

Writing

Our setting description piece relating to Harry Potter and the Philosopher's Stone will focus on the wonder and difference that the main character experiences when he is transported to the unfamiliar settings of Diagon Alley & Gringotts Bank.

We will also explore the discovery of unfamiliar lands through the perspective of Christopher Columbus, as he reports upon the new and novel lands that he visits, as well as exploring the emotions one may experience in a land vastly different to what one has become used to.

Reading

We will continue to read J.K. Rowling's 'Harry Potter and the Philosopher's Stone'. Key events and focuses will be related to change, in particular how the protagonist handles his new, unfamiliar world. Children will explore a diverse range of characters that also experience new surroundings, and the actions they take to become accustomed to change. This will be implemented through the VIPERS approach.

Into the Unknown

Question: Should we be afraid of the unknown?

RE

This topic (Suffering & Hardship) will enable the class to explore key themes related to contemplating and dealing with unfamiliar challenges (largely through the Easter story). It will place emphasis on the concerns that people have about the unknown, and how people of different faiths offer comfort and understanding to deal with them.

Science

This topic (Earth and Space) focuses upon the key themes of different environments and life outside of our planet. This includes the work and ideas of many astronomers (eg. Copernicus & Kepler) who explored unfamiliar ideas in order to develop our understanding of the heliocentric model, and how planets stay in orbit.

Spring 2

Maths

Continuation of Multiplication and Division

Solve problems with multiplication
Short division
Divide a 4-digit number by a 1-digit number
Divide with remainders
Efficient division
Solve problems with multiplication and division

Decimals and Percentages

Decimals up to 2 decimal places
Equivalent fractions and decimals (tenths and hundredths)
Equivalent fractions and decimals
Thousandths as fractions and decimals
Thousandths on a place value chart
Order and compare decimals (same number of decimal places)
Order and compare any decimals with up to 3 decimal places.

Perimeter and area

Perimeter of rectangles
Perimeter of rectilinear shapes
Perimeter of polygons
Area of rectangles
Area of compound shapes
Estimate area

Statistics

Draw line graphs
Read and interpret line graphs
Read and interpret tables
Two-way tables
Read and interpret timetables.

Writing

Writing

Using Harry Potter & The Philosopher's Stone as a text, children will be write a setting description of Diagon Alley and Gringotts Bank, which develops their knowledge of descriptive language (as we look to improve on the range of vocabulary we use). It focuses on figurative language, to give the reader vivid imagery of a scene. They will also focus on the correct use of punctuation to add dramatic information, often factual in content. This will be embedded through a chronological report based on the life and times of Christopher Columbus. Children will finally explore poetry in the form of haiku, applying this knowledge of a strict literary form to the theme of journeys and the world.

Spelling

I can spell words that contain the /or/ sound spelt 'or' and 'au'.
I can convert nouns or adjectives into verbs using the suffixes '-ate', '-ise', '-ify' and '-en'.

Handwriting

I can write legibly with fluency and increasing speed.
I can choose which shape of a letter to use when given a choice, and decide whether or not to join specific letters.

Reading

Book:

Harry Potter and the Philosopher's Stone (JK Rowling)

Poem:

I Still Rise (Maya Angelou).

Word reading:

I can check that the book/poem makes sense and discuss my understanding of the text.
I can ask questions to improve my understanding
I can read books that are structured in different ways and reading for a range of purposes.
Apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.

Comprehension:

I can draw inferences related to the characters, such as their feelings, thought and motives, and justify them with evidence
I can retrieve, record and present information from the text.
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
I can identify how language, structure and presentation contribute to meaning

VIPERS reading scheme:

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence

Science

Earth and Space

- Describe a sphere
- Identify scientific evidence with support.
- Name the planets in the solar system with support.
- Explain how the planets orbit the Sun.
- Explain how night and day occur.
- Make predictions about night and day in different places on Earth.
- Report and present findings from enquiries with support.
- Explain that the Moon orbits the Earth, not the Sun.

DT

Materials/ Structures

- Select materials carefully, considering intended use of product and appearance.
- Explain how product meets design criteria
- Measure accurately enough to ensure precision.
- Ensure product is strong and fit for purpose
- Begin to reinforce and strengthen a 3D frame

Mechanisms

- Refine product after testing
- Grow confidence about testing new or different ideas
- Use cams, pulleys or gears to create movement.

Textiles

- Think about user aesthetics when selecting textiles, using own templates.
- Think about how to make a strong and better looking product.
- Consider how to join things, and that products can be made from a combination of shapes.

RE

Easter: Suffering and Hardship

Learners should be able to identify aspects of life which are unfair and suggest ways in which people respond to suffering and hardship

Learners should be able to identify responses to suffering, hardship and death from sacred writings and identify key religious beliefs

Learners should be able to identify beliefs about suffering, hardship and death and suggest how these might support believers and faith communities

Learners should be able to share examples of unfairness from their own experience and to suggest what might help them to cope with suffering, hardship and death

Computing Databases

- This unit looks at how a flat-file database can be used to organise data in records.
- Learners will use tools within a database to order and answer questions about data.
- They will create graphs and charts from their data to help solve problems.
- They will also use a real-life database to answer a question, and present their work to others.

PSHE

Me and My Relationships

- To recognise and challenge gender stereotyping
- To understand the impact of the media on forming attitudes
- To appreciate the value of friendship and the importance of building good friendships throughout life
- To discuss their feelings about secrets and friendship in class group; know that some secrets are unhealthy and that it is OK to ask for help
- To discuss that family relationships can sometimes make you feel unhappy or unsafe and what to do
- To appreciate that other families might be different to their own but that these are characterised by love and care

Music

Focus: The music of John Newton

Children will be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

PE
Handball

-Introduction: Perform skills with accuracy, confidence and control. Choose skills that meet the needs of the situation. Watch and evaluate the success of games.

-Ball control 1: Perform skills with accuracy, confidence and control. Identify parts of the game that need improving. Suggest ideas for warming up and explain their choice.

-Ball Control 2: Pass with accuracy, confidence and control. Use a variety of tactics to keep the ball. Explain how their bodies react and feel when they play different games and take on different roles.

-Attacking Play: Shoot with accuracy. Change speed and direction to evade defenders. Choose positions in teams and know how to help when attacking.

-Tournament: Find and use space to help the team. Know when to pass, dribble or travel with the ball. Understand how the muscles work.

Children will also learn an alternative sport with our specialised sports coaches.

History
Into the Unknown (Christopher Columbus)

- Where did he travel and when?
- Locating the world's continents, countries and seas, using maps and atlases.
- Understanding prime meridian and time zones.
- A study of a Central American country visited by Christopher Columbus, using maps, atlases, globes and digital/computer mapping to locate it, describing features studies. Then, a review of the different geographical representations of the country, analysing the pros and cons. Finally, a review of the location focusing on land use, climate zones and population density.
- Using the eight points of a compass, as well as understanding grid references and symbols.
- Planning a journey to a different place, taking into account distance & time

MFL

Within French lessons the children will cover the key areas of:

🔗 Oracy (speaking and listening)

🔗 Literacy, including grammatical understanding

🔗 Cultural understanding

🔗 Knowledge and language