

ENGLISH

COMPOSITION

Develop positive attitudes towards and stamina for writing by:

- Writing narratives based on fictional experience of a rainforest journey.
- Writing nonfiction texts in the form of information pages.

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about.
- Writing down ideas, key words and new vocabulary eg In a simple story plan.
- Drawing and labelling ideas.
- Using role play to contribute to the quality of their writing.
- Encapsulating what they want to say, sentence by sentence.

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils, including responding to marking.
- Re-reading to check that their writing makes sense.
- Proof reading to check for errors in spelling, grammar and punctuation.
- Checking work against a simple success criteria.
- Reading aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, grammar and punctuation:

- Use full stops and capital letters correctly to mark sentences.
- Use exclamation marks, question marks and commas for lists correctly.
- Use apostrophes to mark where letters are missing e.g. don't and possession e.g. the girl's name.
- To become familiar with the terminology: noun, noun phrase, adjective, verb, adverb.
- Use expanded noun phrases eg The blue butterfly; The sly fox...
- Use present and past tenses correctly and consistently.

TRANSCRIPTION - spelling and handwriting

- Use knowledge from phonics teaching to spell an increasing number of words correctly.
- Segment spoken words into separate sounds.
- Add endings 'ed' and 'ing' to the root word
- Add 's' and 'es' to words to make plurals.
- Add suffixes _ment, _less, _ful, _ness and _ly
- Make phonetically plausible attempts at unknown spellings.
- Learn to spell words that are not fully decodable eg said, could, was
- Form lower case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined.
- Write capital letters of the correct size and orientation.
- Use correct spacing between words.

SCIENCE -Living Things and Their Habitats

The pupils should be taught to:

- Begin to know the common characteristics shared by living things (grow, reproduce and need nutrition)
- Explore and compare differences between things that are living, dead and have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend upon each other.
- Identify and name a variety of plants and animals in their habitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Working Scientifically children will:

- Sort and classify things according to whether they are living, dead or were never alive, and record their findings using charts.
- Ask and explore questions such as is a flame alive? Is a deciduous tree dead in winter?
- Construct simple food chains such as grass, cow, human
- Describe and compare conditions in different habitats, including local environment and less familiar habitats such as rainforests and seashores.

Some pupils will:

Be able to explain the common characteristics of living things and be able to explain what plants and animals (including humans) have in common.