Half Term Overview Pentecost Term 1

|  | **1**  | **2**  | **3**  | **4**  | **5**  | **6**  |
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| **English (Including Grammar focus for week)** | **Cinderella of the NIle****by Beverley Naidoo**To plan and write an innovated version of a traditional taleTo edit and publish workGrammarSimiles, metaphors, abstract nouns.adjectives, adverbial phrases,pronouns 4 types of sentences**Spellings**Homophones and other words that are often confused e.g.accept/ exceptaffect/effectball/bawl,berry/burybrake/ breakmissed/mistpeace/piecerain/reignscene/seenweather/whether | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**To expresstime, placeand causeusingconjunctionsTo makeinferences onthe basis ofwhat is beingsaid and doneTo predictwhat mighthappen on thebasis of whathas been readso far**Grammar**To correctly use a or an before a wordPrepositionsUse conjunctions to join sentencesImperative verbs**Spellings** - Word lists wordscalendarcircleenoughfruitmedicineregularstrengthwoman/women | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**To framequestions forresearchTo gatherinformationfrom multiplesources.To use invertedcommas topunctuatespeech**Grammar**To usethe presentperfect formof verbsinstead of thesimple pastTo expressplace usingprepositionsTo use the 4 grammatical forms of a sentence**Spellings**The /i/ sound spelt y elsewhere than at the end of a wordmyth, pyramid, Egypt, mystery, symptom, syrup, symbol | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**Todistinguishbetween factand opinionTo plan anon-fictionpiece ofwritingTo ensurefactualstatementsare cohesivelylinked**Grammar**To use prepositionsConjunctions for formal writingUse of questions and punctuation**Spellings**To correctlyspell a word incontext wherethat wordhas one ormore relatedhomophonesaccept/ exceptaffect/effectball/bawl,berry/burybrake/ breakmissed/mistpeace/piecerain/reignscene/seenweather/whether | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**To ensurefactualstatementsare cohesivelylinkedTo editand improvewriting**Grammar**To use conjunctions in formal writingWriting statements**Spellings****Word list**coveragecalendarcircleenoughfruitmedicineregularstrengthwoman/women | **How to Live Forever****Colin Thompson**To make predictions about the content of a book using contextual cluesTo use a variety of sentence forms to create persuasive sentencesTo use a variety of sentence types to create a persuasive poster**Grammar**Speak in the first personI can use commands, questions and statementsapostrophes for contractionTo use a variety of conjunctionsI can begin a multi-clause sentence with a subordinate clause**Spellings****To correctly spell word lists**exercise knowledge length library ordinary peculiar weighty |
| **Class Novel/Guided Reading** | Bronte Tempstra and the Lightning Steed by Bex Hogan. | Bronte Temsptra and the Lightning Steed by Bex Hogan | Totally Chaotic History Ancient Egypt gets unruly by Greg Jenner | Totally Chaotic History Ancient Egypt gets unruly by Greg Jenner | Totally Chaotic History Ancient Egypt gets unruly by Greg JennerAuthor visit - Abi Elphinstone | Totally Chaotic History Ancient Egypt gets unruly by Greg Jenner |
| **Maths** | **Fraction B.**Add fractions. Subtract fractions.Partition the whole.Unit fractions of a set of objects. Non-unit fractions of a set of objects. | **Fraction B.**Reasoning with fractions of an amount.End of unit assessment. **Money** Pound and pence. Convert Pound to pence.Add Money. | **Money** Subtract money. Find change.End of unit assessment. **Time**Roman numerals to 12. Tell the time to 5 minutes. Tell the time to the minute. | **Time**Read time on a digital clock. Use a.m and p.m.Years, months, and days. Days and hours.Hours and minutes - use durations. | **Time**Minute and seconds. Units of time. Solve problems with time.End of unit assessment | **Shape**Turns and anglesRight angles. Compare angles.Measure and draw accurately. Horizontal and vertical.Parallel and perpendicular.  |
| **RE** | **Serving - Energy**Pentecost The energy of fire and wind The wonder and power of the Holy Spirit The Ascension: Jesus goes back to his Father and promises to send the Holy Spirit. | **Serving - Energy**PentecostThe Church celebrates PentecostThe coming of the Holy Spirit | **Serving - Energy**PentecostThe gifts of the Holy SpiritRemembering, celebrating and responding to the energy of fire and wind and the wonder and power of the Holy Spirit | **Other Faiths- Islam**To know what happens inside the MosqueTo know the activities that happen inside the MosqueTo [know what activities happen in the Mosque and why the Mosque is an important part of their life.](https://docs.google.com/presentation/d/1IpnufmSYckEnWQRXCIep7DErjshfreiW4SqCyQimQTg/edit?usp=sharing) | **Sacramental Reconciliation - Choices**How the Sacrament of Reconciliation helps us to build bridgesChoices have consequencesThe importance of conscience in making choices | **Sacramental Reconciliation - Choices**To know that we all need to forgive and to be forgivenThe Sacrament of Reconciliation |
| **PSHE** | **Session 1: a community of Love**Children will develop an understanding of the community aspect of the Holy Trinity and be encouraged to think about what the Holy Trinity means for them and their communities. | **Session 2: What is the Church?**Children will learn about the wider Church and its mission to reflect the Holy Trinity through love for others. | **Wellbeing - Zones of regulations** Children will learn to talk about emotions.and recognise their own emotions. | **Staying safe around water**Children will learn water safety and signs. | **Meditation****Yoga and mindfulness** Children can use mindfulness techniques to keep calm. | **Meditation****Yoga and mindfulness** Children can use mindfulness techniques to keep calm. |
| **History** | **Geography**Explain how to cope with hurricanes. | **History**Who were the Egyptians and when did they live? | **History**Who were the ancient Egyptians God and goddesses? | **History**Why and how did the Egyptians build the Pyramids? | **History**How and why did the Egyptians mummify people? | **History**What does the Book of the Dead tell us about ancient Egyptian beliefs? |
