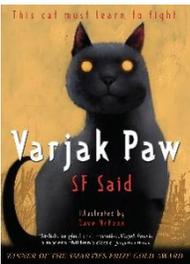


Inspiration/Theme: CAT	Curriculum Driver: STEM	Outcome of learning: Sequel chapter published on graffiti artwork.	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
 <p>Varjak Paw by S F Said</p>	<p><u>Hook</u> Varjak Paw text and drama</p> <p><u>Trips/Visitors/Marvellous Middle</u> Hatching of chicks linked to science topic.</p> <p><u>Celebration/Fabulous Finish</u> Story telling evening with parents and siblings.</p>	<p>Graffiti notes.</p> <p>Cat template dreams.</p> <p>Newspaper articles.</p> <p>Sequel chapter published on graffiti artwork.</p>	<p>The language of comparison In some ways...and...are alike / For instance they both... Another feature they have in common is that... However they also differ in some ways. For example...while... Another difference is that...whereas... Finally...but... The similarities/differences seem more significant than the similarities/differences because...</p> <p>The language of deduction: Given that...then... I deduce/deduct... I have worked out... In conclusion/ I conclude... Based on...</p>
Topic Table	Book Corner	Maths Challenge table	Home Learning
<p><u>Key questions</u> What is a volcano? Why do some volcanos erupt? Who lived during the Mesopotamia era?</p> <p><u>Key images/artefacts</u> Volcanos, diagrams of volcanos, images from the Mesopotamia era, artefacts from the Mesopotamia era.</p> <p><u>Key vocabulary</u> Mesopotamia, historical, volcano, erupt, dormant, lava, natural disaster, relief effort, Sumerians, empire, Babylon.</p> <p><u>Science Table</u> Images of living things, living creatures, habitats, classification keys, animal and plant diagrams.</p>	<p><u>Key questions</u> Who is Varjak? Can you summarise the book in 2 paragraphs? What is the moral of the story? Would you leave the house? How would you describe Varjak?</p> <p><u>Key images/artefacts</u> Book cover, artwork from the book, photo of the author.</p> <p><u>Key vocabulary</u> Mesopotamian, dreams, moral, powers, tension, shimmer, cackle, vile, aggressive, resilient.</p>	<p><u>Key questions</u> What is an improper fraction? Which is bigger a mixed number or an improper fraction? Can you draw 8/5?</p> <p><u>Key images/artefacts</u> Fraction grids, picture of different fractions, real life fractions.</p> <p><u>Key vocabulary</u> Denominator, numerator, fraction, division, equal, improper, equivalent, mixed number.</p>	<p>There are many ways in which you can help your child at home...</p> <p>Please support your child with his/her home learning. Your child will receive their home learning on a Friday to complete and return to school by Wednesday.</p> <p>Spellings: Spellings are made up of five words from the National Curriculum, our week's spelling rule lesson and yellow spellings that are taken your child's own work. The ten spellings go home in your child's home learning book on a Friday and are tested the following week in school.</p> <p>P.E. Kit: Please keep your child's PE kit in school all week. It is essential that they have outdoor shoes to take part in outdoor PE learning activities. They may also wish to have jogging bottoms.</p> <p>Coats: Please ensure that children have waterproof coats with them if there is any possibility of rain: outdoor playtimes will go ahead wherever possible. Wellington boots also help us to maximise our outdoor learning opportunities.</p>

English	Maths	RE	Art	
<p>Outcome of learning: Children will be immersed into exhilarating story of Varjak Paw and will use their understanding and engagement of the story to put themselves into the position of characters in the book. They will use their writing skills to give advice to characters and will use the structure of the book to compose their own narrative dreams. Later in the term, they will explore newspapers and report on an unsolved mystery in the book, finishing the term using their description and speech skills to write an exciting sequel to the book.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. <p>Reading key skills:</p> <ul style="list-style-type: none"> Discuss words and phrases that capture the reader's imagination. Identify themes and conventions across books they have read. Draw inferences about characters' feelings, thoughts, emotions and actions. Ask questions to improve their understanding, identifying how language, structure and presentation contribute to meaning. 	<p>Outcome of learning: Children will continue to explore fractions and decimals.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Add together unlike fractions where the sum is greater than 1, creating mixed numbers or improper fractions. Subtract fractions with different denominators; to subtract fractions from whole numbers. Multiply fractions by whole numbers creating other fraction ds, mixed numbers or improper fractions. Learn to read and write decimal numbers. Comparing decimal numbers to find which is greater and smaller. Add and subtract decimals. <p>Cross Curricular Maths</p> <ul style="list-style-type: none"> Use place value knowledge to locate different eras in history on timelines. Use graphs to show the activity of volcanos around the world. 	<p>Outcome of learning: Children will justify opinions to Big Questions about religion and the world around us.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Respect other people's opinions. Justify your own opinion. Think objectively about situations. 	<p>Outcome of learning: Children will design and create a piece of graffiti artwork inspired by the book Varjak Paw.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Use the work of artists to inspire ideas. Use our skills and imagination to develop a piece of graffiti art. Explore different materials including pencil, chalk and paint. 	
			PE	MFL
			<p>Outcome of learning: Children will be building their skills in athletic sports and will be preparing for this year's Sports day.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Select and perform appropriately in response to the sporting situation. Stay calm and control my emotions during and after competing. 	<p>Outcome of learning: Children will perform a weather forecast in French to the class. Children will be able to suggest what clothes would be suitable to wear in certain weathers.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Understand and describe a variety of weathers. Learn the French words for items of clothing and describe them using colours.
		Geography/History	PSHE	DT and Computing
		<p>Outcome of learning: Create a presentation explaining the key features of the Mesopotamia era. Create a model showing the geographical features of a volcano and the process of eruption.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Contrast a non-European society (Mesopotamia) with British history. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Ask and answer historically valid questions about change, cause, similarity and difference, and significance. Describe the key features of a volcano and understand why some erupt and some lie dormant. 	<p>Outcome of learning: Children will identify their own strengths and know that they are valued at school and discuss the importance of rules and keeping them.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Understand our rights and responsibilities for the learning environment. Understand that we are valued and how to develop ourselves. Understand how responsibility affects us and why rules are in place. 	<p>Outcome of learning: Children will create digital stop frame animation to present at the end of term. This animation will represent part of the book Varjak Paw.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Explore different animation methods. Develop attention to detail and accuracy of work. Patience of working well within a group for a common goal.
			Science	Music
			<p>Outcome of learning: Children will design an investigation to explore why living things live in certain habitats and what events can change where they live.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Recognise that there are a wide range of living things around the world that can be classified in different ways. Describe different habitats and how animals are adapted to living there. 	<p>Outcome of learning: Children will compose a piece of music using the garageband software on ipads.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Explore different timbres and textures. Listen to and appraise different styles of music through the BBC ten pieces.