**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 comparisonsUsing 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 adverbialsUsing 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 Giantby 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 | ConsolidationCheck learning through units and review tricky areas. |
| **RE** | Reveal 4- the Communion Rite,  5) Communion Rite Part 2 - The Lamb of God6) 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 Friday3) 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 ThankfulSome behaviour is wrong, unacceptable unhealthy and/or risky | I am ThankfulThankfulness 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 RelationshipsProgramming - **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. | NetballUse basic shooting techniques in a game. | NetballPlay in a game with one to one marking. | NetballCatch the ball and obey footwork rules | NetballDemonstrate quick feet movements around the court | NetballShow 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 school4E Control and movement while seated  | 4S Cont. footwork and balance4E Seated tandem cycling | 4S Cont. footwork and balance4E 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 andbasic language structures, in the context of countries andcapitals of the United Kingdom. | **Where do they speak French?**To understand basic grammar rules appropriate to the languagebeing studied, how to apply these, for instance, to buildsentences; and how these differ from or are similar to English,in the context of countries of the world where French isspoken. | **The Equator**To broaden their vocabulary and develop their ability tounderstand new words that are introduced into familiar writtenmaterial, including through using a dictionary, in the context ofusing French/English dictionaries and/or online translators. | **Continents**To understand basic grammar rules appropriate to the languagebeing studied, how to apply these, for instance, to buildsentences; 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 andbasic 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 newsentences, to express ideas clearly, in the context of animalsaround the world. |
| **Music** | **Trumpets** | **Trumpets** | **Trumpets** | **Trumpets** | **Trumpets** | **Trumpets** |
| **D&T** | **Cooking and nutrition: adapting a recipe****Lesson 1**To evaluateexisting biscuitproducts. | **Lesson 2**To prepareand cook adish. | **Lesson 3**To selectingredients andfollow a budget. | **Lesson 4**To make andtest a prototypebiscuit. | **Structure: Pavilions****Lesson 1**To create a range of differentshaped frame structures. | **Lesson 2**To design a structure. |