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 can  identify the  features and  common  themes in  traditional  tales and  myths  I can make  inferences  about  characters  and settings  I can choose  relevant  words and  phrases  I can infer  thoughts  and describe  them using  relevant  vocabulary  Use of paragraphs with subheadings,  Noun phrases  Spelling list words - answer  certain  difficult  height  notice  possess(ion)  reign | **The Pied Piper of Hamelin**  **Michael Morpurgo**  I can create a  multi-clause  sentence  by making  two points  I can link  clauses using  conjunctions  I can group  related  sentences  into a  paragraph  I can explore  rules for  words with  the ‘shun’  suffix  I can make  a statement  into a  question  I can use  appropriate  adjectives to  describe  Spellings  The /^/ sound spelt ou  sound, 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 view  To give reasons for opinions using evidence from the text  I can write  in a formal  tone  I can write  conditional  sentences  using ‘If’ and  a comma  Spellings  The /^/ sound spelt ou  sound, 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 ey  vein, weigh, eight, neighbour, they, obey, survey, convey | **Cinderella of the Nile by Beverley Naidoo and Marian Vafaeian**  I can use  the present  perfect  tense  and other  perfect  forms  I can extract  information  from a text  and make  inferences  I can use  conjunctions  to give  reasons  I can identify  similes,  metaphors  and abstract  nouns  Spelling word list  different  difficult  February  heard  island  often  straight | **Cinderella of the Nile by Beverley Naidoo and Marian Vafaeian**  I can write in  role  I can use  similes and  metaphors  I can use  noun  phrases  I can use  commands  to instruct  and advise  To use  imperative  verbs  To use conjunctions to join ideas and sentences  Spellings  The /i/ sound spelt y elsewhere than at the end of a word  symptoms, 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 Stanton  World Book Day  Author visit Jennifer Bell- Magicalia - Race of Wonders | Arthur and the Golden Rope by Joe Todd Stanton | The Lost Spells  by Robert Macfarlane | The Lost Spells  by Robert Macfarlane | The Lost Spells  by 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 capacity Use scales.  Measure mass in grams.  Measure mass in kilograms and grams.  Equivalent masses. | Mass and capacity Compare mass.  Add and subtract mass.  Measure capacity and volume in millilitres.  Measure capacity and volume in litres and millilitres. | Mass and capacity Equivalent 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 will  take part in discussions and role play activities to consider how bullying  affects people, and what strategies can be employed to resist pressure  and 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 session  introduces the digital world as one that children need to take steps to stay safe in, just like the real world. This session focuses on how  quickly things can be shared around the world online, including  photos, passwords and other personal information. Children will  discuss how this can be damaging and/or dangerous, and will learn  steps to keep themselves safe. | **Ten:Ten Module 2 unit 3**  **Session 2:** Chatting Online + Classroom shorts    Integrating the NSPCC Share Aware programme, this session  continues discussing steps children need to take to stay safe online.  This session focuses particularly on chatting and cyberbullying; it  helps children to know how they can report and get help if they  encounter 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 will  take part in discussions and role play activities to consider how bullying  affects people, and what strategies can be employed to resist pressure  and 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 Hub  To hit a stationary ball into space | Striking and hitting  Cricket - Coach Tom/The PE Hub  To bowl underarm ball at a target | Striking and hitting  Cricket - Coach Tom/The PE Hub  To use the correct footwork to strike a bowled ball | Striking and hitting  Cricket - Coach Tom/The PE Hub  To stop a moving ball with consistency | Striking and hitting  Cricket - Coach Tom/The PE Hub  To throw longer distances overarm | Striking and hitting  Cricket - Coach Tom/The PE Hub  To perform as a wicketkeeper  Mini matches |
| **OAA**  **Outdoor Adventurous activities**  To use clear communication, strength and flexibility to complete a task | **OAA**  Running games  To 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 Week  I can recognise, say and respond to a set of vocabulary | **Time**  Months of the Year  I can listen, read and respond to a set of vocabulary | **Time**  Mon anniversaire  I 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, tomorrow  I can begin to conjugate the verb ‘to be’ for past and future tense. |
| **Music** | **The Dragon song.**  Listen and appraise - The Dragon Song  Warm - up Games - The Dragon Song  Flexible Games - The Dragon Song  Learn to Sing the Song - The Dragon Song  Perform the Song - The Dragon Song | **The Dragon song.**  Listen and appraise - Birdsong  Listen and appraise - The Dragon Song  Warm - up Games - The Dragon Song  Flexible Games - The Dragon Song  Learn to Sing the Song - The Dragon Song  Play your instruments (glockenspiels/ Recorders)  Perform the Song - The Dragon Song | **The Dragon song.**  Listen and appraise - Vaishnava Jana  Listen and appraise - The Dragon Song  Warm - up Games - The Dragon Song  Flexible Games - The Dragon Song  Learn to Sing the Song - The Dragon Song  Play 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 Tune  Listen and appraise - The Dragon Song  Warm - up Games - The Dragon Song  Flexible Games - The Dragon Song  Learn to Sing the Song - The Dragon Song  Play your instruments (glockenspiels/ Recorders)  Improvise with the Song - The Dragon son  Compose with the Song - The Dragon Song  Perform the Song - The Dragon Song | **The Dragon song.**  Listen and appraise - Aitutaki Drum Dance  Listen and appraise - The Dragon Song  Warm - up Games - The Dragon Song  Flexible Games - The Dragon Song  Learn to Sing the Song - The Dragon Song  Play your instruments (glockenspiels/ Recorders)  Improvise with the Song - The Dragon son  Compose with the Song - The Dragon Song  Perform the Song - The Dragon Song | **The Dragon song.**  Listen and appraise - Zebaidir Song  Listen and appraise - The Dragon Song  Warm - up Games - The Dragon Song  Flexible Games - The Dragon Song  Learn to Sing the Song - The Dragon Song  Play your instruments (glockenspiels/ Recorders)  Improvise with the Song - The Dragon son  Compose with the Song - The Dragon Song  Perform the Song - The Dragon Song |
| **Art** | ***DT Lesson -* Pneumatic toys** Decorating and assembling a pneumatic toy Children 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. |