

## Kensuke's Kingdom

Please note that these are **suggestions** and by no means prescriptive. Teachers are welcome to use and adapt plans and resources to suit their needs.

All STEM links are highlighted in yellow

Link to overview and all chapters rather than specific –

<https://drive.google.com/drive/folders/1xfnaiMKFeJcuaTMUEiUp3woJn1gsQ9FO?usp=sharing>

Suggested Blocks of Learning (Chapters)	Suggested Learning Activities	CfE Experiences and Outcomes
1. Peggy Sue  <a href="https://drive.google.com/drive/folders/1_WcX70y4OBVxzcFTjF0d1JdWsS7KkElw?usp=sharing">https://drive.google.com/drive/folders/1_WcX70y4OBVxzcFTjF0d1JdWsS7KkElw?usp=sharing</a>	If he was 12 on July 28 1988, what age would he be now? (MNU 2-10c)	<a href="#">Numeracy and Mathematics – Number, Money and Measure – Time</a> Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance. MNU 2-10c
	Family tree (be mindful of individual situations of pupils, can use a cartoon character such as Bart Simpson if needs be) (SCN 2-14b) <a href="https://drive.google.com/drive/folders/17DL988rodGyqftrG0oei6gENYeYD3tWO?usp=sharing">https://drive.google.com/drive/folders/17DL988rodGyqftrG0oei6gENYeYD3tWO?usp=sharing</a>	<a href="#">Science – Biological Systems</a> By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and noninherited characteristics. SCN 2-14b
	Sailing boat – STEM (SCN 2-08b) (TCH 2-10a)	<a href="#">Science – Forces, Electricity and Waves</a> By investigating floating and sinking of objects in water, I can



	<a href="https://drive.google.com/drive/folders/1EO_iQe1o0uXQUll5v4ucem0Tu14hWFKN?usp=sharing">https://drive.google.com/drive/folders/1EO_iQe1o0uXQUll5v4ucem0Tu14hWFKN?usp=sharing</a>	<p>apply my understanding of buoyancy to solve a practical challenge. SCN 2-08b</p> <p><a href="#">Technologies - Craft, Design, Engineering and Graphics</a> I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. TCH 2-10a</p>
	<p>Jobs/roles on a yacht (HWB 2-20a) <a href="https://drive.google.com/file/d/1TdDWV7fnhVLCvEtpew44iSQgXSJja0kd/view?usp=sharing">https://drive.google.com/file/d/1TdDWV7fnhVLCvEtpew44iSQgXSJja0kd/view?usp=sharing</a></p>	<p><a href="#">Health and Wellbeing – Planning for Choices and Changes</a> I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a</p>
	<p>Introduce alliteration – ‘Barnacle Bill’ Create your own alliteration names for display (LIT 2-24a) (LIT 1-25a) <a href="https://drive.google.com/drive/folders/1glbwxNKEIbSqbVupUSjqV_rUxJhZHbJf?usp=sharing">https://drive.google.com/drive/folders/1glbwxNKEIbSqbVupUSjqV_rUxJhZHbJf?usp=sharing</a></p>	<p><a href="#">Literacy – Writing</a> I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p> <p>I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. LIT 1-25a</p>



	<p>Winches, helm, galley – explore parts of the yacht. Draw, label and create a model  (TCH 2-09a)  <a href="https://drive.google.com/file/d/1QuoXvj5BeOGFEb-XqTVByMe7yIPkjuDX/view?usp=sharing">https://drive.google.com/file/d/1QuoXvj5BeOGFEb-XqTVByMe7yIPkjuDX/view?usp=sharing</a></p>	<p><u>Technologies – Craft, Design, Engineering and Graphics</u>  I can extend and enhance my design skills to solve problems and can construct models.  TCH 2-09a</p>
	<p>Newspaper report  (LIT 2-24a) (LIT 2-26a)  <a href="https://drive.google.com/drive/folders/17nrdowcKLzovFzLTRJP5WCmFbY8eY1R?usp=sharing">https://drive.google.com/drive/folders/17nrdowcKLzovFzLTRJP5WCmFbY8eY1R?usp=sharing</a></p>	<p><u>Literacy – Writing</u>  I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.  LIT 2-24a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a</p>
	<p>Chapter 1 Comprehension  (LIT 2-16a) (ENG 2-17a)  <a href="https://drive.google.com/file/d/1K64zIMqWEuMv1o55rmwFL_Vt7rLLf1A1/view?usp=sharing">https://drive.google.com/file/d/1K64zIMqWEuMv1o55rmwFL_Vt7rLLf1A1/view?usp=sharing</a></p>	<p><u>Literacy - Reading</u>  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a</p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a</p>
	<p>Fractions – water covers <math>\frac{3}{4}</math> of the Earth's surface</p>	<p><u>Expressive Arts – Art</u></p>



