

Writing

Children will be writing material in relation to J.K. Rowling's *Harry Potter and the Philosopher's Stone*. The story revolves around an orphan boy who discovers that he is actually a wizard with a secret gift.

Our non-fiction writing will begin with a biography of the author JK Rowling (and the adversity she overcame in getting *Harry Potter* published). From there, we will write a setting description involving the introduction of Hagrid (a character who introduces change to *Harry Potter's* Life).

Reading

We will begin to read J.K. Rowling's '*Harry Potter and the Philosopher's Stone*'. Key events and focuses will be related to family adversity, adoption and emotional issues. Children will explore a diverse range of characters, and how the decisions they make alter their world. This will be implemented through the VIPERS approach.

Plague, Pox and Antibiotics *How should we respond to change and adversity?*

RE

This topic (Sacred Writings) will enable the class to explore key themes related to hope and beliefs. It will also place a key focus upon differences, and understanding how different cultures of people from a range of faiths embrace and celebrate them.

PSHE

This topic (Happy and Healthy Me) focuses upon the key themes of change that an individual can go through. This includes the processes related to growing up, and the emotional issues that are associated with it.

Spring 1

Maths

Continuation of Fractions

Equivalent fractions
Improper fractions to mixed numbers
Mixed numbers to improper fractions
Compare and order Fractions less than 1
Compare and order fractions greater than 1.
Add and subtract fractions with the same denominator
Add fractions within 1.
Add fractions with a total greater than 1
Add to a mixed number
Add two mixed numbers
Subtract fractions
Subtract from a mixed number
Subtract from a mixed number- breaking the whole
Subtract two mixed numbers

Multiplication and Division

Multiply up to a 4-digit number by a 1-digit number
Multiply a 2-digit number by a 2-digit number (area model)
Multiply a 2-digit number by a 2-digit number
Multiply a 3-digit number by a 2-digit number
Multiply a 4-digit number by a 2-digit number
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.

Writing

Writing

Children will be writing a biography about the author JK Rowling. Key skills will relate to the secure use of parenthesis, including when best to use brackets and dashes.

Using Alice in Wonderland and Harry Potter & The Philosopher's Stone as texts, children will also write a setting description, which builds upon their knowledge of figurative language. They will also focus upon the formality of speech, including writing speech that relates to the spoken patterns of characters. This will be embedded through a diary write, relating to the plague.

Spelling

I can spell words that contain the '-ity' suffix.
I can spell words that contain the '-ness' suffix.
I can spell words contain the '-ship' suffix.
I can identify the correct spelling of homophones and near-homophones.

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)

Word reading:

I can check that the book 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 Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Art Collages

- As a class, we will be using the works of Henri Matisse and Yayoi Kusama as a source for our inspiration.
- Add collage to a painted, printed or drawn background.
- Use a range of media to create collage.
- Use different techniques, colours and textures etc. when designing and making pieces of artwork.

RE Sacred Writings

- Learners should be able to identify different types of literature and show what impact this might have on people's lives
- Learners should be able to distinguish different types of religious literature and say why different sacred writings are important to faith communities
- Learners should be able to identify teachings and source material from a range of sacred writings and explain how these might be used within faith communities
- Learners should be able to identify literature relevant to them and to explain the impact this might have on their lives.

Computing Video Production

-Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.

-Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.

-By the end of this unit, learners will have developed the skills required to plan, record, edit, and share a video.

PSHE Happy and Healthy Me

- Understand what makes a healthy lifestyle
- What positively and negatively affects their physical, mental and emotional health (including the media).
- Explore the emotional and physical changes that occur during puberty.
- To know when menstruation happens, and to discuss concerns surrounding it.
- To know and discuss how to manage menstruation.
- To know the importance of keeping clean during puberty.

Music Focus: John Williams

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

Dance (Olympics Inspired)

Introduction- Opening Ceremony:

1. Work effectively as part of a team.
2. Explore and practice movement ideas inspired by a stimulus.

The Athletics- Levels

1. Create dance motifs to show ideas, developing expressive qualities
2. Create and structure motifs, phrases and sections of dances.

The Boxing Bout- Q & A

1. Perform movements accurately with a sense of rhythm.
2. Explore, improvise and combine movement ideas fluently and effectively.
3. Explain how their body reacts and feels when taking part in different activities and undertaking different roles.

Your Olympic Sport

1. Use basic compositional principles when creating their dances.
2. Provide constructive feedback about a performance

The Closing Ceremony- Canon

1. Continue to apply and develop a broader range of skills.
2. Recognise part of a performance that could be improved and explain how.

Performance

1. Perform dances using a range of movement patterns.
2. Identify which aspects were performed consistently, accurately, fluently and clearly.

Children will also learn **Tag Rugby** with our specialised sports coaches.

History

- Placing the plague on a timeline of history based on when it happened (and reoccurred), and linking it to other areas studied.
- Using source analysis to decipher what the plague is, as well as its causes and symptoms.
- Understanding why there is no single answer to some historical questions.
- Determining how the plague has changed over time, across different points of history.
- Examining the differing beliefs about treatments and causes, including identifying reliable sources and propaganda.
- Analysing King Charles II's response to the plague.
- Comparing the plague to COVID 19, including responses, treatment, approaches and similarities/differences.
- Looking at the importance of antibiotics, and the work of Alexander Fleming.

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