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 descriptions  Using a variety of expanded noun phrases to describe a scene | To write letters and short explanations  Using adverbs and adverbials to enhance the quality of writing. | Retelling a story from an alternative perspective  Using 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 review  Using noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases  Using a subordinate clause to create a sentence | Non-chronological report  Using 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’ means  To learn about some feelings often connected with grief | To know what the Christian faith says about death and eternal life  To explore some ways to support themselves and others when they are  grieving | Take an active part in discussions about changes, feelings, and  coping 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 | Athletics  Running skills- accelerate over short distances | Athletics  To run and jump using a one foot take- off | Athletics  To use a sling action to throw a discus | Athletics  To run on a curve and exchange a baton in our team | Athletics  To 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 and  basic 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 and  basic language structures in the context of saying the times of  things 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 the  context 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 and  basic 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, phrases  and 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 show  understanding by joining in and responding in the context of  a 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 |