<p>2. Water, water everywhere</p> <p><a href="https://drive.google.com/drive/folders/1mQCDOrcKnEvPd_DSkJ7b0hFH9I8YpqBp?usp=sharing">https://drive.google.com/drive/folders/1mQCDOrcKnEvPd_DSkJ7b0hFH9I8YpqBp?usp=sharing</a></p>	<p>(EXA 2-02a) (MNU 1-07a)</p> <p><a href="https://drive.google.com/drive/folders/11_Ax7uZFJvQcg7aY-pj4bFScn9B-qY6i?usp=sharing">https://drive.google.com/drive/folders/11_Ax7uZFJvQcg7aY-pj4bFScn9B-qY6i?usp=sharing</a></p>	<p>I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.</p> <p>EXA 2-02a</p> <p><a href="#">Numeracy and Mathematics – Number, Money and Measure – Fractions, Decimal Fractions and Percentages</a></p> <p>Having explored fractions by taking part in practical activities, I can show my understanding of:</p> <ul style="list-style-type: none"> <li>• how a single item can be shared equally</li> <li>• the notation and vocabulary associated with fractions</li> <li>• where simple fractions lie on the number line.</li> </ul> <p>MNU 1-07a</p>
	<p>Captain's Deck – P.E. game – play then create own moves or new game</p> <p>(HWB 2-23a) (HWB 2-24a)</p> <p><a href="https://drive.google.com/file/d/1_2gUJqXa52e7ZgulGPzOT_zgT2TwlmeA/view?usp=sharing">https://drive.google.com/file/d/1_2gUJqXa52e7ZgulGPzOT_zgT2TwlmeA/view?usp=sharing</a></p>	<p><a href="#">Health and Wellbeing – Physical Education, Physical Activity and Sport</a></p> <p>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.</p> <p>HWB 2-23a</p> <p>By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.</p> <p>HWB 2-24a</p>

	<p>Sea creatures – porpoises, dolphins, whales, sharks, sea turtles – research, sort, categorise (SCN 2-01a) <a href="https://drive.google.com/drive/folders/1drn77ZWDhXa2r5I4DTb7nmnX7p3Ogk7s?usp=sharing">https://drive.google.com/drive/folders/1drn77ZWDhXa2r5I4DTb7nmnX7p3Ogk7s?usp=sharing</a></p>	<p><u>Science – Planet Earth</u> I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a</p>
	<p>If you could be an ocean animal for a day, what would you be? Answer key questions (research) (TCH 2-02a) <a href="https://drive.google.com/file/d/1xwmWGC6-NRoDER5oiK2zhUVil5jraqRU/view?usp=sharing">https://drive.google.com/file/d/1xwmWGC6-NRoDER5oiK2zhUVil5jraqRU/view?usp=sharing</a></p>	<p><u>Technologies – Digital Literacy</u> I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 2-02a</p>
	<p>Lucky charm – do you have one? What? Why? Illustrate, write a brief overview and share (ENG 2-30a)</p>	<p><u>Literacy – Writing</u> As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. ENG 2-30a</p>
	<p>Note down all the birds, creatures and plants you come across on a local nature walk (could use Seek App to help with identification - <a href="https://www.inaturalist.org/pages/seek_app">https://www.inaturalist.org/pages/seek_app</a>) (SCN 2-01a) <a href="https://drive.google.com/drive/folders/1jOs_7bCkjE9xpKvRRsARz0idjG_Rm99?usp=sharing">https://drive.google.com/drive/folders/1jOs_7bCkjE9xpKvRRsARz0idjG_Rm99?usp=sharing</a></p>	<p><u>Science – Planet Earth</u> I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a</p>
	<p>Compass points, latitude and longitude, sextant (measures angles) (MTH 2-17c) (SOC 2-14a) (MTH 2-17a) <a href="https://drive.google.com/drive/folders/1W7Kh1J_5oci5B1VnhGhszv7EU3Bdovyv?usp=sharing">https://drive.google.com/drive/folders/1W7Kh1J_5oci5B1VnhGhszv7EU3Bdovyv?usp=sharing</a></p>	<p><u>Numeracy and Mathematics – Shape, Position and Movement – Angles, Symmetry and Transformation</u> Through practical activities which include the use of technology, I</p>

