Panther – Yearly overview 2018 / 2019

Autumn 1

Anglo Saxons

English

Narrative: Storm

Pupils will develop an understanding of why descriptive sentences are important and how setting affects mood. They revise and develop punctuating direct speech and then work on nouns, adjectives and expanded noun phrases. The writing tasks involve planning and writing a description of setting, and planning and writing a conversation using direct speech and correct punctuation.

Poetry: The sound collector.

The children share and enjoy three poems, identifying and giving reasons for their likes and dislikes. They discuss poetic features, the poems' structure and the poet's language choices.

Maths

Use multiple of 5 and 10 bonds to 100 to solve additions and subtractions; add and subtract 1-digit numbers to and from 2-digit numbers.

Compare and order 2- and 3- digit numbers; count on and back in 10s and 1s; add and subtract 2-digit numbers; solve problems using place value.

Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving.

Know and understand the calendar, including days, weeks, months, years; tell the time to the nearest 5 minutes on analogue and digital clocks; know the properties of 3D shapes.

Comparing, ordering and understanding place value of 2- and 3-digit numbers; subtracting from 2-digit numbers; using prediction to estimate calculations.

Science

Plants and plant lifecycles

Pupils will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

History

Anglo Saxons

Children will learn about the invasions of the Scots and Anglo-Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result.

Computing

Internet Safety

Pupils will use child-friendly search engines independently to find information through key words. Also, they will learn that the Internet contains fact, fiction and opinions and begin to distinguish between them.

		Art **British Art** Children will investigate how to use a range of media for making portraits: how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of British artists. Skills: craft, design, colour, textiles, pattern, digital media, shape, print-making, space
		Physical Education Invasion Games

Autumn 2	The Egyptians	**English** **Information text- Who killed Tutankhamun** In this unit, the children explore the Big Question: Who killed Tutankhamen? They read the interactive eBook, retrieving and collating information and identifying evidence in the text to support their theories. They investigate main and subordinate clauses and are introduced to the perfect tense. In their writing tasks, they write letters, paragraphs, and finally compose an explanation text in response to the Big Question. **Autobiographies** The children are introduced to the idea of the unit: creating an autobiography that they will then present on film or to a live audience. As a class, they read an autobiographical blog post from Little Red Riding Hood, responding to and asking questions about the text to develop their comprehension skills. They look at the use of language and gather success criteria for what makes a good autobiography. They then see the same text in the form of a PowerPoint presentation, and analyse the differences between the two types of text.
		Maths Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers. Use money to add and subtract and record using the correct notation and place value; add and subtract 2-digit numbers using partitioning; add three 2-digit numbers by partitioning and recombining. Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre; know 1 litre = 1000 ml; estimate and measure capacity in millilitres. Place 2- and 3-digit numbers on a number line; round 3-digit numbers to nearest 100; use counting up to do mental subtractions with answers between 10 and 20, 10 and 30, and either side of 100. Revise times-tables learned and derive division facts; perform division with remainders; choose a mental strategy to solve additions and subtractions; solve word problems.
		Science **Light** Pupils will learn that he/she needs light in order to see things and that dark is the absence of light and that shadows are formed when the light from a light source is blocked by a solid object.

		History **Ancient Egyptians** Children will learn in depth about the achievements of this ancient civilisation. They will also learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made.
		Computing **Presentation skills** Pupils will to recognise the difference and the advantages and disadvantages between electronic media and printed media and select key features when designing publications.
		D.T. **Creating an Egyptian artefact.** Children explore artefacts from the Egyptian era. They explore and use shape, form, colour and pattern to make a model of an artefact. Skills: craft, design, colour, texture, sculpture, shape, space, form.
		Physical Education Invasion Games

