



Subject	Spring 1	Spring 2
RE	<u>People of Prayer</u>	<u>Lent to Easter</u>
Maths	<p><b>2D Shapes</b></p> <p>Connect the number of sides to the number of angles (and vertices) in a polygon            Classify regular and irregular polygons            Draw and constructing polygons (property focus on vertices and congruence)            Draw and constructing polygons (properties)</p> <p><b>Perimeter</b></p> <p>Understand perimeter as distance around the sides of a closed shape and introducing the language of length and width            Calculate perimeter in rectilinear shapes (presented on 1cm<sup>2</sup> squared paper)            Know that different rectangles can have equal perimeters            Find the perimeter of regular shapes            Find perimeter of rectangles and regular polygons by measuring            Solve problems and providing proof with perimeter</p> <p><b>Multiplication – 3, 4 and 8 Times Tables including Counting</b>  <b>Division – 1, 2, 3, 5, 4 and 8 Times Tables</b></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p>	<p><b>Fractions – Finding Fractions of Discrete and Continuous Quantities</b></p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p><b>Ordering Fractions</b></p> <p>Find fractions of shapes            Step 2: Compare and order unit fractions            Step 3: Compare and order fractions with the same denominator            Step 4: Exploring equivalence            Step 5: Showing equivalence with accurate diagrams</p> <p><b>Adding and Subtracting Fractions</b></p> <p>Find complements of 1            Add fractions with the same denominator            Subtract fractions with the same denominator            Apply the addition and subtraction of fractions with the same denominator</p> <p><b>Problems Solving with Fractions</b></p> <p>Problem solving involving fractions of shape            Order and compare a range of fractions            Solve mixed worded problems including multi-step</p> <p><b>Statistics</b></p>

	<p><b>Multiplication – Strategy, Associative and Distributive Laws</b></p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p><b>Multiplication and Division Worded Problems</b></p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which objects are connected to m objects</p>	<p>Make links between bar charts and pictograms Complete pictograms from information provided Interpret and infer information from pictograms (including multi-step questions)</p>
<p><b>English</b></p>	<p><b>Traditional Tales ( 3 Weeks)</b> <b>Ulf and the Finger Eater by Dick King-Smith</b> Identify and understand the meanings of a wide range of conjunctions Used conjunctions to link events together Refer to the text for evidence when explaining Recognize different narrative genres Suggest reasons for actions and events Infer characters’ feelings, motives, behaviour and relationships based on descriptions and their actions in the story Identify evidence of relationships between characters based on dialogue and behaviour Summarize main ideas from a text Identify themes across texts e.g. friendship, good and evil, bullying Analyze and compares plot structures</p> <p><b>Pirates Non-chronological reports (3 weeks)</b></p> <p>Read and analyse a number of report texts and discuss their function, form and typical language features, e.g. Use of impersonal language</p>	<p><b>Persuasion - persuasive letter writing/advertisements</b></p> <p>Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally</p> <p>Present a persuasive point of view e.g. in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader</p> <p>Express time, place and cause using conjunctions, adverbs and prepositions</p> <p>Use adverbs and conjunctions to offer justification of a point of view</p> <p>Use paragraphs to group related material</p> <p><b>Poetry (2 weeks) – Humorous School Poems</b></p>

	<p>Know the features of non-chronological reports</p> <p>Use similes</p> <p>Explore, and begin to incorporate into their own writing, the language of comparison and contrast e.g.</p> <p>Use –er and –est when formulating adjectives</p> <p>Learn how to take notes from reading/ visual texts and turn notes into sentences, grouping information</p> <p>Write (non-comparative) non-chronological reports</p> <p>Express time, place and cause using conjunctions</p> <p>Use prepositional phrases to build detail of physical features</p> <p><b>SPAG: conjunction, use of adjectives and nouns, noun phrases and prepositions.</b></p>	<p>Participate in performances; Gain and maintain the interest of the listener</p> <p>Use and understand the grammatical terminology (revise verbs, simple past and present forms)</p> <p>Use further suffixes and understand how to add them</p> <p>Identify themes and conventions; Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action</p> <p>Use adverbs to express time and cause</p> <p>Use spoken language to imagine and explore ideas</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Participate in performances; Gain, maintain and monitor the interest of the listener(s)</p>
<p><b>Science</b></p>	<p><u><b>Rocks and Soils</b></u></p> <p>Compare and group together different kinds of rocks based on their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p><u><b>Light</b></u></p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the sizes of shadows change.</p> <p>Science week – focus on the scientific skill, observation over time. Big questions, odd one out game to develop talk in Science.</p>