		<p>have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. MTH 2-17c</p> <p><a href="#">Numeracy and Mathematics – Shape, Position and Movement – Angle, Symmetry and Transformation</a></p> <p>I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a</p> <p><a href="#">Social Studies – People, Place and Environment</a></p> <p>To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a</p>
	<p><b>Stars – Constellations</b> (SCN 2-06a) <a href="https://drive.google.com/drive/folders/11XuWMmtYq4VAAyzXCfjeSWDzrEbMSfgc?usp=sharing">https://drive.google.com/drive/folders/11XuWMmtYq4VAAyzXCfjeSWDzrEbMSfgc?usp=sharing</a></p>	<p><a href="#">Science – Planet Earth</a></p> <p>By observing and researching features of our solar system, I can use simple models to communicate my understanding of size, scale, time and relative motion within it. SCN 2-06a</p>
	<p>Chapter 2 Comprehension (LIT 2-16a) (ENG 2-17a) <a href="https://drive.google.com/file/d/19X83unaFaD8L5_7p8XJ7WYO0VAIMqVpn/view?usp=sharing">https://drive.google.com/file/d/19X83unaFaD8L5_7p8XJ7WYO0VAIMqVpn/view?usp=sharing</a></p>	<p><a href="#">Literacy - Reading</a></p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.</p>



		<p>LIT 2-16a</p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.</p> <p>ENG 2-17a</p>
<p>3.Ship's Log</p> <p><a href="https://drive.google.com/drive/folders/1Dyi46oz3yOglAhsvXgD3tKJeeX1yHvje?usp=sharing">https://drive.google.com/drive/folders/1Dyi46oz3yOglAhsvXgD3tKJeeX1yHvje?usp=sharing</a></p>	<p>Write a diary entry (ENG 2-31a)</p>	<p>Literacy- Writing</p> <p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.</p> <p>ENG 2-31a</p>
	<p>Create a ship's log (ENG 2-30a)</p> <p><a href="https://drive.google.com/drive/folders/1hy-j4dGZC4-lgFrWweVQfyJ42xQJycgc?usp=sharing">https://drive.google.com/drive/folders/1hy-j4dGZC4-lgFrWweVQfyJ42xQJycgc?usp=sharing</a></p>	<p>Literacy - Writing</p> <p>As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.</p> <p>ENG 2-30a</p>
	<p>200 miles – calculate distance (speed, distance and time) (MNU 2-10c) (MNU 3-10a)</p> <p><a href="https://drive.google.com/drive/folders/1e8zEDbj02ol58FkmMxghKwQxbx75L4lj?usp=sharing">https://drive.google.com/drive/folders/1e8zEDbj02ol58FkmMxghKwQxbx75L4lj?usp=sharing</a></p>	<p>Numeracy and Mathematics – Number, Money and Measure – Time</p> <p>Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.</p> <p>MNU 2-10c</p> <p>Using simple time periods, I can work out how long a journey will take, the speed travelled at or</p>

		distance covered, using my knowledge of the link between time, speed and distance. MNU 3-10a
	Gannets – read information and create questions using Bloom’s starters (LIT 2-16a) (ENG 2-17a) <a href="https://drive.google.com/drive/folders/1Ep71g1h11BbRRaKW37m5p8ASHnL7tkgg?usp=sharing">https://drive.google.com/drive/folders/1Ep71g1h11BbRRaKW37m5p8ASHnL7tkgg?usp=sharing</a>	<u>Literacy – Reading</u> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a
	Doldrums (LIT 2-09a) (SOC 2-14a) <a href="https://drive.google.com/file/d/1EnobPkPZvSI9mEcgKwAVRGB1qFbK17c6/view?usp=sharing">https://drive.google.com/file/d/1EnobPkPZvSI9mEcgKwAVRGB1qFbK17c6/view?usp=sharing</a>	<u>Literacy - Listening and Talking</u> When listening and talking with others for different purposes, I can: • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a  <u>Social Studies – People, Place and Environment</u>



		<p>To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.</p> <p>SOC 2-14a</p>
	<p>Draw a basking shark/create a leaflet  (LIT 2-24a) (LIT 2-26a) (EXA 2-03a)  <a href="https://drive.google.com/drive/folders/1wWINb_LSj7c0N60PdP9_hswVOJJA8f61?usp=sharing">https://drive.google.com/drive/folders/1wWINb_LSj7c0N60PdP9_hswVOJJA8f61?usp=sharing</a></p>	<p><u>Literacy – Writing</u>  I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</p> <p>LIT 2-24a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p> <p>LIT 2-26a</p> <p><u>Expressive Arts – Art</u>  I can create and present work that shows developing skill in using the visual elements and concepts.</p> <p>EXA 2-03a</p>
	<p>Napoleon – read information then take the quiz  (LIT 2-16a) (ENG 2-17a)  <a href="https://drive.google.com/file/d/10itMVpXIXOnigBNdAsaD78KDUxLW_si9/viaw?usp=sharing">https://drive.google.com/file/d/10itMVpXIXOnigBNdAsaD78KDUxLW_si9/viaw?usp=sharing</a></p>	<p><u>Literacy – Reading</u>  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.</p> <p>LIT 2-16a</p> <p>To show my understanding, I can respond to literal, inferential and</p>



