Half Term Overview Pentecost Term 1/2

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **English (Including Grammar focus for week)** | Write a biography  past tense, third person,paragraphs | **Curiosity**  expanded noun phrases, modal verbs and degrees of possibility | **Curiosity**  Relative clauses and omitting the relative pronoun | **Curiosity**  parenthesis, passive voice | **The Sleeper and the Spindle**  explore story, themes and conventions | **The Sleeper and the Spindle**  To write descriptively  Make inferences and predictions. |
| **Class Reading** | **Jungle Book** | **Jungle Book** | **Jungle Book** | **Jungle Book** | **Jungle Book** | **Jungle Book** |
| **Maths** | **Shape**  Understand and use degrees Classify anglesEstimate anglesMeasure angles up to 180°Draw lines and angles accurately | **Shape** Calculate angles around a point Calculate angles on a straight line  Lengths and angles in shapes  Regular and irregular polygons  3-D shapes | **End of Unit Assessment**  (Statistics)  **Position and direction**  Read and plot coordinates  Problem solving with coordinates  Translation  Translation with coordinates | **Position and direction**  Lines of symmetry  Reflection in horizontal and vertical lines  **Decimals**  Use known facts to add and subtract decimals within 1  Complements to 1  Add and subtract decimals across 1 | **End of Unit Assessment** (Shape)  **Decimals**  Add decimals with the same number of decimal places  Subtract decimals with the same number of decimal places  Add decimals with different numbers of decimal places  Subtract decimals with different numbers of decimal places | **Decimals**  Efficient strategies for adding and subtracting decimals  Decimal sequences  Multiply by 10, 100 and 1,000  Divide by 10, 100 and 1,000  Multiply and divide decimals - missing values |
| **RE** | **Transformations**  Explore ‘transforming energy  The Road to Emmaus | **Transformations**  The gifts of the Holy Spirit for everyone  The transformation of Saul | **Transformations**  Being transformed by the Holy Spirit  The fruits of the Holy Spirit | **Transformations**  Living a life transformed by the Holy Spirit | **Freedom and responsibilty**  To explore how freedom gives responsibility.  To explore the giving of the Ten Commandments | **Freedom and responsibility**  To examine the Ten Commandments  To explore the greatest Commandment |
| **PSHE** | **The Holy Trinity**  • God the Father, God the Son and God the Holy Spirit are the three  persons of the Holy Trinity.  • The Holy Spirit works through us to share God’s love and goodness with others. | **Catholic social teaching**  • The principles of Catholic Social Teaching  • That God formed them out of love, to know and share His love with  others | **Reaching out**  • Apply the principles of Catholic Social Teaching to current issues.  • Find ways in which they can spread God’s love in their community. |  |  |  |
| **History** | **The Mayans**  To recognise when and where the ancient Maya lived | **The Mayans**  To evaluate the challenges of settling in the rainforest | **The Mayans**  To compare and contrast AngloSaxon and Maya house | **The Mayans**  To explain the importance of Maya gods and goddesses | **The Mayans**  To design a map of a Maya city | **The Mayans**  To evaluate the reasons for the decline of the Maya cities |
| **Computing** | **Data & Information**  Paper-based databases | **Data & Information**  Computer databases | **Data & Information**  Using a database | **Data & Information**  Using search tools | **Data & Information**  Comparing data visually | **Data & Information**  Databases in real life |
| **PE** | **Real PE** | **Real PE**  Jumping and landing combinations | **Real PE**  Jumping and landing one leg | **Real PE**  Jumping and landing | **Real PE**  Jumping and landing one leg | **Real PE**  Jumping and landing |
| **Forest School** | **Forest School** | **Forest School** | **Forest School** | **Forest School** | **Forest School** |
| **Science** | **Forces**  To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect | **Forces**  To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect  To apply knowledge in familiar related contexts, including a range of enquiries | **Living things and their habitats**  To describe the life process of reproduction in some plants and animals  Sexual reproduction in plants - plant dissection and pollination | **Living things and their habitats**  To describe the life process of reproduction in some plants and animals  Asexual reproduction in plants | **Living things and their habitats**  To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird | **Living things and their habitats**  To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird |
| **French** | **School life**  Where in the classroom? | **School life**  Where are the objects | **School life**  School subjects | **School life**  Maths lessson | **School life**  Asking questions | **School life**  Asking questions |
| **Music** | **Ukulele/ glokenspiel** | **Ukulele/ glokenspiel** | **Ukulele/ glokenspiel** | **Ukulele/ glokenspiel** | **Ukulele/ glokenspiel** | **Ukulele/ glokenspiel** |
| **Art/DT** | **Monitoring devices**  Research  **Bridges**  construct wooden bridge using saws and hot glue. | **Monitoring devices**  Programming an animal monitor | **Monitoring devices**  Designing a plastic case | **Monitoring devices**  Building 3D CAD design | **Doodlers**  Electrical systems and motors | **Doodlers**  Investigate exsisiting products |