**Half Term Overview Lent 2 2025**

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **English (Including Grammar focus for week)** | To create a character comparison and description of a setting.  Using conjunctions in character comparisons  Using a variety of noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to create description. | To write my own version of the historical narrative (evacuation narrative.)  Using personification and prepositions and prepositional phrases to describe a setting.  Using paragraphs to organise ideas around a theme. | To write a letter to explain how they feel.  Similes, metaphors, past and present tense, personification. | Diary entry from the perspective of the Giant.  Create a missing poster for the Giant.  Identifying questions, commands.  Opposites and antonyms. | To use the dialogue to retell the story from the point of view of the Giant through what he says and what it means.  Using speech marks or inverted commas in dialogues. | To write my own version of a narrative about kindness.  Using fronted adverbials and correct punctuation after fronted adverbials  Using pronouns to avoid repetition. |
| **Class Novel/Guided Reading** | The Lion and the Unicorn by Shirley Hughes  -  Norse Myths | The Lion and the Unicorn by Shirley Hughes  -  Norse Myths | The Selfish Giant by Oscar Wilde  -  Norse Myths | The Selfish Giant by Oscar Wilde  -  Norse Myths | The Selfish Giant  by Oscar Wilde  -  Norse Myths | The Selfish Giant by Oscar Wilde  -  Norse Myths |
| **Maths** | **Fractions**  Understand a whole/Mixed numbers | **Fractions**  Improper Fractions/ Equivalent Fractions | **Fractions**  Adding and subtracting Fractions | **Decimals A**  Tenths as Fractions, decimals, number line | **Decimals A**  Divide by 10, Hundredths as Fractions and decimals | Consolidation  Check learning through units and review tricky areas. |
| **RE** | Reveal 4- the Communion Rite,  5) Communion Rite Part 2 - The Lamb of God  6) The Concluding Rite- Going Forth | Plan and carry out the end of topic celebration for **Giving and Receiving** topic. | Introduce new topic - **Self-discipline**  Explore the Love and care shown in a family. | 1)Lent, the opportunity to grow spiritually 2) How to live during Lent 3) How to live in God’s way. | 1) What is Holy Thursday?  2) Remembering Good Friday  3) Easter- The empty tomb | Plan and carry out the end of topic celebration for **Self-discipline** topic. |
| **PSHE** | Emotional Well- Being.  What Am I feeling? | Images in the media do not always reflect reality | What Am I looking at?  These images can affect how people feel about themselves | What Am I looking at?  God made us and loves us as we are. | I am Thankful  Some behaviour is wrong, unacceptable unhealthy and/or risky | I am Thankful  Thankfulness builds resilience against feelings of envy , inadequacy, insecurity and against peer pressure. |
| **Geography** | Sustainability-  To sort renewable and non-renewable resources | How can we help to make our school more sustainable | Why are we seeing more wind and solar farms in the countryside? | How is sustainable development helping the lapwing out of the red? | How are solar cookers helping Sunita and her family live more sustainably? | Our world! What can I do? |
| **Computing** | **Online Safety** - Online Relationships  Programming - **Repetition in games**  To develop the use of count-controlled loops in a different programming environment | To explain that in programming there are infinite loops and count-controlled loops | To develop a design that includes two or more loops which run at the same time | To modify an infinite loop in a given program | To design a project that includes repetition | To create a project that includes repetition |
| **PE** | Netball  Catching the ball securely. | Netball  Use basic shooting techniques in a game. | Netball  Play in a game with one to one marking. | Netball  Catch the ball and obey footwork rules | Netball  Demonstrate quick feet movements around the court | Netball  Show an understanding of Preliminary moves |
| 4S Forest school starting  4E Real PE  Unit 2  Jumping with control | 4S Forest school    4E landing with control | 4S Forest school  4E Develop jumping combinations | 4S Forest school  4E Control and movement while seated | 4S Cont. footwork and balance  4E Seated tandem cycling | 4S Cont. footwork and balance  4E Exchange objects |
| **Science** | **Continue to learn about States of Matter**  To explore Gases | To explore Evaporation | To investigate Evaporation rates. | To investigate Condensation | To understand the Water Cycle - Part 1 | To understand the Water Cycle - Part 2 |
| **French** | **Where in the world**  **The United Kingdom**  To speak in sentences, using familiar vocabulary, phrases and  basic language structures, in the context of countries and  capitals of the United Kingdom. | **Where do they speak French?**  To understand basic grammar rules appropriate to the language  being studied, how to apply these, for instance, to build  sentences; and how these differ from or are similar to English,  in the context of countries of the world where French is  spoken. | **The Equator**  To broaden their vocabulary and develop their ability to  understand new words that are introduced into familiar written  material, including through using a dictionary, in the context of  using French/English dictionaries and/or online translators. | **Continents**  To understand basic grammar rules appropriate to the language  being studied, how to apply these, for instance, to build  sentences; and how these differ from or are similar to English,  in the context of countries and continents. | **Animals**  To speak in sentences, using familiar vocabulary, phrases and  basic language structures in the context of animals in a zoo. | **Which continent are they from?**  To write phrases from memory, and adapt these to create new  sentences, to express ideas clearly, in the context of animals  around the world. |
| **Music** | **Trumpets** | **Trumpets** | **Trumpets** | **Trumpets** | **Trumpets** | **Trumpets** |
| **D&T** | **Cooking and nutrition: adapting a recipe**  **Lesson 1**  To evaluate  existing biscuit  products. | **Lesson 2**  To prepare  and cook a  dish. | **Lesson 3**  To select  ingredients and  follow a budget. | **Lesson 4**  To make and  test a prototype  biscuit. | **Structure: Pavilions**  **Lesson 1**  To create a range of different  shaped frame structures. | **Lesson 2**  To design a structure. |