		<p>evaluative questions and other close reading tasks and can create different kinds of questions of my own.  <b>ENG 2-17a</b></p>
	<p>Cape Town – elephants, lions, giraffes – research Cape Town and native animals – prepare a way to share your findings e.g poster, factfile, leaflet, PowerPoint, class talk etc...  <b>(TCH 2-01a) (LIT 2-24a) (LIT 2-10a)</b></p>	<p><b>Technologies – Digital Literacy</b>  I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.  <b>TCH 2-01a</b></p> <p><b>Literacy – Writing</b>  I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.  <b>LIT 2-24a</b></p> <p><b>Listening and Talking</b>  I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.  <b>LIT 2-10a</b></p>
	<p>Australia – kangaroos, possums and wombats – create poster/factfile  <b>(LIT 2-24a)</b>  <a href="https://drive.google.com/file/d/1Eg0BNWqm702rmGPQvEChNdePSU9r8AWq/view?usp=sharing">https://drive.google.com/file/d/1Eg0BNWqm702rmGPQvEChNdePSU9r8AWq/view?usp=sharing</a></p>	<p><b>Literacy – Writing</b>  I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.  <b>LIT 2-24a</b></p>
	<p>Snake (copperhead)  Redback spiders – research  <b>(TCH 2-02a)</b></p>	<p><b>Technologies – Digital Literacy</b>  I can use digital technologies to search, access and retrieve information and am aware that</p>

	<a href="https://drive.google.com/file/d/1dPtFZga_empZUCQbb8znMKV2WQSLp954/view?usp=sharing">https://drive.google.com/file/d/1dPtFZga_empZUCQbb8znMKV2WQSLp954/view?usp=sharing</a>	not all of this information will be credible. TCH 2-02a
	Chapter 3 Comprehension (LIT 2-16a) (ENG 2-17a) <a href="https://drive.google.com/file/d/1WfACiN6jdrIwohKKUnJysXh_5E1urTMp/view?usp=sharing">https://drive.google.com/file/d/1WfACiN6jdrIwohKKUnJysXh_5E1urTMp/view?usp=sharing</a>	<u>Literacy - Reading</u> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a
4. Gibbons and Ghosts  <a href="https://drive.google.com/drive/folders/1pBkeEk3i63rdLvCqvvhLQ6I9iSDJOGA7?usp=sharing">https://drive.google.com/drive/folders/1pBkeEk3i63rdLvCqvvhLQ6I9iSDJOGA7?usp=sharing</a>	<b>Buoyancy</b> (SCN 2-08b) <a href="https://drive.google.com/drive/folders/1nNb1NPGxU3imqKX-11ah0YYdVeJCcWRA?usp=sharing">https://drive.google.com/drive/folders/1nNb1NPGxU3imqKX-11ah0YYdVeJCcWRA?usp=sharing</a>	<u>Science – Forces, Electricity and Waves</u> By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge. SCN 2-08b
	Gibbons – sketch (EXA 2-03a) <a href="https://drive.google.com/file/d/1YTqko9ddAXAsIN3fGbfCGIsotnv8vl0w/view?usp=sharing">https://drive.google.com/file/d/1YTqko9ddAXAsIN3fGbfCGIsotnv8vl0w/view?usp=sharing</a>	<u>Expressive Arts – Art</u> I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a
	Rainforests - Canopy, forest floor etc... (could extend to food webs) (SOC 2-08b) (SCN 2-02a) <a href="https://drive.google.com/file/d/1gF390sYbzOr5FXYH1FgKeVkiFiTrldc79/view?usp=sharing">https://drive.google.com/file/d/1gF390sYbzOr5FXYH1FgKeVkiFiTrldc79/view?usp=sharing</a>	<u>Social Studies – People, Place and Environment</u> I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.

