Half Term Overview Pentecost Term 1

|  | **1**  | **2**  | **3**  | **4**  | **5**  | **6**  |
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| **English (Including Grammar focus for week)** | Narrative recount, character and setting descriptionsUsing a variety of expanded noun phrases to describe a scene  | To write letters and short explanationsUsing adverbs and adverbials to enhance the quality of writing. | Retelling a story from an alternative perspectiveUsing relative clauses (which, who, that) to add detail about characters | Retelling a story - predicting the key events in a story and justifying observations -Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] | Character description and book reviewUsing noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrasesUsing a subordinate clause to create a sentence | Non-chronological reportUsing paragraphs as a way to group related material Using headings and subheadings to aid presentation |
| **Class Novel/Guided Reading** | Odd and the Frost Giants by Neil Gaiman-The Kingdom Over the Sea by Zohra Nabi | Odd and the Frost Giants by Neil Gaiman-The Kingdom Over the Sea by Zohra Nabi | Odd and the Frost Giants by Neil Gaiman-The Kingdom Over the Sea by Zohra Nabi | Weslandia by Paul Fleischman-The Kingdom Over the Sea by Zohra Nabi | Weslandia by Paul Fleischman-The Kingdom Over the Sea by Zohra Nabi | Weslandia by Paul Fleischman-The Kingdom Over the Sea by Zohra Nabi |
| **Maths** | **Decimals B**Making whole with tenths.Making a whole with hundredths.Partitioning decimals.Flexibly partition decimals.Comparing decimals. | **Decimals B**Ordering decimals.Rounding to the nearest whole number,Halves and quarters as decimals.Assessment - Checking understanding of the topic. | **Money**Write money using decimals. Converting between pounds and pence. Compare amounts of money. Estimate with money. | **Money**Calculate with money. Solve problems with money.Assessment - Checking understanding of the topic. | **Clocks**Years, months, weeks and days. Hour, minutes and seconds. Converting between analogue and digital times. Convert to the 24 hour clock. Convert from the 24 hour clock.Assessment - Checking understanding of the topic. | **Consolidation**Going over any topics that require additional teaching.  |
| **RE** | Explore- New Life- How Good news brings Life. | 1)Pentecost. 2) The Holy Spirit gives courage to Peter and John.3) The Ethiopian receives the new life of Jesus. | 1) The story of Paul.2)Paul spreads the Good News.3)The Holy Spirit gave Paul new life and happiness. | Plan and carry out the end of topic celebration for the New Life topic.  | Explore - Building Bridges-Building bridges of friendship | 1)Everyone is loved by Jesus.2) Sin and Examination of Conscience.3) The Sacrament of Reconciliation: contrition. |
| **PSHE** | To know that they were handmade by God with the help of their parents. | To understand how a baby grows and develops in its mother’s womb including,scientifically, the uniqueness of the moment of conception.and how conception and life in the womb fits into the cycle of life. | To understand what ‘death’ meansTo learn about some feelings often connected with grief | To know what the Christian faith says about death and eternal lifeTo explore some ways to support themselves and others when they aregrieving | Take an active part in discussions about changes, feelings, andcoping strategies. | Have an opportunity to engage in a time of reflection and prayer. |
| **History** | **Were the Vikings raiders, traders or settlers?****Lesson 1**To explain when and why the Vikings came to Britain. | **Lesson 2**To evaluate the validity of a source. | **Lesson 3**To explore the features of Viking longboats. | **Lesson 4**To examine why trading was important to the Vikings. | **Lesson 5**To extract and interpret information from many sources. | **Lesson 6**To extract and interpret information from many sources.**End of Unit Assessment** |
| **Computing** | **Online safety -** Online bullying**Data and Information - Data logging****Lesson 1**Answering questions | **Lesson 2**Data collection | **Lesson 3**Logging | **Lesson 4**Analysing data | **Lesson 5**Data for answers | **Lesson 6**Answering my question |
| **PE** | Athletics Challenge ourselves in running, jumping and throwing | AthleticsRunning skills- accelerate over short distances | AthleticsTo run and jump using a one foot take- off | AthleticsTo use a sling action to throw a discus | AthleticsTo run on a curve and exchange a baton in our team | AthleticsTo apply our skills to compete.  |
| Cricket with Coach Tom | Cricket with Coach Tom | Cricket with Coach Tom | Cricket with Coach Tom | Cricket with Coach Tom | Cricket with Coach Tom |
| **Science**  | **Living Things and their habitats**To recognise that living things can be grouped in avariety of ways | **Living Things and their habitats**To recognise that living things can be grouped in a variety of ways  | **Living Things and their habitats**To use a classification key to identify and name living things in the local environment | **Living Things and their habitats**To identify and name animals living in a range of habitats | **Living Things and their habitats**To recognise that habitats provide food and nutrients for living things | **Living Things and their habitats**To recognise that changes to an environment can pose dangers to living things |
| **French** | **What time is it?****Lesson** **1. O’Clock and Half Past**To speak in sentences, using familiar vocabulary, phrases andbasic language structures in the context of telling the time.• I can say and write a sentence to tell the time. | **What time is it? Lesson** **2.** **My Day**To speak in sentences, using familiar vocabulary, phrases andbasic language structures in the context of saying the times ofthings across the day.• I can say and write at what time I do things. | **What time is it? Lesson 3. What’s on Television?**To engage in conversations; ask and answer questions in thecontext of a TV schedule.• I can answer and ask a question about a TV schedule. | **What time is it? Lesson 4. Quarter Past and Quarter To**To speak in sentences, using familiar vocabulary, phrases andbasic language structures in the context of telling the time.• I can say and write a sentence to tell the time. | **What time is it? Lesson 5.** **The School Day**To read carefully and show understanding of words, phrasesand simple writing in the context of reading a school timetable.• I can say and write a sentence to tell the time. | **What time is it? Lesson** **6.** **A Maths Lesson on Time**To listen attentively to spoken language and showunderstanding by joining in and responding in the context ofa maths lesson on time.• I can take part in a Maths lesson on counting and time,in French. |
| **Music** | **Step 1**Blackbird by The Beatles | **Step 2**Yellow submarine by The Beatles | **Step 3**Hey Jude by The Beatles | **Step 4**Can’t buy me Love by The Beatles | **Step 5**Yesterday by The Beatles | **Step 6**Let it Be by The Beatles |
| **DT** | **Structure: Pavilions****Lesson 3**To build a frame structure | **Lesson 4**To add cladding to a frame structure | **Mechanical systems - Slingshot car****Lesson 1**To build a car chassis | **Lesson 2**To design a shape that reduces air resistance. | **Lesson 3**To make a model based on a chosen design | **Lesson 4**To assemble and test my completed product |