

**Aberdare Park Primary School**  
**Flow Diagram –UFP class 5: Summer Term 2019**

N.B Your child may be working above or beyond this level and will be differentiated for in class.

**Mathematics and Numeracy**  
**Number**  
**Numicon**

- Using 4 operations –addition, subtraction, multiplication and division
- Learn the language of the four operations e.g. divide, share.
- Read and write number words to 20.
- Times tables – 3's, 4's, 2's, 5's, 10's.
- Explain Multiplication as repeated addition
- Odd and even numbers
- Counting sets by grouping in 2's, 5's 10's.
- Adding and subtracting 2 digit numbers to 100.
- Problem solving
- Partitioning into tens and unit
- Adding and subtracting a 1 digit from a 2 digit
- Let's think activities- problem solving

**Shape/Space**

- 3D shape
- Symmetry

**Measure**

- Time – o'clock, half past, quarter to and quarter past on digital and analogue clocks.
- Turns – Full, quarter, half, anticlockwise, clockwise,
- Direction of movement – right angles.

**Data Handling**

- Create tally chart/ tables/bar charts, discuss what they show.
- Sorting different objects by two or more criteria using venn and carol diagrams
- Order and arrange combinations of patterns.

**Clic Maths**

- Counting past 100
- Counting backwards
- Doubles and halving,
- 3 and 4 times tables, write repeated addition
- Know fact families within 20.

**Science and Technology**  
**Knowledge & Understanding of the World/Science**

- Investigation – Can plants grow from different liquids?
- Life cycles

**D&T**

- Design a piece of clothing from recycling materials
- Design and build a robot using recycling materials.
- Den building

**Science and Technology**  
**ICT**  
**DCF – Data and Computational Thinking**

- Collect and organise data into groups e.g. gather data by voting or sorting and represent in pictures, objects or drawings.
- Extract information from simple tables and graphs e.g. gather data by voting or sorting and represent in pictures, objects or drawings.
- Record data collected in a variety of suitable formats e.g. lists, tables, block graphs and pictograms.
- Explain the game and rules to others including win/lose conditions.
- Learners use logical reasoning to explain their predictions before programming and testing their commands to see if they are correct.
- Predicting what will happened when a set of instructions on how to care for a plant is followed.
- Programming using Bee-Bots

**Scheme of work – Data Handling and Modelling**

- Find information from a given source using it to answer simple questions.
- Gather and record information on a simple pictogram program.
- Enter information into a record of a simplified database program with some assistance.

**Health and Wellbeing**

- Circle time
- E safety
- Looking after the environment
- Animal Habitats
- Children's goals

**P.E**

- Games
- Ball Skills – e.g. throwing, catching, kicking
- Athletics
- Team games

**Languages, Literacy & Communication**  
**Oracy**

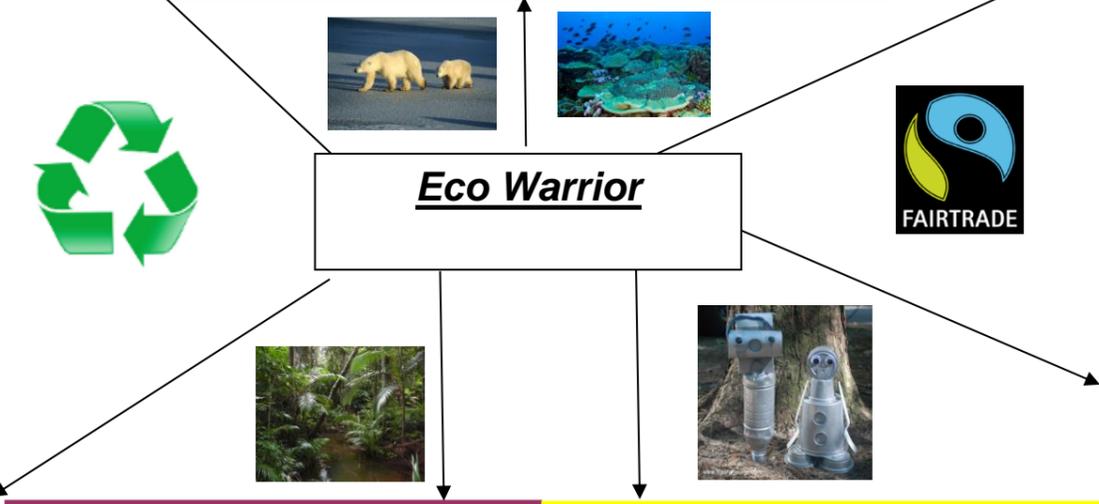
- Ask and answer questions linked to theme.
- Role play – recycling centre
- Class discussions – about recycling, fair trade.
- Retell familiar stories.
- Group work
- Descriptions
- Hot seating
- David Attenborough – nature videos

**Reading**

- Share stories and poems linked to theme about recycling.
- Read non-fiction, posters and leaflets linked to theme.
- Visit the school library- use alphabetic knowledge to find books.
- Topic box of books
- Story – How The World Was Made
- Class Novel – The Faraway Tree

**Writing**

- Story writing- How the World Was Made
- Instructional writing
- Poetry - Look at rhyming words
- Comprehension



**Expressive Arts**  
**Music**

- Compose a musical story related to recycling.
- Sing songs,
- Bell Plates – play a simple tune
- Listen and appraise music
- Compose own tune

**Art/Design**

- Look at the artist Monet
- Collage pictures
- Camouflage
- Use different mediums
- Create habitats
- Den Building

**Dance/movement**

- Represent the water cycle.
- Retell a story through movement/dance.