		<p>SOC 2-08b</p> <p><u>Science – Planet Earth</u> I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a</p>
	<p>Forest animals – choose a forest animal to research (TCH 2-02a)</p>	<p><u>Technologies – Digital Literacy</u> I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 2-02a</p>
	<p>Orangutan – comprehension (LIT 2-16a) (ENG 2-17a) <a href="https://drive.google.com/drive/folders/1r4RhUV05ZmBneMopjO-IfQD9oH6MZ3qk?usp=sharing">https://drive.google.com/drive/folders/1r4RhUV05ZmBneMopjO-IfQD9oH6MZ3qk?usp=sharing</a></p>	<p><u>Literacy - Reading</u> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a</p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a</p>
	<p>Fire making (SCN 2-19a) <a href="https://drive.google.com/file/d/1qKAefGJx0ats4tm5EHi4thSC9FjF4jiH/view?usp=sharing">https://drive.google.com/file/d/1qKAefGJx0ats4tm5EHi4thSC9FjF4jiH/view?usp=sharing</a></p>	<p><u>Science – Materials</u> I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical</p>

		reaction as being a change in which different materials are made. SCN 2-19a
	Chapter 4 Comprehension (LIT 2-16a) (ENG 2-17a) <a href="https://drive.google.com/file/d/1Hc0lqBi_JRwlrXZAn1aNVubKZToCbUr8/view?usp=sharing">https://drive.google.com/file/d/1Hc0lqBi_JRwlrXZAn1aNVubKZToCbUr8/view?usp=sharing</a>	<u>Literacy - Reading</u> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a
5.I, Kensuke  <a href="https://drive.google.com/drive/folders/1kRW4QtbrsSls-6LVViC5WWb4poRaqAu8?usp=sharing">https://drive.google.com/drive/folders/1kRW4QtbrsSls-6LVViC5WWb4poRaqAu8?usp=sharing</a>	Visualiser - Kensuke (LIT 2-14a) (EXA 2-04a) <a href="https://drive.google.com/file/d/16gqVdgyU0yZ87yiltqXH73WN9BNegJfr/view?usp=sharing">https://drive.google.com/file/d/16gqVdgyU0yZ87yiltqXH73WN9BNegJfr/view?usp=sharing</a>	<u>Literacy - Reading</u> Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a  <u>Expressive Arts - Art</u> Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a
	Types of fruit – rambutan, coconut, bananas, betties, breadfruit, jackfruit Taste (SCN 2-12b)	<u>Science – Biological Systems</u> I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.

	<a href="https://drive.google.com/file/d/1fgipx4rPaXbOsv-&lt;br/&gt;uiN_HWu2c9htBQeJM/view?usp=sharing">https://drive.google.com/file/d/1fgipx4rPaXbOsv- uiN_HWu2c9htBQeJM/view?usp=sharing</a>	SCN 2-12b
	<b>Sunburn</b> (SCN 2-12a) <a href="https://drive.google.com/file/d/1hHWVkW9F6N5xhm8yWubOhc0TZsMJoV54/view?usp=sharing">https://drive.google.com/file/d/1hHWVkW9F6N5xhm8yWubOhc0TZsMJoV54/view?usp=sharing</a>	<b>Science – Biological Systems</b> By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. SCN 2-12a
	<b>Design and create a hat</b> (TCH 2-10a)	<b>Technologies - Craft, Design, Engineering and Graphics</b> I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. TCH 2-10a
	Chapter 5 Comprehension (LIT 2-16a) (ENG 2-17a) <a href="https://drive.google.com/file/d/1OFIvQZSgqx4dHIzy6o62fwsIBPW5CGEU/view?usp=sharing">https://drive.google.com/file/d/1OFIvQZSgqx4dHIzy6o62fwsIBPW5CGEU/view?usp=sharing</a>	<b>Literacy - Reading</b> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a
6.Abunai! <a href="https://drive.google.com/drive/folders/1rQoX1RG9z">https://drive.google.com/drive/folders/1rQoX1RG9z</a>	Thunder and lightning (SOC 2-12a) <a href="https://drive.google.com/file/d/1a224-EMqoO4s5IG31PWPh32-0SOQP-9n/view?usp=sharing">https://drive.google.com/file/d/1a224-EMqoO4s5IG31PWPh32-0SOQP-9n/view?usp=sharing</a>	<b>Social Studies – People, Place and Environment</b> By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate,

