Half Term Overview Lent Term 2

|  | **1**  | **2**  | **3**  | **4**  | **5**  | **6**  |
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| **English (Including Grammar focus for week)** | **The Pied Piper of Hamelin****Michael Morpurgo**I canidentify thefeatures andcommonthemes intraditionaltales andmythsI can makeinferencesaboutcharactersand settingsI can chooserelevantwords andphrasesI can inferthoughtsand describethem usingrelevantvocabularyUse of paragraphs with subheadings,Noun phrasesSpelling list words - answercertaindifficultheightnoticepossess(ion)reign | **The Pied Piper of Hamelin****Michael Morpurgo**I can create amulti-clausesentenceby makingtwo pointsI can linkclauses usingconjunctionsI can grouprelatedsentencesinto aparagraphI can explorerules forwords withthe ‘shun’suffixI can makea statementinto aquestionI can useappropriateadjectives todescribeSpellingsThe /^/ sound spelt ousound, young, thrust, ouch, hound, round, found, touch, double, trouble, country, hut,button, trust, town, amount | **The Pied Piper of Hamelin****Michael Morpurgo**To use debate to discuss issues and put forward points of viewTo give reasons for opinions using evidence from the textI can writein a formaltoneI can writeconditionalsentencesusing ‘If’ anda commaSpellingsThe /^/ sound spelt ousound, young, thrust, ouch, hound, round, found, touch, double, trouble, country, hut,button, trust, town, amount | **The Pied Piper of Hamelin****Michael Morpurgo**To plan, write, edit and publish an extended narrative.Spellings - Words with the /eɪ/ sound spelt ei, eigh, or eyvein, weigh, eight, neighbour, they, obey, survey, convey | **Cinderella of the Nile by Beverley Naidoo and Marian Vafaeian**I can usethe presentperfecttenseand otherperfectformsI can extractinformationfrom a textand makeinferencesI can useconjunctionsto givereasonsI can identifysimiles,metaphorsand abstractnounsSpelling word listdifferentdifficultFebruaryheardislandoftenstraight | **Cinderella of the Nile by Beverley Naidoo and Marian Vafaeian**I can write inroleI can usesimiles andmetaphorsI can usenounphrasesI can usecommandsto instructand adviseTo useimperativeverbsTo use conjunctions to join ideas and sentencesSpellingsThe /i/ sound spelt y elsewhere than at the end of a wordsymptoms, symbolic, syrup, pyramids, mystery, Egyptian, myth |
| **Class Novel/Guided Reading** | Arthur and the Golden Rope by Joe Todd Stanton | Arthur and the Golden Rope by Joe Todd StantonWorld Book DayAuthor visit Jennifer Bell- Magicalia - Race of Wonders | Arthur and the Golden Rope by Joe Todd Stanton | The Lost Spellsby Robert Macfarlane  | The Lost Spellsby Robert Macfarlane  | The Lost Spellsby Robert Macfarlane  |
| **Maths** |  **Fractions A**Understand the denominators of unit fractions.Compare and order unit fractions.Understand the numerators of non-unit fractions.Understand the whole.Compare and order non-unit fractions. | **Fraction A** Fractions and scales.Fractions on a number line.Count in fractions on a number line.Equivalent fractions on a number line. | **Fraction A** Equivalent fractions as bar models.End of unit fraction assessment, | Mass and capacityUse scales.Measure mass in grams.Measure mass in kilograms and grams.Equivalent masses. | Mass and capacityCompare mass.Add and subtract mass.Measure capacity and volume in millilitres.Measure capacity and volume in litres and millilitres. | Mass and capacityEquivalent capacities and volumes ( litres and millilitres).Compare capacity and volume.Add and subtract capacity and volume.End of unit mass and capacity assessment. |
| **RE** | **Listening and Sharing**To understand the importance of the Eucharistic Prayer.To understand the importance of the Communion Rite.To plan and celebrate the topic together. | **Lenten promises**Ash Wednesday service. | **Giving All**To explore how people give themselves.Lent - an opportunity for giving.God wants parents and children to love and respect one another. | **Giving All**To explore a new way of living.To understand that sometimes it is hard to be totally giving.To understand Jesus’ total giving. | **Giving All**To understand that Jesus is risen.To plan the end of the topic celebration.To celebrate the end of the topic together. | **Stations of the Cross** liturgy with Mr Grexhammer. |