**Humanities**  
**Knowledge and understanding fo the world/History**

- Extinct animals

**Knowledge and understanding of the world/Geography**

- Compass directions on maps
- Compare habitats
- Fair trade – look at where food comes from.
- Endangered animals

**RE**

- Bible stories – Jonah and the Whale
- Introduce Judaism
- Special stories/symbols

**Welsh**  
**Oracy**

- Sut mae Doli Glwt?
- Mae Doli Glwt yn hapus iawn.
- Beth mae Tedi Twt yn hoffi bwyta?
- Mae Tedi Twt yn hoffi bwyta pitsa.
- Beth mae Fflic yn gwisgo?
- Mae Fflic yn gwisgo crys T glas a siorts gwyn.
- Beth wyt ti'n bwyta?
- Dw i'n bwyta banana a grawnwin.
- Beth mae Sam yn bwyta?
- Mae Sam yn bwyta afal.

**Reading**

- Reading above phrases
- Reading stories linked to phrases, e.g. Fflop, Welsh dictionary, parti doli glwt, Esgidiau Senita.
- Role plays
- Traditional welsh stories

**Writing**

- Writing these phrases
- Surveys – asking Welsh questions.
- Weather
- Days of the week

**Numeracy Skills**

- Transfer mathematical skills to play and classroom activities.
- Identify steps to complete the task or reach a solution.
- Select appropriate equipment and resources.
- Use knowledge and practical experience to inform estimations.
- Use every day and mathematical language to talk about their own ideas and choices.
- Present work orally, pictorially and in written form, and use a variety of ways to represent collected data.
- Use checking strategies to decide if answers are reasonable.
- Interpret information presented in charts and diagrams and draw appropriate conclusions.
- Count sets of objects by grouping in 2s, 5s or 10s.
- Recite numbers beyond 100, forwards and backwards and from different starting points.
- Compare and order 2-digit numbers.
- Demonstrate an understanding of place value up to at least 100.
- Use mental recall of number facts to 10 to derive other facts, i.e.: – doubling and halving, e.g. derive  $40 \div 4$  from knowing  $4 \times 4 = 16$  – bonds of 10, e.g. derive  $60 + 40$  from knowing  $6 + 4 = 10$ .
- Recall and use 2, 5 and 10 multiplication tables.
- Use and record ordinal numbers in practical situations.
- Find halves and quarters in practical situations.
- Mentally add and subtract 10 or 20 to a given number up to 100.
- Find small differences within 20 by using 'counting on' strategies.
- Solve one- and two-step problems that involve addition and subtraction, multiplication and simple division including missing number problems, e.g.  $40 - \square = 19$ .
- Use partitioning strategies to double and halve 2-digit numbers.
- Understand that multiplication is repeated addition, e.g.  $2 \times 2 + 2$  is the same as 'three twos'.
- Add/subtract 9 or 11 from given number by adding/subtracting 10 and adjusting.
- Make a sensible estimate of measurement in length, height, weight and capacity that can be checked using standard measures.
- Use different combinations of money to pay for items up to £1.
- Read 'half past', 'quarter past' and 'quarter to' on an analogue clock.
- Read hours and minutes on a 12-hour digital clock.
- Compare daily temperatures using a thermometer ( $^{\circ}\text{C}$ ).
- Recognise half and quarter turns, clockwise and anti-clockwise.
- Recognise and name regular and irregular 2D and 3D shapes, understand and use the properties of shape.
- Identify a line of symmetry for 2D shapes and complete symmetrical pictures.
- Sort and classify objects using more than two criterion.

**Literacy Skills****Oracy**

- Express opinions, giving reasons, and provide appropriate answers to questions.
- Talk in detail about things they have made or done, explaining the process.
- Extend their ideas or accounts by sequencing what they say and including relevant details.
- Build on previous experience, speaking confidently and making themselves clear by: – organising what they say – choosing words deliberately – including relevant detail.
- Adopt a specific role, using appropriate language in structured situations.
- Prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding.
- Use alliteration and rhyme in a range of contexts.
- Listen to others with concentration, understanding the main points and asking for clarification if needed.
- Join in with, repeat or memorise a range of stimuli including rhymes, songs and poems, including nonsense verse.
- Retell narratives or information that they have heard, sequencing events correctly.
- Demonstrate an understanding of prepositions within their play and structured activities.
- Show understanding of what they have heard by asking relevant questions to find out specific information.
- Contribute to discussion, keeping a focus on the topic and taking turns to speak.
- Share activities and information to complete a task.
- Interpret, respond to and use non-verbal cues such as facial expressions and gestures.

**Literacy Skills****Reading**

- Choose reading materials independently giving reasons for their choices.
- Use contents page and glossary within a range of texts.
- Recognise and use an increasing number of phonemes and their corresponding graphemes when blending and segmenting words of up to two syllables.
- Apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: – phonic strategies – recognition of high-frequency words – context clues, e.g. prior knowledge – graphic and syntactic clues – self-correction, including re-reading and reading ahead.
- Decode text with unfamiliar content or vocabulary sustaining comprehension throughout.
- Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace.
- Look for key words to find out what the text is about.
- Refine and revise predictions in fiction and non-fiction texts.
- Make links between texts read and new information about the topic.

**Writing**

- Write for different purposes.
- Write text which makes sense to another reader, which may include details and pictures.
- Use talk to plan writing.
- Re-read and improve their writing to ensure that it makes sense.
- Follow a structure in their writing with support, e.g. reports, lists.
- Organise writing with a beginning, middle and end.
- Follow and build upon a form modelled by the teacher.
- Form upper- and lower-case letters accurately and with consistent size.
- Understand and use language appropriate to writing, e.g. noun, verb, adjective.
- Use capital letters, full stops and question marks accurately, and sometimes use exclamation marks.
- Use connectives to write compound sentences.
- Use ordering words, e.g. first, next, then, lastly.
- Use a dictionary.
- Spell high-frequency words correctly.