<a href="https://drive.google.com/drive/folders/18ltJXXrAuBxM9Z47iSaRaxqdsqPYUDa9?usp=sharing">A7Pfh864Tey5GZFMotxfAdC?usp=sharing</a>		discussing the impact on living things. <b>SOC 2-12a</b>
	<b>Jelly fish – life cycle</b> <b>(SCN 2-14a)</b> <a href="https://drive.google.com/drive/folders/18ltJXXrAuBxM9Z47iSaRaxqdsqPYUDa9?usp=sharing">https://drive.google.com/drive/folders/18ltJXXrAuBxM9Z47iSaRaxqdsqPYUDa9?usp=sharing</a>	<b>Science – Biological Systems</b> By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. <b>SCN 2-14a</b>
	<b>Chapter 6 Comprehension</b> <b>(LIT 2-16a) (ENG 2-17a)</b> <a href="https://drive.google.com/file/d/1VOITmdrq5OhknSnYaJ3nXTAR4TUyf5v1/vi?usp=sharing">https://drive.google.com/file/d/1VOITmdrq5OhknSnYaJ3nXTAR4TUyf5v1/vi?usp=sharing</a>	<b>Literacy - Reading</b> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. <b>LIT 2-16a</b>  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. <b>ENG 2-17a</b>
7.All That Silence Said  <a href="https://drive.google.com/drive/folders/1uS3ZiBwXQB9qZ4_V4coozlQUvnoDgn9c?usp=sharing">https://drive.google.com/drive/folders/1uS3ZiBwXQB9qZ4_V4coozlQUvnoDgn9c?usp=sharing</a>	<b>Draw map of house (cave)</b> <b>(EXA 2-04a)</b>  <b>Painting techniques</b> <b>(EXA 2-05a)</b>	<b>Expressive Arts - Art</b> Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. <b>EXA 2-04a</b>  <b>Expressive Arts – Art</b> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings



	<a href="https://drive.google.com/drive/folders/1fQdTxD0KMNsBS3CHmY6_pDwK7L2CvHyr2?usp=sharing">https://drive.google.com/drive/folders/1fQdTxD0KMNsBS3CHmY6_pDwK7L2CvHyr2?usp=sharing</a>	through activities within art and design. EXA 2-05a
	<b>Kimono – design and create your own kimono using a range of media/materials</b> (EXA 2-02a) (TCH 2-04b) <a href="https://drive.google.com/file/d/1BVoAmy1-ihyP94Y5x78NUWoKhtc_yO96/view?usp=sharing">https://drive.google.com/file/d/1BVoAmy1-ihyP94Y5x78NUWoKhtc_yO96/view?usp=sharing</a>	<b>Expressive Arts – Art</b> I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a  <b>Technologies – Food and Textile Technology</b> I am developing dexterity, creativity and confidence when working with textiles TCH 2-04b
	<b>Japan – listen to information and discuss – Origami follow up</b> (LIT 2-09a) (TCH 2-09a) <a href="https://drive.google.com/drive/folders/1JweNLEwLpsl62tGaAVpFI3HtWrpZS_zgd?usp=sharing">https://drive.google.com/drive/folders/1JweNLEwLpsl62tGaAVpFI3HtWrpZS_zgd?usp=sharing</a>	<b>Literacy - Listening and Talking</b> When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> <li>• share information, experiences and opinions</li> <li>• explain processes and ideas</li> <li>• identify issues raised and summarise main points or findings</li> <li>• clarify points by asking questions or by asking others to say more.</li> </ul> LIT 2-09a  <b>Technologies - Craft, Design, Engineering and Graphics</b> I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a

	<p>'Japan tree' (blossom) (Art) (EXA 2-03a) <a href="https://drive.google.com/file/d/1WdHx8nRT7OPcWyRNJg8lao8Xp9yq9ScJ/view?usp=sharing">https://drive.google.com/file/d/1WdHx8nRT7OPcWyRNJg8lao8Xp9yq9ScJ/view?usp=sharing</a></p>	<p><u>Expressive Arts – Art</u> I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a</p>
	<p>Heron – Draw (EXA 2-03a) <a href="https://drive.google.com/file/d/1jnjoDjQ-lcg0Rr3waKbLczPm0m4rKhjj/view?usp=sharing">https://drive.google.com/file/d/1jnjoDjQ-lcg0Rr3waKbLczPm0m4rKhjj/view?usp=sharing</a></p>	<p><u>Expressive Arts – Art</u> I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a</p>
	<p>Octopus – Comprehension (LIT 2-16a) (ENG 2-17a) <a href="https://drive.google.com/drive/folders/1Qy-CUI0YzT_zmTWtR217tJ-yf0Fv0su?usp=sharing">https://drive.google.com/drive/folders/1Qy-CUI0YzT_zmTWtR217tJ-yf0Fv0su?usp=sharing</a></p>	<p><u>Literacy - Reading</u> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a</p>
	<p>Daily routine – schedule – look at the examples and create your own daily routine using pictures, words and times (MNU 2-10a) <a href="https://drive.google.com/drive/folders/1m5YOgYevaZf05G2REcsuLSu39XsV0bif?usp=sharing">https://drive.google.com/drive/folders/1m5YOgYevaZf05G2REcsuLSu39XsV0bif?usp=sharing</a></p> <p>Extension – create questions about your daily routine for a partner to answer</p>	<p><u>Numeracy and Mathematics – Number, Money and Measure – Time</u> I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning. MNU 2-10a</p>

