**Half Term Overview Lent 2 2024**

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **English (Including Grammar focus for week)** | To use the dialogue to retell the story from the point of view of the Giant through what he says and what it means.  Using speech marks or inverted commas in dialogues. | To write own version narrative about kindness.  Using fronted adverbials and correct punctuation after fronted adverbials  Using pronouns to avoid repetition. | To write an explanation letter in role.  Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions.  Using dialogues to create inferences about a character. | To write a diary entry in role as Lenny about how he really feels.  Using Direct Speech and proper punctuation.  The grammatical difference between plural and possessive –s.  Using Standard English forms for verb inflections instead of local spoken forms. | To create a character comparison and description of a setting.  Using conjunctions in character comparisons  Using a variety of noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to create description. | To write own version historical narrative (evacuation narrative.)  Using personification and prepositions and prepositional phrases to describe a setting.  Using paragraphs to organise ideas around a theme |
| **Class Novel/Guided Reading** | The Selfish Giant  Wild Robot | The Selfish Giant  Wild Robot | The Lion and the Unicorn  Wild Robot | The Lion and the Unicorn  Wild Robot | The Lion and the Unicorn  Wild Robot | The Lion and the Unicorn  Wild Robot |
| **Maths** | **Fractions**  Understand a whole/Mixed numbers | **Fractions**  Improper Fractions/ Equivalent Fractions | **Fractions**  Adding and subtracting Fractions | **Decimals A**  Tenths as Fractions, decimals, number line | **Decimals A**  Divide by 10, Hundredths as Fractions and decimals | Consolidation  Check learning through units and review tricky areas. |
| **RE** | Reveal 4- the Communion Rite,  5) Communion Rite Part 2 - The Lamb of God  6) The Concluding Rite- Going Forth | Plan and carry out the end of topic celebration for **Giving and Receiving** topic. | Introduce new topic - **Self-discipline**  Explore the Love and care shown in a family. | 1)Lent, the opportunity to grow spiritually 2) How to live during Lent 3) How to live in God’s way. | 1) What is Holy Thursday?  2) Remembering Good Friday  3) Easter- The empty tomb | Plan and carry out the end of topic celebration for **Self-discipline** topic. |
| **PSHE** | Emotional Well- Being.  What Am I feeling? | Images in the media do not always reflect reality | What Am I looking at?  These images can affect how people feel about themselves | What Am I looking at?  God made us and loves us as we are. | I am Thankful  Some behaviour is wrong, unacceptable unhealthy and/or risky | I am Thankful  Thankfulness builds resilience against feelings of envy , inadequacy, insecurity and against peer pressure. |
| **Geography** | Sustainability-  To sort renewable and non-renewable resources | How can we help to make our school more sustainable | Why are we seeing more wind and solar farms in the countryside? | How is sustainable development helping the lapwing out of the red? | How are solar cookers helping Sunita and her family live more sustainably? | Our world! What can I do? |
| **Computing** | **Online Safety** - Online Relationships  Programming - **Repetition in games**  To develop the use of count-controlled loops in a different programming environment | To explain that in programming there are infinite loops and count-controlled loops | To develop a design that includes two or more loops which run at the same time | To modify an infinite loop in a given program | To design a project that includes repetition | To create a project that includes repetition |
| **PE** | Real PE  Unit 2  Jumping with control | Real PE  Landing with control | Real PE  Develop jumping combinations | Real PE  Control and movement while seated | Real PE  Seated tandem cycling | Real PE  Exchange objects |
| Forest school starting W/C 29th Jan  4E - Friday Am  4S - Thursday Am | Forest school starting W/C 29th Jan  4E - Friday Am  4S - Thursday Am | Forest school starting W/C 29th Jan  4E - Friday Am  4S - Thursday Am | Forest school starting W/C 29th Jan  4E - Friday Am  4S - Thursday Am | Return to Netball skills | Game play in Netball |
| **Science** | **Continue to learn about States of Matter**  To explore Gases | To explore Evaporation | To investigate Evaporation rates. | To investigate Condensation | To understand the Water Cycle - Part 1 | To understand the Water Cycle - Part 2 |
| **French** | **Where in the world**  **The United Kingdom**  To speak in sentences, using familiar vocabulary, phrases and  basic language structures, in the context of countries and  capitals of the United Kingdom. | **Where do they speak French?**  To understand basic grammar rules appropriate to the language  being studied, how to apply these, for instance, to build  sentences; and how these differ from or are similar to English,  in the context of countries of the world where French is  spoken. | **The Equator**  To broaden their vocabulary and develop their ability to  understand new words that are introduced into familiar written  material, including through using a dictionary, in the context of  using French/English dictionaries and/or online translators. | **Continents**  To understand basic grammar rules appropriate to the language  being studied, how to apply these, for instance, to build  sentences; and how these differ from or are similar to English,  in the context of countries and continents. | **Animals**  To speak in sentences, using familiar vocabulary, phrases and  basic language structures in the context of animals in a zoo. | **Which continent are they from?**  To write phrases from memory, and adapt these to create new  sentences, to express ideas clearly, in the context of animals  around the world. |
| **Music** | Soul/Gospel music  **Step 1**  Listen and Appraise - Lean On Me by Bill WithersPerform Lean on Me by Bill Withers | **Step 2**  Listen and Appraise - He Still Loves Me by Walter Williams and Beyoncé  Perform Lean on Me by Bill Withers | **Step 3**  Listen and Appraise - Shackles by Mary Mary  Perform Lean on Me by Bill Withers | **Step 4**  Listen and Appraise - Amazing Grace by Elvis Presley  Perform Lean on Me by Bill Withers | **Step 5**  Listen and Appraise - Ode To Joy Symphony No 9 by Beethoven  Perform Lean on Me by Bill Withers | **Step 6**  Listen and Appraise - Lean On Me by The ACM Gospel Choir  Perform Lean on Me by Bill Withers |
| **D&T** | **Cooking and nutrition: adapting a recipe**  To evaluate  existing biscuit  products. | To prepare  and cook a  dish. | To select  ingredients and  follow a budget. | To take  inspiration from  existing  products. | To make and  test a prototype  biscuit. | To evaluate a  final product. |