

Contexts: Junior Mock Court and John Muir Award

Teacher: Mr Sumpster

Class: P6/7S

Literacy

Reading:

- To analyse a range of non-fiction texts
- To demonstrate understanding of inferential and closed and create own questions
- To find, select and sort information from variety of sources
- To build expression and fluency through reading aloud with peers

Writing:

- EWIC (Everyone Writes in Class) – 2/3 times a week, free writing/writing about picture stimulus focussing on identified areas from Big Writing criterion scale
- Persuasive Writing, scripts and creating texts for Mock Court – stating key points, summarising key points, using subtitles
- Imaginative Writing – focussing on ambitious vocabulary, connectives and using a range of punctuation confidently within our writing. Descriptive writing to develop writing further
- To create poetry related to COP26, using “Tiger, Tiger, Burning Bright” and “Lost Words” books as nature inspiration

Group 1: (within above writing contexts)

- To write a full page of A4 writing
- To develop the use of punctuation within writing
- To use paragraphs consistently within writing
- To use a variety of connectives within my writing

Social Studies

Mock Court:

- To understand terms related to the court process (defendant, pursuer etc)
- To analyse witness statements
- To use information from Mock Court to prepare and present a case

To understand jobs associated with a civil court case

John Muir:

- To discuss environmental impact of human activity
- To discuss and suggest ways we could live more sustainably. (Design project leading to presentation)
- To take part in discover, explore, conserve and share challenges with a focus on sustainability and what can be developed within our local community

Mathematics/Numeracy

Groupings and group focus will be based on pre-tests prior to each new learning block

Multiplication and Division:

Group 1:

- To develop our understanding of 2, 3, 4, 5, 9, 10 timestables to be able to use these in number process calculations
- To solve problems using 1 strategy
- To share approaches and solutions with others (Number Talks)

Group 2:

- To develop our understanding of 1-12 timestables to be able to use these in number process calculations
- To solve problems using a range of strategies
- To share approaches and solutions with others (Number Talks)

Properties of 2D Shape and 3D objects:

Group 1:

- To identify and describe 3D objects and 2D shapes using specific vocabulary (regular/irregular, diagonal, radius, diameter and circumference)
- To use mathematical instruments to draw circles
- To make representations of 3D objects
- To create 3D object nets of cubes, cuboids

<p>Group 2: (within above writing contexts)</p> <p>To use ambitious vocabulary within above writing</p> <p>To writing more than 1 full page of A4 writing</p> <p>To use ambitious connectives consistently within my writing</p> <p>Talking & Listening:</p> <p>To share information, experiences and opinions</p> <p>To explain processes and ideas</p> <p>To identify issues raised and summarise findings</p> <p>To clarify points by asking questions</p> <p>To confidently share writing with peers (EWIC)</p> <p>Spelling:</p> <p>To use spelling knowledge within daily writing, self-correcting and using resources such as dictionary, spell checker and iPad to aid spelling</p> <p>Spelling Groups – spelling focus:</p> <p>Blue Group: <ves>, schwa: a, o, u, ar, or, er, <or> for /er/</p> <p>Yellow Group: -ery, -ary, -ory, -ant, -ent, -ist, pre-, sub-</p> <p>Green Group: -ancy, -ence, -ency, multi-, auto-, mega-, micro-, super-, cent-, kilo-, milli-</p>		<p>Group 2:</p> <p>To investigate and describe properties of triangles (right angled, equilateral, isosceles, scalene, angles within triangle)</p> <p>To use mathematical instruments to draw 2D shapes accurately - circle, triangle</p> <p>To make representations of 3D objects</p> <p>To create 3D object nets of cubes, cuboids, square-based pyramid, triangular prism</p> <p>Money:</p> <p>Group 1:</p> <p>To carry out money calculations involving the 4 number processes</p> <p>To record amounts of money using the correct notation</p> <p>Group 2:</p> <p>To compare costs and determine affordability</p> <p>To calculate profit and loss accurately when working within a budget</p> <p>Patterns:</p> <p>Group 1:</p> <p>To identify the rule being used within sequences</p> <p>Group 2:</p> <p>To explain the rule used to generate sequences and apply it to extend the patterns</p> <p>To apply knowledge of multiples and square numbers to extend number sequences</p>
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	<p>Technologies</p> <p>To use Seesaw to share and celebrate learning</p> <p>To use ICT to enhance learning – GLOW, Seesaw, iPads, Word, PowerPoint</p> <p>To use Mock Court site collaboratively to access and upload information</p> <p>To use video editing software (Inshot) to record, edit and share drama scenes</p>	<p>Health and Wellbeing</p> <p>P.E:</p> <p>To participate in the Daily Mile</p> <p>To demonstrate an understanding of various areas of Physical Fitness (HR, stamina, acceleration, goals, speed, balance etc)</p> <p>To develop gymnastic skills and use a range of equipment safely.</p> <p>To participate in Sports Hall Athletics</p> <p>Health:</p> <p>To develop my understanding of growth mindset and compare growth and fixed mindsets</p> <p>To develop personal coping strategies and positive relationships</p> <p>To develop strategies to support myself in challenging learning situations</p> <p>Relationships, Sexual Health and Parenthood:</p> <p>To show an understanding that a wide range of relationships and friendships exist</p> <p>To show an awareness of how positive friendships and relationships can promote health and the health and wellbeing of others</p> <p>To describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene</p> <p>To discuss different forms of abuse and develop skills to keep myself safe</p>
<p>Expressive Arts</p> <p>Art & Design:</p> <p>To use a range of materials to create Halloween Art</p> <p>To use a range of materials to create Christmas Art</p> <p>To design and create props (for Mock Court)</p> <p>To use pencil to demonstrate tone through sketching</p> <p>Drama:</p> <p>To role play, demonstrating range of emotions, focussing on Mock Court scenarios</p> <p>Music:</p> <p>To use voice and instruments to create and perform Christmas music</p> <p>To use a range of instruments to create seasonal music scenes (sound board)</p>	<p>French</p> <p>To introduce members of the family, talk about my family life, pets etc</p> <p>To use and understand classroom instructions regularly</p> <p>To say and write my date of birth and birthday.</p> <p>RME</p> <p>To explore a variety of religious festivals (Hanukkah and Christmas)</p> <p>To show an understanding of the importance of Remembrance Day</p> <p>Science - (COP26)</p> <p>To research recent projects that help tackle climate change and collaboratively design own product.</p> <p>To discuss how we could reduce our own waste or energy use.</p> <p>To investigate seed germination</p>	