

Creative Curriculum Theme – Beast Creator

Science

- Through research and diagrams, describe the life cycles of insects and amphibians.
- Compare the differences between insect and amphibian life cycles.
- Record data using scientific diagrams and classification keys.
- Report and present findings from enquiries in oral and written forms.

Computing

- Prepare and present information by creating 'Top Trumps' cards using Purple Mash.
- Combine the software packages Word and SmartArt to represent a mini-beast lifecycle using processing tools.

Art

- Improve mastery of art and design by making detailed pencil drawings of insects.

Geography

- Use research techniques to locate a range of invertebrates around the world.
- Produce a scaled group map pinpointing where mini-beasts live.
- Create sketch maps with a key to identify where insects live with the school grounds.

English

Text: 'Charlotte's Web' by E.B White.

- Describe settings character's and atmosphere in narrative settings.
- Identify the audience for and purpose of writing to produce reports
- Use passive and active voice in GPS.
- Draw inferences such as inferring characters' feelings thoughts and motives and justify using evidence during comprehension lessons.

Maths

- Know angles are measured in degrees.
- Identify angles at a point on a whole turn, a straight line and in multiples of 90.
- Identify, describe and represent the position of a shape following a translation.
- Identify 3-D shapes from 2-D representations.

Physical Activity

- Striking and fielding games: Kwik Cricket and Rounders.
- Working together in Forest School to achieve a common goal, whilst using tools and keeping safe.

French

- Talk about which sports we like to do.
- Talk give reasons for preferences on different sports.

Music

- 5B will perform in an ensemble context to create a rap to promote anti-bullying.
- 5K will take part in K2M guitar lessons on Mondays

Staff: Mr Barrett
Mr Klair
Mrs Hubbard



Religious Education

Investigate the life of a person who has been inspired by their faith.

Make links between a person's beliefs and actions.

Personal, Social, Health Education and

Me and My Relationships: recognise emotional change, how to deal with feelings towards self, family and others in a positive way.

Homework

- Children should also be reading at home on a daily basis.
- They should also be practising their times tables regularly.
- Please complete at least one of the activities below for your homework. All of the tasks are linked to our 'Beast Creator' topic. Please be as thorough and creative as possible!

Make a bug's-eye plan of your classroom or bedroom. How would things look from high up there on the wall?

Find out which flowers and herbs attract mini-beasts. Plant a bulb or seed in a pot or planter and see who comes to visit. Take photos of any visitors and try and identify them.

Go on a bug hunt in a local park or woodland. What will you find? Can you photograph it? Make a comparison between two mini-beasts. How are they similar?

Make your own sketchbook of mini-beasts that you find and record any information you can gather.

Use dough or clay to make a replica of your favourite mini-beast.

Make a mini-beast glossary to explain all the specialist vocabulary associated with this topic

Use poster paints to design a beautiful and symmetrical design for a butterfly's wings. Can you transfer your design to a computer?

If you could be an insect for a day, what kind would you be? Why? Where would you live? How safe would you be from predators?

Reading

Children are encouraged to read throughout the week (their chosen text from Accelerated Reader Programme). Home school link books must be brought in once a week so that teachers can see the time they are spending reading at home.

In school, children will then be given a quiz on their chosen book so that class teacher's can see their understanding of the text.

Times Tables and Spelling

Times Tables

Children will receive a times-tables and spelling activity sheets every **Wednesday**, which is to be completed independently. Please mark it with them at home and return it to school the following **Wednesday** so children can receive their next sheet.