Spring 1	Benin	**English** **Should Britain have invaded Benin?** In this unit, the children explore the Big Question: Should Britain have invaded Benin? They will read a book, retrieving and collating information about how people used to live in the Benin kingdom and then identify the similarities and differences between the lives of those children and their own. **Non chronological report- where in the world would you like to live?** In this unit, the children explore the Big Question: Where would you like to live? They read the interactive eBook, retrieving and collating information about different countries and identifying the similarities and differences between the lives of children around the world. They learn about how to present information using paragraphs and headings
		Maths Rehearse place value in 3-digit numbers, order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and divide by 10 (whole number answers); count in steps of 10, 50 and 100. Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1000); recognise and sort multiples of 2, 3, 4, 5, and 10; double the 4 times-table to find the 8 times-table; derive division facts for the 8 times-table; multiply and divide by 4 by doubling or halving twice. Identify 1/2s, 1/3s, 1/4s, 1/6s, and 1/8s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts. Recognise right angles and know they are 90°; understand angles are measured in degrees; recognise ° as the symbol for the measurement of degrees; name and list simple properties of 2D shapes; begin to understand and use the term perimeter to mean the length/distance around the edge (border) of a 2D shape; begin to calculate using a ruler; know a right angle is a quarter turn; know 360° is a full turn; begin to understand angles and identify size of angles in relation to 90°. Place 3-digit numbers on empty 100 number lines; begin to place 3-digit numbers on 0-1000 landmarked and empty number lines; round 3-digit numbers to the nearest ten and to the nearest hundred; use counting up as a strategy to perform mental subtraction (Frog); subtract pounds and pence from five pounds; use counting up (Frog) as a strategy to perform mental subtraction of amounts of money; subtract pounds and pence from ten pounds.
		Science **Magnets** Pupils will observe how magnets attract or repel each other and attract some materials and not others.
		History **Benin** Children will learn where the ancient Kingdom of Benin was located and how it came to thrive, what the people there believed in and how they showed this in their artwork. In depth pupils will explore western attitudes towards African civilisations, comparing the achievements, oral tales and artefacts of ancient Benin to those in Europe at the same time.

		Computing **Word processing** Pupils will Combine text, graphics and possibly other features to create both printed documents and multimedia presentations
		D.T. **Sculptures** Children explore sculptures from the Benin era. They explore and use shape, form, colour and pattern to make a model of a sculpture. They compare the ideas, methods and approaches used in the work of different sculptors. Skills: craft, design, colour, texture, sculpture, shape, space, form
		Physical Education Gymnastics

Spring 2	Changing World	**English** **Narrative- Dragon slayer** In this unit, the children explore the Big Question: Where would you like to live? They read the interactive eBook, retrieving and collating information about different countries and identifying the similarities and differences between the lives of children around the world. They learn about how to present information using paragraphs and headings. **Poetry – playing with words** In this unit, the children enjoy listening and responding to a range of poems. They learn about poems that play with language. They compose class and individual poems, editing and improving their work as part of the process.
		Maths Understand place-value in 3-digit numbers; separate 3-digit numbers into hundreds, tens, and ones; add two 3-digit numbers using vertical written addition (expanded); add 2- and 3- digit numbers using vertical written addition (expanded). Add two 2-digit numbers mentally; add 2-digit to 3-digit numbers mentally using place value and rounding; add two 3-digit numbers using expanded written method (answers under 1000); begin to move tens and hundreds moving towards formal written addition; add two 3-digit numbers using expanded column addition; investigate patterns in numbers when adding them; choose to solve addition using a mental method or expanded column addition (written method). Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to); time events in minutes and seconds; find a time after a given interval (not crossing the hour); calculate time intervals; solve word problems involving time. Order 3-digit numbers and find numbers between; solve subtractions of 3-digit - 3-digit numbers using counting up (Frog); use counting up and counting back as strategies to perform mental subtractions; choose to solve a given subtraction by counting up or counting back. Double and halve numbers up to 100 by partitioning; solve word problems involving doubling and halving; multiply numbers between 10 and 25 by 1-digit numbers using the grid method; divide multiples of 10 by 1-digit numbers using known tables facts; see the relation between multiplication and division.
		Science Rocks Pupils will describe in simple terms how fossils are formed when things that have lived are trapped within rock. They will also compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

		Geography **Maps and locations** Pupils will be provided with the chance to take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK
		Computing **Programming: Scratch** Pupils will create an animation with changing slides and a sprite that moves. Use speech bubbles to add information
		Art **Investigating patterns** Children investigate patterns in textiles from different times and cultures. They use ideas from these as a starting point for developing their own designs. They investigate stencilling and print-making techniques and explore ways of combining and organising shapes, colours and patterns to make a decorative textile piece. Skills: craft, design, colour, textiles, pattern, digital media, shape, print-making, space
		Physical Education Net / Wall Games

