

Spring 2 Overview – Mrs Patterson

CLL – Writing	<p><u>Key Outcomes</u> - The students will develop their grammar, punctuation, structure and literary techniques through a variety of genres. Extend vocabulary with speech pathologist support using the word of the day programme.</p> <ul style="list-style-type: none"> • Narrative – Students will read and explore a variety of narratives through film and text. They will explore genre, the structure and features of narrative, then plan and complete one of their own. • Instruction – Students will use visual and textual instruction to complete activities. They will sequence instructions and write their own. • Poetry– The students will read different examples of poetry, identify the language features, discuss the poems and write a poem of their own.
CLL – Reading	<p><u>Key Outcomes</u> – Students will read texts and be able to answer literal and inferential questions about them.</p> <ul style="list-style-type: none"> • Comprehension – particularly developing inferential reading • Increase knowledge of high frequency/basic sight words • Decode unknown words using knowledge of syllables, chunks and initial and end sounds. • Increase fluency and confidence • Improve their attitude towards reading <p>Students will read a variety of individual texts based on their reading level and interests. There will be differentiated teacher directed reading groups to focus on building specific skills in different areas. We will be reading different extracts from a variety of literary resources. Reading skills will be worked on across the curriculum, especially in Science and ASDAN.</p> <p>Teacher will encourage independent reading time of self-selected text and monitor this by students keeping a reading log. Students will also utilise library time to change books, relax and engage independently and positively with their chosen texts.</p>
CLL – Speaking and Listening	<p><u>Key Outcomes</u> –</p> <ul style="list-style-type: none"> • Recount – looking at different language used for formal and informal occasions. Students will use tense correctly. • Information – looking at the importance of vocabulary – language programme with Speech pathologist. Watching the news in the morning and discussing current events • Instruction – looking at the use of limiting words
PSRN	<p><u>Key Outcomes</u> – to work confidently in all areas of maths. Students will be working towards some of these outcomes, depending on where they are in their learning;</p> <ul style="list-style-type: none"> • Measurement (2 weeks) • Compare, describe and solve practical problems for lengths and heights mass/weight • compare, describe and solve practical problems for capacity/volume • compare, describe and solve practical problems for time • recognise and know the value of different denominations of coins and notes • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times • find different combinations of coins that equal the same amount of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • Statistics (2 weeks) • interpret and construct tally charts • interpret and construct simple tables • ask and answer simple questions based on a diagram, chart or table • ask and answer questions about totalling and comparing based on a diagram, chart or table • I can present data from a variety of contexts using scaled bar charts, scaled pictograms and tables • interpret data from a variety of contexts using scaled bar charts, scaled pictograms and tables

	<ul style="list-style-type: none"> • answer 'one-step' questions from information presented in scaled bar charts, pictograms and tables • answer 'two-step' questions from information presented in scaled bar charts, pictograms and tables • interpret and present both discrete and continuous data using appropriate graphical methods including bar charts • interpret and present both discrete and continuous data using graphs that show how data changes over time <p>Fractions, decimals and percentages (3 weeks)</p> <ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity • recognise, find, name and write fractions of shapes and quantities • recognise the equivalent fractions • recognise that tenths arise from dividing an object into 10 equal parts and that tenths arise from dividing one-digit numbers or quantities by 10 • add and subtract fractions with the same denominator within one whole • compare and order unit fractions • compare fractions with the same denominators • recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents • read and write decimal numbers as fractions • round decimals with two decimal places to the nearest whole number and to one decimal place • solve problems involving number up to three decimal places • recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred"
Science Physics – simple machines	<p><u>Key Outcomes –</u></p> <ul style="list-style-type: none"> • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. • Know about magnetic poles, attraction and repulsion. • Illustrate magnetic fields by plotting with compass, representation by field lines. • Know about the Earth's magnetism, compasses and navigation. • Explain the magnetic effect of a current, electromagnets, D.C. motors (principles only).
ASDAN	Animal Care, continued from last half term
ICT	<p><u>Key Outcomes -</u></p> <p>Students will be using Excel to enter, edit and organise numerical and other data, Use appropriate formulas and tools to summarise and display information and Select and use appropriate tools and techniques to present spreadsheet information effectivity</p>
Home Economics / EAD	<p><u>Key Outcomes -</u> To develop different skills</p> <ul style="list-style-type: none"> • <u>Cooking</u> –Students will understand basic hygiene rules and how to work safely in a kitchen environment. • <u>Art –Art will be used to reinforce themes in science and ASDAN</u>
PPSD	Cricket skills, throwing, catching and hitting.
Duke of Edinburgh	Students will continue to explore plastic pollution in our community and volunteer their time to spread awareness, clean up our environment and raise money for rubbish pickers, recycling bins or relevant charities.