| **PSHE** | **Ten:Ten Module 2 unit 2**Session 2: When things feel bad In this session, children will learn how to recognise bullying and abuse(including physical bullying and emotional bullying online).Children willtake part in discussions and role play activities to consider how bullyingaffects people, and what strategies can be employed to resist pressureand practise resilience. | **End of unit assessment for Module 2 unit 2** - Personal relationships. Baseline Assessment for Module 2 Unit 3 - Life online | **Ten:Ten Module 2 unit 3****Session 1:** Sharing Online Integrating the NSPCC Share Aware programme, this sessionintroduces the digital world as one that children need to take steps to stay safe in, just like the real world. This session focuses on howquickly things can be shared around the world online, includingphotos, passwords and other personal information. Children willdiscuss how this can be damaging and/or dangerous, and will learnsteps to keep themselves safe.  | **Ten:Ten Module 2 unit 3****Session 2:** Chatting Online + Classroom shorts Integrating the NSPCC Share Aware programme, this sessioncontinues discussing steps children need to take to stay safe online.This session focuses particularly on chatting and cyberbullying; ithelps children to know how they can report and get help if theyencounter inappropriate messages or material.  | **Ten:Ten Module 2 unit 2**Session 2: When things feel bad In this session, children will learn how to recognise bullying and abuse(including physical bullying and emotional bullying online).Children willtake part in discussions and role play activities to consider how bullyingaffects people, and what strategies can be employed to resist pressureand practise resilience. | **Chatting Online** Discussions of online safety and how to keep safe.end of unit assessment |
| **Geography** | **Enquiry 2 -** **Beyond the Magic Kingdom:** **What is the Sunshine State really like?**To use map skills to navigate the Magical Kingdom.  | **Enquiry 2 -** **Beyond the Magic Kingdom:** **What is the Sunshine State really like?**To recognise and describe geographical features of another state than Florida.To recognise and locate other peninsulas in the world. | **Enquiry 2 -** **Beyond the Magic Kingdom:** **What is the Sunshine State really like?**To explore why tourists come to the *Magic Kingdom* from some countries and not others?TO explain why The Kennedy Space Centre in Florida and the geographical reasons for its location. | **Enquiry 2 -** **Beyond the Magic Kingdom:** **What is the Sunshine State really like?**To explain why sea turtles live in the waters around Florida are endangered and how they might be conserved for the future. | **Enquiry 2 -** **Beyond the Magic Kingdom:** **What is the Sunshine State really like?**To compare and contrast the climate of the United Kingdom and Florida. To identify the main differences in relation to temperature and sunshine hours. | **Enquiry 2 -** **Beyond the Magic Kingdom:** **What is the Sunshine State really like?**To learn how hurricanes form and why they present such a threat to the people of Florida. |
| **Computing** | **Scratch - Programming A****Sequencing sounds.**Introduction to Scratch.Use computer programming to create sounds when keys are pressed. | **Scratch - Programming A****Sequencing sounds.**Use computer programming to describe the action of a sprite. Choose relevant backdrops and costumes. | **Scratch - Programming A****Sequencing sounds.**Use computer programming to adapt and sequence a code of connected commands for additional sprites. | **Scratch - Programming A****Sequencing sounds.**Apply the skills learnt so far to change the appearance of a sprite, backdrops and create their own project. | **Scratch - Programming A****Sequencing sounds.**Run a code and identify if it meets the requirements of the project task. | **Scratch - Programming A****Sequencing sounds.**Evaluate how successful they were in meeting the task requirements. |
| **PE** | Striking and hitting Cricket - Coach Tom/The PE HubTo hit a stationary ball into space | Striking and hitting Cricket - Coach Tom/The PE HubTo bowl underarm ball at a target | Striking and hitting Cricket - Coach Tom/The PE HubTo use the correct footwork to strike a bowled ball | Striking and hitting Cricket - Coach Tom/The PE HubTo stop a moving ball with consistency | Striking and hitting Cricket - Coach Tom/The PE HubTo throw longer distances overarm | Striking and hitting Cricket - Coach Tom/The PE HubTo perform as a wicketkeeperMini matches |