| **Computing** | **Programming A**Combine motion and sounds in one sequence. Change the appearance of a sprite and the backdrops | **Programming A**To create a project from a task description. | **Programming B****Events and actions in programs**To choose which keys to use for actions and explain my choicesTo identify a way to improve a program | **Programming B Events and actions in programs**To create a program to move a sprite in four directions | **Programming B****Events and actions in programs**To adapt a program to a new context (use the Pen extension) | **Programming B****Events and actions in programs**To develop my program by adding features |
| **PE** | **Swimming**To swim competently, confidently and proficiently over a distance of at least 25 metresuse a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | **Swimming**To swim competently, confidently and proficiently over a distance of at least 25 metresuse a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | **Swimming**To swim competently, confidently and proficiently over a distance of at least 25 metresuse a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | **Swimming**To swim competently, confidently and proficiently over a distance of at least 25 metresuse a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | **Swimming**To swim competently, confidently and proficiently over a distance of at least 25 metresuse a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | **Swimming**To swim competently, confidently and proficiently over a distance of at least 25 metresuse a range of strokes effectively [for example, front crawl, backstroke and breaststroke]To perform safe self-rescue in different water-based situations |
| **Real PE - unit 6 Health and Fitness**I can describe how and why my body changes during and after exercise. | **Real PE - unit 6 Health and Fitness**I can describe how and why my body changes during and after exercise | **Real PE - unit 6 Health and Fitness**I can describe how and why my body changes during and after exercise | **Real PE - unit 6 Health and Fitness** I can explain why we need to warm-up and cool down | **Real PE - unit 6 Health and Fitness**I can explain why we need to warm-up and cool down | **Real PE - unit 6 Health and Fitness**I can describe how and why my body changes during and after exercise |
| **Science**  | **Plants**To identify and describe the function of flowers | **Plants**To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | **Plants**To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant | **Plants**To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  | **Animals including humans**To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  | **Animals including humans**To identify that humans and some other animals have skeletons and muscles for support, protection and movement |
| **French** | **Time**Mon anniversaire.Speak in a sentence using known vocabulary and grammar. | **Time**What’s the date today?French festival dates | **Time**Yesterday, today, tomorrow | **Family and Friends**Meet my family | **Family and Friends**Pets - domestic animals | **Family and Friends**The Alphabet in French |
| **Music** | **Bringing us together.**Listen to Bringing us together. Warm - Up Games - Bringing us together. - **Bronze**Flexible Games track - Bringing us together. Learn to Sing the song - Bringing us together. Perform the Song - Bringing us together. | **Bringing us together.**Listen to Good TimesListen to Bringing us together. Warm - Up Games - Bringing us together. - **Bronze**Flexible Games track - Bringing us together. Learn to Sing the song - Bringing us together. **Recorder blowing practice.** Play your instrument - Glockenspiels/recordersPerform the Song - Bringing us together. | **Bringing us together.**Listen to Ain’t nobodyListen to Bringing us together. Warm - Up Games - Bringing us together. - **Silver**Flexible Games track - Bringing us together. Learn to Sing the song - Bringing us together. **Recorder blowing practice.** Play your instrument - Glockenspiels/recordersImprovise with the song - Bringing us together. **Bronze challenge 2**Perform the Song - Bringing us together. | **Bringing us together.**Listen to We are family.Listen to Bringing us together. Warm - Up Games - Bringing us together. - **Silver**Flexible Games track - Bringing us together. Learn to Sing the song - Bringing us together. Play your instrument - Glockenspiels**/recorders**Improvise with the Song - Bringing us together. Compose with the Song - Bringing us together.Perform the Song - Bringing us together. | **Bringing us together.**Listen to Ain't no stoppin’ us now.Listen to Bringing us together. Warm - Up Games - Bringing us together. - **Silver**Flexible Games track - Bringing us together. Learn to Sing the song - Bringing us together. Play your instrument - Glockenspiels**/recorders**Improvise with the Song - Bringing us together. Compose with the Song - Bringing us together.Perform the Song - Bringing us together. | **Bringing us together.**Listen to Ain't no stoppin’ us now.Listen to Bringing us together. Warm - Up Games - Bringing us together. - **Gold**Flexible Games track - Bringing us together. Learn to Sing the song - Bringing us together. Play your instrument - Glockenspiels**/recorders**Improvise with the Song - Bringing us together. Compose with the Song - Bringing us together.Perform the Song - Bringing us together. |
| **Art** | **Ancient Egyptian scrolls**To investigate the style, pattern and characteristics of Ancient Egyptian art. | **Ancient Egyptian scrolls**To apply design skills inspired by the style of an ancient civilisation.  | **Ancient Egyptian scrolls**To apply understanding of ancient techniques to construct a new material.  | **Ancient Egyptian scrolls**To apply drawing and painting skills in the style of an ancient civilisation. | **Ancient Egyptian scrolls**To apply an understanding of Egyptian art to develop a contemporary response. | **Ancient Egyptian scrolls**To apply an understanding of Egyptian art to develop a contemporary response. |