

Writing

Our setting description piece relating to Harry Potter and the Philosopher's Stone will focus on the responsibilities of Hagrid in looking after the protagonist as he is transported to the unfamiliar settings of Diagon Alley & Gringotts Bank.

We will also explore Climate Change and Global Warming topic, and how we are responsible for our future. This will be by creating an instructional write offering 10 practical ways that individuals can improve their carbon footprint, and devise a persuasive letter relating to climate change and global warming.

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 how characters are responsible for their actions, even in an unfamiliar world. Children will explore a diverse range of characters that are responsible for managing the power they have, and how a misuse of this can lead to consequences. This will be implemented through the VIPERS approach.

Climate Change and Global Warming ***Question: Whose responsibility is it?***

RE

This topic (Suffering & Hardship) will enable the class to explore key themes related to contemplating who is responsible for the suffering and hardship in the world. It will place emphasis on the actions people must take to support others, and how people of different faiths all have a role in offering comfort and understanding.

Forest School

As part of this module, children will be shown a wide range of practical & fun outdoor activities that support the theme of using outdoor equipment in a responsible manner. They will work together, and realise they each have a key role to play in allowing everyone to achieve a successful outcome. Children will be shown how everybody is responsible for sustaining the environment, and that it is worthy of our time and respect.

Spring 2

Maths

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 then write an instruction text explaining how to improve their carbon footprint. This will develop their use of formal language to convey clear and concise directions, as well as building upon previously taught language devices. They will also focus on the correct use of punctuation, with a grammatically correct explanation offered in addition. This will be embedded through a persuasive write, where they will make a convincing argument based on climate change and global warming.

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

Reading

Book:

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

Poem:

☑ The Last Bee (Brian Wilston)

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 in the World

- Children will know what democracy is and the basic institutions that support it locally and nationally.
- Explain key aspects of parliament
- Know why and how rules and laws are made and enforced, why different rules are needed in different situations, and how to take part in making and changing rules.
- Look after money and realize that future wants and needs can be met through saving.
- Explain the function of credit/debit cards and cheques.
- Plan for future spending and understand that the money we earn can support the community.

Music

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.

Geography
Climate Change and Global Warming

- What is climate change, and the greenhouse effect? What is the role of carbon dioxide as a greenhouse gas?
- What are the human causes of climate change? Who are the key contributors? What is a carbon footprint? Why do some people have a bigger carbon footprint than others?
- What is affected by climate change? What are the potential impacts of climate change on people and our planet?
- How is climate change having an impact on people around the world? How does it affect people of different financial circumstances?
- How can we adapt to the effects of climate change? What does this mean for our future?
- What actions can be taken against climate change? How does the ease of action link to the impact it has?

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