| **OAA****Outdoor Adventurous activities**To use clear communication, strength and flexibility to complete a task | **OAA**Running gamesTo work with others to complete map-reading tasks | **OAA**Follow a map and design a route on a map | **OAA**To work with others and identify what went well and what we could do to improve | **OAA**To identify and explain what is required to complete a variety of challenges | **OAA**To safely take part in trust-based activities |
| **Science**  | **Big Science Event**Design a question to investigate in groups and plan a pupil led investigation. Risk assess in class | **Big Science Event**Carry out pupil-led investigations in small groups.Create a poster | **Big Science Event**Present posters findings to Year 3 | **Plants**To identify and describe the function of the leaves(Parts of a plant) | **Plants**To identify and describe the function of the roots | **Plants**To identify and describe the function of the stem |
| **French** | **Time**Revise numbers 1-10.Counting 11-31 I can recognise and repeat sounds and words with increasing accuracy | **Time**Days of the WeekI can recognise, say and respond to a set of vocabulary | **Time**Months of the YearI can listen, read and respond to a set of vocabulary | **Time**Mon anniversaireI can speak in sentences using known vocabulary and grammar | **Time**What’s the date today? I can use known language to present information about French festival dates. | **Time**Yesterday, today, tomorrowI can begin to conjugate the verb ‘to be’ for past and future tense.  |
| **Music** | **The Dragon song.** Listen and appraise - The Dragon SongWarm - up Games - The Dragon SongFlexible Games - The Dragon SongLearn to Sing the Song - The Dragon SongPerform the Song - The Dragon Song | **The Dragon song.**Listen and appraise - BirdsongListen and appraise - The Dragon SongWarm - up Games - The Dragon SongFlexible Games - The Dragon SongLearn to Sing the Song - The Dragon SongPlay your instruments (glockenspiels/ Recorders)Perform the Song - The Dragon Song | **The Dragon song.** Listen and appraise - Vaishnava JanaListen and appraise - The Dragon SongWarm - up Games - The Dragon SongFlexible Games - The Dragon SongLearn to Sing the Song - The Dragon SongPlay your instruments (glockenspiels/ Recorders)Improvise with the Song - The Dragon son Perform the Song - The Dragon Song | **The Dragon song****.** Listen and appraise - Turkish Traditional TuneListen and appraise - The Dragon SongWarm - up Games - The Dragon SongFlexible Games - The Dragon SongLearn to Sing the Song - The Dragon SongPlay your instruments (glockenspiels/ Recorders)Improvise with the Song - The Dragon son Compose with the Song - The Dragon SongPerform the Song - The Dragon Song | **The Dragon song.** Listen and appraise - Aitutaki Drum DanceListen and appraise - The Dragon SongWarm - up Games - The Dragon SongFlexible Games - The Dragon SongLearn to Sing the Song - The Dragon SongPlay your instruments (glockenspiels/ Recorders)Improvise with the Song - The Dragon son Compose with the Song - The Dragon SongPerform the Song - The Dragon Song | **The Dragon song.** Listen and appraise - Zebaidir SongListen and appraise - The Dragon SongWarm - up Games - The Dragon SongFlexible Games - The Dragon SongLearn to Sing the Song - The Dragon SongPlay your instruments (glockenspiels/ Recorders)Improvise with the Song - The Dragon son Compose with the Song - The Dragon SongPerform the Song - The Dragon Song |
| **Art** | ***DT Lesson -* Pneumatic toys** Decorating and assembling a pneumatic toyChildren will be assembling and testing their pneumatic toy*.*Children will evaluate their finalised product against the design criteria. | **Sculpture & 3D: Abstract shape**To join 2D shapes to make 3D structures. | **Sculpture & 3D: Abstract shape**To join materials in different ways when working in 3D. | **Sculpture & 3D: Abstract shape**To develop ideas for 3D artwork. | **Sculpture & 3D: Abstract shape**To apply knowledge of sculpture when working in 3D. | **Sculpture & 3D: Abstract shape**To evaluate and improve an artwork. |