Half Term Overview Pentecost Term 1

|  | **1** | **2** | **3** | **4** | **5** | **6** |
| --- | --- | --- | --- | --- | --- | --- |
| **English (Including Grammar focus for week)** | **Cinderella of the NIle**  **by Beverley Naidoo**  To plan and write an innovated version of a traditional tale  To edit and publish work  Grammar  Similes, metaphors, abstract nouns.  adjectives, adverbial phrases,  pronouns  4 types of sentences  **Spellings**  Homophones and other words that are often confused e.g.  accept/ except  affect/effect  ball/bawl,  berry/bury  brake/ break  missed/mist  peace/piece  rain/reign  scene/seen  weather/whether | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**  To express  time, place  and cause  using  conjunctions  To make  inferences on  the basis of  what is being  said and done  To predict  what might  happen on the  basis of what  has been read  so far  **Grammar**  To correctly use a or an before a word  Prepositions  Use conjunctions to join sentences  Imperative verbs  **Spellings** - Word lists words  calendar  circle  enough  fruit  medicine  regular  strength  woman/women | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**  To frame  questions for  research  To gather  information  from multiple  sources.  To use inverted  commas to  punctuate  speech  **Grammar**  To use  the present  perfect form  of verbs  instead of the  simple past  To express  place using  prepositions  To use the 4 grammatical forms of a sentence  **Spellings**  The /i/ sound spelt y elsewhere than at the end of a word  myth, pyramid, Egypt, mystery, symptom, syrup, symbol | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**  To  distinguish  between fact  and opinion  To plan a  non-fiction  piece of  writing  To ensure  factual  statements  are cohesively  linked  **Grammar**  To use prepositions  Conjunctions for formal writing  Use of questions and punctuation  **Spellings**  To correctly  spell a word in  context where  that word  has one or  more related  homophones  accept/ except  affect/effect  ball/bawl,  berry/bury  brake/ break  missed/mist  peace/piece  rain/reign  scene/seen  weather/whether | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**  To ensure  factual  statements  are cohesively  linked  To edit  and improve  writing  **Grammar**  To use conjunctions in formal writing  Writing statements  **Spellings**  **Word list**  coverage  calendar  circle  enough  fruit  medicine  regular  strength  woman/  women | **How to Live Forever**  **Colin Thompson**  To make predictions about the content of a book using contextual clues  To use a variety of sentence forms to create persuasive sentences  To use a variety of sentence types to create a persuasive poster  **Grammar**  Speak in the first person  I can use commands, questions and statements  apostrophes for contraction  To use a variety of conjunctions  I 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 Jenner  Author 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 angles  Right 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**  Pentecost  The Church celebrates Pentecost  The coming of the Holy Spirit | **Serving - Energy**  Pentecost  The gifts of the Holy Spirit  Remembering, 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 Mosque  To know the activities that happen inside the Mosque  To [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 bridges  Choices have consequences  The importance of conscience in making choices | **Sacramental Reconciliation - Choices**  To know that we all need to forgive and to be forgiven  The 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 choices  To 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 metres  use 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 metres  use 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 metres  use 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 metres  use 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 metres  use 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 metres  use 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 Times  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.  **Recorder blowing practice.**  Play your instrument -  Glockenspiels/recorders  Perform the Song - Bringing us together. | **Bringing us together.**  Listen to Ain’t nobody  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.  **Recorder blowing practice.**  Play your instrument -  Glockenspiels/recorders  Improvise 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. |