	(ENG 2-17a)	<p><u>Literacy - Reading</u></p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.</p> <p>ENG 2-17a</p>
	<p>Learn Japanese (MLAN 2-07a)</p> <p><a href="https://drive.google.com/drive/folders/1exT4nxl-IIVSDdiiYbWzt_YNP5AmFewJ?usp=sharing">https://drive.google.com/drive/folders/1exT4nxl-IIVSDdiiYbWzt_YNP5AmFewJ?usp=sharing</a></p>	<p><u>Modern Languages – Listening and Talking</u></p> <p>I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation.</p> <p>MLAN 2-07a</p>
	<p>Chapter 7 Comprehension (LIT 2-16a) (ENG 2-17a)</p> <p><a href="https://drive.google.com/file/d/1bys4EtC1QYJ3umfSUd1MGmyd8eZME-11/view?usp=sharing">https://drive.google.com/file/d/1bys4EtC1QYJ3umfSUd1MGmyd8eZME-11/view?usp=sharing</a></p>	<p><u>Literacy - Reading</u></p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.</p> <p>LIT 2-16a</p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.</p> <p>ENG 2-17a</p>
<p>8. Everyone dead in Nagasaki</p> <p><a href="https://drive.google.com/drive/folders/1liTbsn2r1b8ptoS_n6x8CD1GfEGQOQ5h?usp=sharing">https://drive.google.com/drive/folders/1liTbsn2r1b8ptoS_n6x8CD1GfEGQOQ5h?usp=sharing</a></p>	<p>Make a boat – float and carry objects STEM Challenge (SCN 2-08b)</p> <p><a href="https://drive.google.com/drive/folders/15czBjsMoqIG2iyiWFqQuszYCVfD7LkDx?usp=sharing">https://drive.google.com/drive/folders/15czBjsMoqIG2iyiWFqQuszYCVfD7LkDx?usp=sharing</a></p>	<p><u>Science – Forces, Electricity and Waves</u></p> <p>By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge.</p> <p>SCN 2-08b</p> <p><u>Technologies - Craft, Design, Engineering and Graphics</u></p>

		I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. TCH 2-10a
	Nagasaki, Tokyo, London – choose one to research and present findings to peers (PowerPoint, factfile, poster, class talk) (TCH 2-01a) (LIT 2-24a) (LIT 2-10a)	<p><u>Technologies – Digital Literacy</u> I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a</p> <p><u>Literacy – Writing</u> I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p> <p><u>Listening and Talking</u> I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a</p>
	Japanese war (SOC 2-06a)	<p><u>Social Studies – People, Past Events and Societies</u> I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a</p>
	Pike – read Ted Hughes Pike Poem – create your own	<u>Literacy – Writing</u>

	<p>(ENG 2-31a)  <a href="https://drive.google.com/drive/folders/1Ue_-wShOWC5yFa1sYD-xV779qOp5tWNG?usp=sharing">https://drive.google.com/drive/folders/1Ue_-wShOWC5yFa1sYD-xV779qOp5tWNG?usp=sharing</a></p>	<p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.  ENG 2-31a</p>
	<p>Fish – parts of a fish and their function  (SCN 2-01a)  <a href="https://drive.google.com/drive/folders/1I6snApq9RJ6wXVodtU7CPPwKr6fM4sXU?usp=sharing">https://drive.google.com/drive/folders/1I6snApq9RJ6wXVodtU7CPPwKr6fM4sXU?usp=sharing</a></p>	<p>Science – Planet Earth  I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction.  SCN 2-01a</p>
	<p>Message in a bottle  (LIT 2-23a)  <a href="https://drive.google.com/file/d/1J-BetJUXqJs_6Cf3JLpzJH4tjHifFB1t/view?usp=sharing">https://drive.google.com/file/d/1J-BetJUXqJs_6Cf3JLpzJH4tjHifFB1t/view?usp=sharing</a></p>	<p>Literacy – Writing  Throughout the writing process, I can check that my writing makes sense and meets its purpose.  LIT 2-23a</p>
	<p>Chapter 8 Comprehension  (LIT 2-16a) (ENG 2-17a)  <a href="https://drive.google.com/file/d/1TMEY5YnHXsDOV_NX9Dri70Ib4JbmGZ8W/view?usp=sharing">https://drive.google.com/file/d/1TMEY5YnHXsDOV_NX9Dri70Ib4JbmGZ8W/view?usp=sharing</a></p>	<p>Literacy - Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a</p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a</p>
9.The Night of the Turtles	Turtle, terrapin – difference	Literacy - Reading

