

English Language, Literacy and Communication

Creative Composition – Fiction

Based on "The Dream Giver" animation

- Starting a sentence with an adverb or adverbial phrase
- Describe a setting.
- Expanded noun verbs and adjectives for effect.
- Describe a character effectively.
- More Adverbs – creating and spelling.
- Write a mini fantasy narrative.
- More about adjectives and adjectival phrases.
- Write a setting and build tension.
- Similes and metaphors
- Write a monstrous character description.
- Connectives
- Revisit a fantasy narrative.
- Changing between 1st to 3rd person.
- Recount in the 1st person.
- Explore features of newspaper reports.
- Draft a newspaper report.
- Direct speech and Reported speech
- Use reported speech in a report.
- Present and publish a news report.

Poetry

Read the poem "Howl" by Jan Dean.

Identify word categories – nouns, verbs, adjectives.

Read the poem "In the time of the wolf" by Gillian Clarke. Identify similes and metaphors.

Write an animal poem using similes.

Gather vocabulary ideas from both poems and imagination.

Write extended sentences to include, adjectives, adverbs, similes and adverbial phrases.

Compose an environmental poem in the style of Gillian Clarke.

Read "fireflies", a poem for two voices by Paul Fleischmann.

Practise and perform a version of "fireflies".

After watching Deadly 60 Gannets, write a Gannets vocabulary poem.

Write a "gannets" poem in the style of Paul Fleischmann, using metaphors and similes.

The Villain's Speech – Fiction

-Explore features of a villainous speech, using Scar's speech from the Lion King, Shakespearean villains and General Palpatine's from Star Wars.

-Write a cunningly persuasive villain's speech.

-Edit, improve and perform the speech.

Black History Month Non-fiction

Story of Ruby Bridges

Biographies Non-fiction

Stories of heroes and villains

CLASS BLOG

<https://app.seesaw.me/blog/dosbarth2for2026to27>

The Brave, The Bad and The Beasties

STEM

In the context of:

Living things and Materials

- Ask questions and use experience to suggest simple methods of inquiry
- Recognise patterns from observations and investigations and communicate findings
- Use knowledge and understanding to predict effects as part of scientific exploration
- Recognise our impact on the environment and living things
- Identify things in the environment which may be harmful and act to reduce risks.

- Explore relationships between living things, their habitats and their life cycles.
- Recognise that what we do and the things we use, can have an impact on our environment and on living things.

- Explore and describe the properties of materials and justify their uses.

- Observe and describe ways in which materials change when they are mixed together.

- Use computational thinking techniques through unplugged or offline activities.
- Create simple algorithms and begin to explain errors.
- Follow algorithms to determine their purpose and predict outcomes.
- Begin to explain the importance of accurate and reliable data to ensure a desired outcome.
- Follow instructions to build and control a physical device.

NB: As always, ideas may be adapted and taken in different ways according to the children's developing interests.

Expressive Arts and DT

Beasties

-Exploring the art of Louise Bourgeois, Jennifer Angus and Christopher Marley and comparing it to our own.

-Experimenting with pencil drawing, oil pastels, sculptures, mosaic and models, acrylic pours, screen printing and digital art.

Endangered Species

Create a dance/drama to tell the story of an endangered species

Music – Stories in sound

Fireflies by Paul Fleischmann

Humanities:

Geography, History, RE, Citizenship

Different kinds of bravery:

-The story of Ruby Bridges

Different perspectives on history: Compare Witness statements and reports

Compose a witness statement

Write a news report

Find out about the lives of:

-Nelson Mandela

-Martin Luther King

-Rosa Parks

-Malala Yousafzai

-Bear Grylls

-The Dalai Lama

-Rabbi Jonathan Sacks

-Fauja Singh

Biographies

-Make choices to explore different heroes or villains and their lives.

-Write a biography about someone we admire...or don't!

Rainforests:

-Where are the rainforests?

-The rainforest climate

-Layers of the rainforest

-Life in the rainforests

-The Amazon

-Protecting the rainforest

Digital Competence

-Exchange simple online communication

-Use collaborative platforms to create and edit a file

-Save work

-Develop strategies for finding specific information

-Create, edit and organize multimedia components

-Collect, enter, organise and analyse data into tables, charts, databases and spreadsheets

-Extract and evaluate information from tables and graphs to answer questions

LLC – Cymraeg (Coch)

Commands, Classroom vocabulary, Tynydd Greetings and everyday conversation Asking for and giving personal details Text focus: Parti Gwisg Fansi

Find out about the lives of Welsh heroes

LLC – Modern Foreign Languages

Greetings and everyday conversation Children's songs and stories

Health and Well-being

Invasion games

Gymnastics

Healthy thoughts and feelings

Group decisions for the good of all

Values and attitudes

Healthy relationships

What is the same about the animals and what is different about them?

What type of rainforests are there?

What food and how much of it do different monkeys and apes eat?

Do elephants live in the rainforest?

How do animals use poison?

How are some frogs poisonous?

What are the biggest and smallest creatures in the rainforests?

How do the people hunt animals?

This topic has been planned by combining the ideas the children gave on common transfer day. We are starting by focusing on the "beasties" part and these are the children's questions they want to explore in this part of the topic.

What is special about the plants of the rainforest?

What can we do to protect the rainforest?

Why are some animals so big and others so small?

What makes jaguars special?

What different habitats are there in the world?

How did the animals get to the rainforests?

Who lives in the rainforest?

Where are the rainforests?

What do people wear in the rainforest?

What lives in the different layers of the rainforest?

What food chains are there in the rainforest?

Are orangutans only found in the rainforest?

How hot is it in the rainforest?

How do animals get shelter when it rains?

How do sloths protect themselves?

How do humans survive in the rainforest?

Do people have to kill animals that are dangerous?

How do different animals communicate?