Summer 1	All about me	**English** **Newspaper report- How far would I go?** In this unit, the children explore the Big Question: How far would I go to look cool? They read the interactive eBook, retrieving and collating information about different styles and explore unusual fashions from contemporary and historical times. They learn to skim and scan for information, identifying vocabulary that is specific to the topic and using dictionaries to clarify the meanings of words. **Speaking and listening- chat show challenge** The children are introduced to the main idea of the unit: that they will take part in a Town Hall debate and chat show, discussing the age of the railway in role as a character from history. As a class, they consider the pros and cons of railways and the different opinions that were held by people at the time. They use a range of questioning techniques, including probing questions aimed to elicit certain responses. In the debate, the children put across their points of view about the idea of a railway being built.
		Maths Add 3-digit and 1-digit numbers mentally, using number facts; subtract 1-digit numbers from 3-digit numbers mentally using number facts; add and subtract multiples of 10 by counting on and back in 10s and using number facts to cross 100s; compare and order fractions with the same denominator; begin to recognise equivalences of 1/2; add and subtract fractions with the same denominator. Use function machines to multiply by 2, 3, 4, 5 and 8 and understand the inverse; use scaling to multiply heights and weights by 2, 4, 8, 5 and 10; use known facts to multiply multiples of 10 by 2, 3, 4 and 5; multiply numbers between 10 and 30 by 3, 4 and 5 using the grid method; multiply 2-digit numbers by 3, 4, 5 and 8 using the grid method. Divide without remainders, just beyond the 12th multiple; division using chunking, with remainders; use the grid method to multiply 2-digit numbers by 3, 4 ,5 and 8; begin to estimate products. Draw and interpret bar charts and pictograms where one square/symbol represents two units; compare and measure weights in multiples of 100g; know how many grams are in a kilogram; estimate and weigh objects to the nearest 100g; draw and interpret bar charts where one square represents one hundred units. Add 3-digit and 2-digit numbers using mental strategies; add two 3-digit numbers using mental strategies or by using column addition; use reasoning, trial and improvement to solve problems involving more complex addition.

		Science **Animals including humans** Pupils will learn why animals including humans have skeletons and muscles. They will also learn that animals, including humans, need the right amounts and types of nutrition, and they cannot make their own food; they get their nutrition from what they eat.
		Geography **The UK** children will take a look at the geography of the UK – from the physical features of mountains, rivers and seas to the man-made administrative regions and counties To use the compass points to describe locations To know the regions of the UK To locate the major cities of the UK
		Computing **Internet research and communication.** Pupils will learn to share work and work collaboratively through a shared online space
		Art **Bodies** Children investigate how to use pen, charcoal, felt tip, make maquettes, make paper clothes and sculpt Giacometti-inspired models to create quality artwork that shows progression in skills. Skills: craft, design, colour, textiles, pattern, digital media, shape, print-making, space
		Physical Education Athletics

Summer 2	**Stone Age to Iron Age**	**English** **Fiction Unit - Ottoline and the yellow cat** The children start by listening to *Ottoline and the Yellow Cat*, asking and answering questions and making predictions. They focus on the characters' thoughts and feelings, and on the features of mystery stories. They revise their knowledge of different types of sentence and clause. The writing tasks include writing a newspaper report, a postcard to Ottoline's parents and an extract from her notebook. For the final writing task they focus on the structure of mystery stories and create their own mystery stories about Ottoline and Mr. Monroe. **Poetry - Shape poems** In this unit, the children learn about and enjoy reading calligrams before writing their own. They go on to look at and explore shape poems, writing their own both as a whole class and individually.
		Maths Use column addition to add three 2- and 3-digit numbers together and four 2- and 3-digit numbers together; subtract 3-digit numbers using counting up; solve word problems choosing an appropriate method. Add 3-digit numbers using column addition; solve problems involving measures; solve subtractions of 3-digit numbers using counting up on a line and work systematically to find possibilities; choose an appropriate strategy to solve addition or subtraction. Identify, name and draw horizontal, vertical, perpendicular, parallel and diagonal lines, angles and symmetry in 2D shapes; measure the perimeter of 2D shapes by counting and measuring with a ruler; tell the time on analogue and digital clocks to the minute, begin to tell the time 5, 10, 20 minutes later, recognise am and pm and 24-hour clock times. Use the grid method to multiply 2-digit numbers by 3, 4, 5, 6 and 8; estimate products; divide using chunking, with and without remainders; decide whether to use multiplication or division to solve word problems; recognise tenths and equivalent fractions; find one-tenth and several tenths of multiples of 10 and begin to find one-tenth of single-digit numbers. Revise column addition for adding three 3-digit numbers; revise mental strategies for addition; subtract 3-digit numbers using written and mental methods; find change using counting up; check subtraction using addition; multiply numbers between 10 and 40 by 1-digit numbers using grid method; solve division problems just beyond the known tables facts.
		Science **Revision**

		History **From Stone age to Iron age.** To find out when to stone age was and how the people lived. To compare the people of the stone age with those of today.
		Computing **Programming: Turtle Scratch.** Pupils will Instruct turtle to create pictures using simple shapes via coding.
		D.T. **Stone age** Children will build, discuss, design, plan, create and evaluate throughout, as they construct 3D models including a flint axe, a mask and a Stone Age cave.
		Physical Education Striking and fielding games