<p><a href="https://drive.google.com/drive/folders/1P60rjxS4Y9oBzA_qk_IE3HAbiWEpHdyN?usp=sharing">https://drive.google.com/drive/folders/1P60rjxS4Y9oBzA_qk_IE3HAbiWEpHdyN?usp=sharing</a></p>	<p>(LIT 2-16a) (ENG 2-17a)  <a href="https://drive.google.com/drive/folders/1N-xgKd1oLVL-v_rLC6248ZY775UJE54?usp=sharing">https://drive.google.com/drive/folders/1N-xgKd1oLVL-v_rLC6248ZY775UJE54?usp=sharing</a></p>	<p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  <b>LIT 2-16a</b></p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  <b>ENG 2-17a</b></p>
	<p><b>Turtle life cycle</b>  (SCN 2-14a)  <a href="https://drive.google.com/drive/folders/1vQjwQsSBfInKDEvZN7JVS22-ywrolrde?usp=sharing">https://drive.google.com/drive/folders/1vQjwQsSBfInKDEvZN7JVS22-ywrolrde?usp=sharing</a></p>	<p><b>Science – Biological Systems</b>  By investigating the lifecycles of plants and animals, I can recognise the different stages of their development.  <b>SCN 2-14a</b></p>
	<p>Chapter 9 Comprehension  (LIT 2-16a) (ENG 2-17a)  <a href="https://drive.google.com/file/d/1wIU_B2wmG67pCv0JspJXh81pdIjwcojO/view?usp=sharing">https://drive.google.com/file/d/1wIU_B2wmG67pCv0JspJXh81pdIjwcojO/view?usp=sharing</a></p>	<p><b>Literacy - Reading</b>  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  <b>LIT 2-16a</b></p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  <b>ENG 2-17a</b></p>
<p>10.Killer Men Come  <a href="https://drive.google.com/drive/folders/14-">https://drive.google.com/drive/folders/14-</a></p>	<p>Chapter 10 Comprehension  (LIT 2-16a) (ENG 2-17a)  <a href="https://drive.google.com/file/d/1IPucg6HimbzTg15uO_6E0VbJscy30x8/view?usp=sharing">https://drive.google.com/file/d/1IPucg6HimbzTg15uO_6E0VbJscy30x8/view?usp=sharing</a></p>	<p><b>Literacy - Reading</b>  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  <b>LIT 2-16a</b></p>



<a href="https://drive.google.com/drive/folders/1GJrbjMp1?usp=sharing">b9LiejzFZI9qHyuX8yEpU bGJrbjMp1?usp=sharing</a>		<p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.</p> <p><b>ENG 2-17a</b></p>
<p>Other</p> <p><a href="https://drive.google.com/drive/folders/1etDJ_xaNZ_WOTEySXXn1cv2Mrb3X_X5248?usp=sharing">https://drive.google.com/drive/folders/1etDJ_xaNZ_WOTEySXXn1cv2Mrb3X_X5248?usp=sharing</a></p>	<p>Artist – Hokusai – create painting/art work inspired by Hokusai as a stimulus (EXA 2-05a) <a href="https://drive.google.com/drive/folders/1YhAtI70xs_Nxyk3DIB_c81wM-stoKeHF?usp=sharing">https://drive.google.com/drive/folders/1YhAtI70xs_Nxyk3DIB_c81wM-stoKeHF?usp=sharing</a></p>	<p><b>Expressive Arts – Art</b> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.</p> <p><b>EXA 2-05a</b></p>
	<p><b>Maths – Tourism</b> (MNU 2-09a) <a href="https://drive.google.com/drive/folders/15qldS6MR7dR4wa8al0Y1JJhcNtOzJc3Z?usp=sharing">https://drive.google.com/drive/folders/15qldS6MR7dR4wa8al0Y1JJhcNtOzJc3Z?usp=sharing</a></p>	<p><b>Numeracy and Mathematics – Number, Money and Measure – Money</b> I can manage money, compare costs from different retailers, and determine what I can afford to buy.</p> <p><b>MNU 2-09a</b></p>
	<p><b>Types of boats</b> (SCN 2-08b) <a href="https://drive.google.com/drive/folders/1qWUe9APjkJAU2mO6BvQtb6OUpYBoCW5M?usp=sharing">https://drive.google.com/drive/folders/1qWUe9APjkJAU2mO6BvQtb6OUpYBoCW5M?usp=sharing</a></p>	<p><b>Science – Forces, Electricity and Waves</b> By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge.</p> <p><b>SCN 2-08b</b></p>
	<p>Activity Sheets – various <a href="https://drive.google.com/file/d/1Xd3id0izBOEFT2MsyORy6yLr8MCqKngL/view?usp=sharing">https://drive.google.com/file/d/1Xd3id0izBOEFT2MsyORy6yLr8MCqKngL/view?usp=sharing</a></p>	