

Term 3

Topic Kensuke's Kingdom

**What I am learning this term**  
**Key Skills**



**HOLLINGTON**  
**PRIMARY**  
**ACADEMY**

Subject	I can....	Where can you find it?
<b>Maths</b>	1. Co-ordinate activities (linked with compass points)	1. Map work - design the island
<b>English</b>	1. Setting descriptions 2. Character descriptions 3. Descriptive writing 4. Diary entries 5. Dialogue 6. Instructional Writing 7. Letter in a bottle 8. Short Story 9. Book Review	1. Own version of the opening paragraph 2. Kensuke first glimpse and at the end 3. Describe the storm 4. Michael's experiences on the boat with the family 5. Conversation between Michael and Kensuke 6. How Kensuke came to be on the island 7. Michael wanting to go home. 8. What happens at the end? 9. Book Review
<b>Science</b>	1. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 2. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 3. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	1. How fossils are formed / parts of the world they are discovered in. Looking at the evolution of an animals to survive in their habitat 2. Life cycle of a Turtle 3. Looking at adaptation of plants and animals to survive in certain habitats.
<b>What is the investigation?</b>		1.
<b>Geography</b>	1. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). 2. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 3. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 4. Identify and describe how the physical features affect the human activity within a location. 5. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 6. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the	1. Track on a world map Kensuke's journey. 2. Design a 3D map of Kensuke's Kingdom. 3. Study the island Kensuke is marooned on. 4. Explanation as to why life can't be sustained on the island (Science Link) 5. Japan Information Text (key points described to form sub-headings) 6. Link to Maths

	United Kingdom and the world.	
<b>DT</b>	<ol style="list-style-type: none"> <li>1. Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>2. Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</li> <li>3. Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>4. Ensure products have a high quality finish, using art skills where appropriate.</li> <li>5. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Design and build a shelter for Kensuke</li> <li>2. Evaluate creation</li> </ol>
<b>Art</b>	<ol style="list-style-type: none"> <li>1. Use brush techniques and the qualities of paint to create texture.</li> <li>2. Create a colour palette based upon colours observed in the natural or built world</li> <li>3. Use brush techniques and the qualities of paint to create texture.</li> <li>4. Combine visual and tactile qualities.</li> <li>5. Create original pieces that show a range of influences and styles.</li> <li>6. Comment on artworks with a fluent grasp of visual language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Japanese calligraphy</li> <li>2. Artist study - Hokusai</li> <li>3. Create own Hokusai wave images (multiple images using different artist techniques)</li> <li>4. Create own island scene in the style of Hokusai</li> <li>5. Peer Assessment of artwork</li> </ol>
<b>History</b>	<ol style="list-style-type: none"> <li>1. Use sources of evidence to deduce information about the past.</li> <li>2. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>2. Use dates and terms accurately in describing events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Hiroshima</li> <li>2. Timeline of the key technological advances Kensuke has missed.</li> </ol>
<b>RE</b>	<ol style="list-style-type: none"> <li>1. To understand that sadness is felt by everyone at some points during their lives.</li> <li>2. To understand how the death of a person is marked and commemorated in different religions and communities.</li> <li>3. To express your own ideas, and understand the ideas of others, about what happens when a person dies.</li> <li>4. To understand that it is important to express the emotions that you feel.</li> <li>5. To think of practical ways of remembering someone who has died.</li> </ol>	
<b>Community</b>	<ol style="list-style-type: none"> <li>1. What happens if someone goes missing at sea?</li> </ol>	
<b>Knowledge of the World</b>	<ol style="list-style-type: none"> <li>1. Studying different countries and cultures</li> </ol>	<ol style="list-style-type: none"> <li>1. Geography research - Japan</li> </ol>
<b>SEAL</b>	<ol style="list-style-type: none"> <li>1. Team building activities (and link to Michael and Kensuke in the text)</li> </ol>	<ol style="list-style-type: none"> <li>1. Diary entry - family working together in a small space.</li> </ol>
<b>Aspiration</b>	<ol style="list-style-type: none"> <li>1. Making dreams a reality (link to Mum and Dad setting sail around the world)</li> </ol>	
<b>British Values</b>	<ol style="list-style-type: none"> <li>1. Democracy - voting - would you stay or leave the island?</li> </ol>	<ol style="list-style-type: none"> <li>1. Conscience corridor</li> </ol>

	<ol style="list-style-type: none"> <li>2. The Rule of Law - What happens if someone goes missing at sea?</li> <li>3. Mutual Respect - looking after one another and the environment</li> <li>4. Individual Liberty - Kensuke's choice to stay on the island</li> <li>5. Tolerance - Kensuke feelings towards Michael wanting to leave</li> </ol>	<ol style="list-style-type: none"> <li>2. Geography - rescue process for lost boats</li> <li>3. How they learn to live together (Book talk)</li> <li>4. Reasons why Kensuke wants to stay on the island (Book talk)</li> <li>5. Class debate</li> </ol>
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<b><u>Homework Ideas</u></b>	
<ol style="list-style-type: none"> <li>1. Research - Morpurgo (how he came to write the book)</li> <li>2. Research - Japan</li> </ol>	

**TEXT:**

**MAIN TEXT:** Kensuke's Kingdom