in with the responses and prayers.</li> <li>• Talk to me about the different celebrations in the Church year.</li> </ul>	
<b>Foundation Subjects</b>		
<p style="text-align: center;"><u>PSHE</u></p> <p>This half term we will be trying to answer the question – Why should we keep active and sleep well? The children will learn:</p> <ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings</li> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how the lack of physical activity can affect health and wellbeing</li> </ul>	<p style="text-align: center;"><u>ART</u></p> <p>This half term we will be learning how to create prints. We will be studying the art of Henri Rousseau and creating a jungle scene.</p> <ul style="list-style-type: none"> <li>• Use sketch books to collect examples of printing.</li> <li>• Evaluate the art of Henri Rousseau discussing the techniques he has used.</li> <li>• Sketch ideas for designs of leaf</li> <li>• Use carving tools to create designs in lino for printing.</li> <li>• Print a variety of leaf shapes.</li> <li>• Use the prints made to create a collage jungle scene.</li> </ul>	<p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>During our geography lessons we will explore tropical biomes and find out where they are located in the world.</p> <ul style="list-style-type: none"> <li>• Name and locate the 7 continents.</li> <li>• Use atlases and maps to name and locate some of the countries of South America.</li> <li>• Begin to use digital mapping.</li> <li>• Recognise the location of the equator and the tropics.</li> <li>• Describe some human and physical features of the Amazon Basin.</li> <li>• Begin to explain geographical similarities and differences between climate in the Amazon Basin and the UK.</li> <li>• Investigate the human impact on the rainforest.</li> </ul>

<ul style="list-style-type: none"> <li>· how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>· how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>		
<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Exercise, habits, choices, sleep, energy, benefits, wellbeing</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>print, lino, cut, roll, transfer, layers, combine, collage, stamp</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Equator, tropics, biome, tropical rainforest, humidity, vegetation, emergent layer, canopy, understory, forest floor, flora, fauna, climate, weather.</p>
<p style="text-align: center;"><b>Help me at Home by:</b></p> <ul style="list-style-type: none"> <li>· Encourage me to be active and exercise regularly.</li> <li>· Talk to me about the importance of having good sleep/bedtime routines.</li> <li>· Discuss the importance of limiting screen time in favour of leading a more active life style</li> </ul>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <ul style="list-style-type: none"> <li>· Looking at examples of prints found in the real world such as t-shirts, wrapping paper and wall paper.</li> <li>· Let me experiment with printing at home.</li> </ul>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <ul style="list-style-type: none"> <li>· Talk to me about where in the world the rainforests are.</li> <li>· Discuss with me why it is important that we protect the rainforest.</li> </ul>
<p style="text-align: center;"><b><u>PE</u></b></p> <p><b><u>Dance</u></b></p> <p>Children can move accurately to create a still</p> <p>Translate ideas from a stimulus into a dynamic movement</p> <p>Can work on a sequence in a small group</p> <p>Can use rhythmic and expressive qualities with control</p> <p>To perform more complex dance phases with</p> <p>Fundamentals</p> <p>Can explore different ways of kicking objects</p> <p>To kick with accuracy and control</p> <p>To receive a kick and be able to control</p> <p>To intercept a ball</p> <p>To explore kicking with a variety of equipment</p>	<p style="text-align: center;"><b><u>MUSIC</u></b></p> <p>This half term we will be undertaking the beginner's glockenspiel course through Charanga.</p> <ul style="list-style-type: none"> <li>· Begin to recognise a stave and how notes are placed on it.</li> <li>· Begin to understand time signatures.</li> <li>· Play simple melodies of 2 notes.</li> <li>· Begin to recognise that different notes can be different lengths.</li> <li>· Improvise melodies using the notes C and D</li> <li>· Play simple melodies of 3 notes.</li> <li>· Compose simple melodies using D and E.</li> </ul>	<p style="text-align: center;"><b><u>MFL</u></b></p> <p>French this half term sees us learning the names of instruments in French as well as reinforcing the masculine and feminine terms.</p> <ul style="list-style-type: none"> <li>· Listen attentively to songs about musical instruments and recognise some of the names of the instruments used.</li> <li>· Speak in sentences, using familiar vocabulary, phrases and basic language structures – specifically musically instruments and using the term Je joue... (I play...)</li> <li>· Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>· Sing songs about instruments in French.</li> <li>· Read the names of instruments and the phrase 'Je joue...'</li> <li>· Write simple sentences using the phrase 'Je joue...'</li> <li>· Understand the terms feminine and masculine and begin to use the relevant articles in relation to instruments eg la harpe, le piano.</li> <li>· Begin to understand singular and plural forms of nouns le, la les, du, de la and des.</li> </ul>

<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Accuracy, dynamic control, sequence, rhythmic, expressive, complex</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>stave, time signature, treble clef, pulse, minim, crotchet, rest, crotchet rest, blues, rhythm, semibreve, compose, melody, improvise.</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Le, la les, la trompette, la batterie, la guitare, la flute à bec, la clarinette, la harpe, le piano, le triangle, le violon, les cymbales, Je joue (du, de la, des)</p>
<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Take me to dance and football sessions</p> <p>Play with me to develop my skills</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <ul style="list-style-type: none"> <li>• Talk to me about the music I hear on radio, TV etc.</li> <li>• Listen to different styles of music (hip hop, classical, country).</li> <li>• Share your own musical preferences and why you like them.</li> </ul>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <ul style="list-style-type: none"> <li>• Encourage your child to practice their new French phrases and words.</li> <li>• Practicing French by using the Language Angels games.</li> </ul>
<p style="text-align: center;">Visitors, Visits and Outdoor Learning within the theme:</p> <p style="text-align: center;">Visit B&amp;Q to look at and collect examples of prints.</p>		