<b>Art/D&amp;T</b>	<p><b><u>Cloth, Thread, Paint</u></b>  Explore the work of artists who use thread, cloth, and paint and to respond to their work in my sketchbook.  Develop own mark making vocabulary by looking at how artists use a variety of marks.  Use paint and stitch to create energy and texture exploring the theme 'water' / 'land'.</p>	<p><b><u>Shell Structures</u></b>  Research difference shell structures  Design, make and evaluate picture frame for Mother's Day</p>
<b>Geography/ History</b>	<p><b><u>History - Iron Age</u></b>  Learn about changes in Britain from the Stone Age to the Iron Age  This could include: A late Neolithic hunter-gatherers and early farmers, for example, Skara Brae b.Bronze Age religion, technology and travel, for example, Stonehenge c.Iron Age hill forts: tribal kingdoms.</p>	<p><b><u>Geography - Why do some earthquakes cause more damage than others?</u></b>  Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources;  Observe and record the distribution of earthquakes in New Zealand over the past two hundred years;  Identify, describe and explain the causes of earthquakes;  Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world;  Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction;  Identify, describe and explain the causes of volcanoes;  Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand;  Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.</p>
<b>P.S.H.E. Ten Ten</b>	<p><b><u>Module 1 Unit 3 and 4 – Created and Loved By God</u></b></p> <p><b>What am I feeling?</b>  Know that emotions change as they grow up (including hormonal effects – Version 2 only)  Learn about the range and intensity of their feelings and that 'feelings' are not good guides for action  Know that feelings are neither good or bad, but information about what we are experiencing that help us consider how to act  Know what 'emotional well-being' means and that positive actions and talking to trusted people enhance emotional well-being</p> <p><b>What am I looking at?</b></p>	<p><b><u>Module 2 Unit 1 and 2 – Created to Love Others</u></b></p> <p><b>Jesus My Friend</b></p> <ul style="list-style-type: none"> <li>• That God loves, embraces, guides and forgives us; He reconciles us with Him and one another.</li> <li>• The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness.</li> <li>• That relationships take time and effort to sustain.</li> <li>• We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness</li> </ul> <p><b>Friends, Family and Others</b></p>

	<p>Recognise that images in the media do not always reflect reality and can affect how people feel about themselves. Know that God made us and loves us as we are.</p> <p><b>I am thankful?</b></p> <p>Know that behaviour is wrong, unacceptable, unhealthy and/or risky. Know that thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media</p> <p><b>LKS2 Module 1, Unit 4 Life cycles.</b></p> <p>That they were handmade by God with the help of their parents. How a baby grows and develops in its mother’s womb including, scientifically, the uniqueness of the moment of conception. How conception and life in the womb fits into the cycle of life.</p> <p><b><u>eSafety week</u></b> Learn and understand how to stay safe online and what to do if you feel unsafe.</p>	<p>Know ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong Know what there are different types of relationships including those between acquaintances, friends, family and relatives Know that good friendship is when both persons enjoy each other’s company and also want what is truly best for the other Know the difference between a group of friends and a ‘clique’</p> <p><b>When Things Feel Bad</b></p> <p>Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond</p>
<p><b>French</b></p>	<p><b><u>Family and Friends</u></b> Use possessive adjectives to describe their family. Match subject and verb correctly when talking about pets. Recognise and repeat sounds and words with increasing accuracy. Make links between known and new structures. Use a range of vocabulary to create different sentences. Use French pronunciation of the alphabet to spell words. Make new sentences about homes by substituting different vocabulary.</p>	

<b>Music</b>	<p><b><u>Sounds Musical focus: Exploring sounds</u></b></p> <p>Learn how are sounds produced and classified. Explore timbre and structure through musical conversations in music from around the world.</p> <p><b><u>Poetry. Musical focus: Performance</u></b></p> <p>Explore and develop three contrasting poems Use voices, body percussion, instruments and movement to create their own expressive performances.</p>	<p><b><u>China Musical focus: Pitch</u></b></p> <p>Explore the pentatonic scale and ways of notating pitch. Listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year.</p> <p><b><u>Time. Musical focus: Beat</u></b></p> <p>Develop their understanding of beat, metre and rhythm. Combine melodic and rhythmic patterns, and use staff notation as part of a final performance</p>
<b>Computing</b>	<p><b><u>Authoring</u></b></p> <p>Understand that computer systems store data as bytes and we use this unit to specify size. Understand that computer networks have a structure which we can use to save and share digital resources. Understand that we can store data on computers in remote locations, which we can refer to as the cloud. Understand that there are different operating systems used by our computing devices. <i>Compare two operating systems noting their difference and similarities.</i> Understand word processing software often includes digital tools to improve clarity, accuracy and efficiency. Understand that digital objects can be inserted and controlled in word-based texts. Explore how images can rapidly increase document size. Understand that multimedia texts are effective in communicating ideas to specific audiences. Know that non-linear multimedia texts can be organised to include audience control over how the content is accessed. <i>Use safe web tools to design an online multimedia text.</i></p>	