


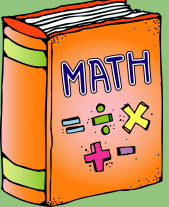









## Year Half-Termly Overview – Spring 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5
<b>English- Reading</b> 	<b>Text:</b> The Story of Tutankhamun by Patricia Cleveland-Peck  <b>Reading Skill:</b> Word meaning	<b>Text:</b> Butterfly Lion by Michael Morpurgo  <b>Reading Skill:</b> Word meaning	<b>Text:</b> Night Comes Too Soon by James Berry  <b>Reading Skill:</b> Word meaning	<b>Text:</b> Tom's Midnight Garden by Philippa Pearce  <b>Reading Skill:</b> Inference	<b>Text:</b> Secrets of a Sun King by Emma Carroll  <b>Reading Skill:</b> Progress Check
<b>English- Writing</b> 	<b>Text:</b> Stone Age Boy  <b>Key focus:</b> Dialogue	<b>Text:</b> Stone Age Boy  <b>Key focus:</b> Descriptive writing	<b>Text:</b> Stone Age Boy  <b>Key focus:</b> Historical narrative	<b>Text:</b> Stig of the Dump  <b>Key focus:</b> Character description	<b>Text:</b> Stig of the Dump  <b>Key focus:</b> Diary entry
<b>English- GPS</b> 	<b>Grammar:</b> Inverted commas  <b>Spelling rule:</b> u spelt ou	<b>Grammar:</b> Variety of adjectives  <b>Spelling rule:</b> i spelt y	<b>Grammar:</b> Fronted adverbials  <b>Spelling rule:</b> ei, eigh and ey	<b>Grammar:</b> Figurative language  <b>Spelling rule:</b> k spelt ch	<b>Grammar:</b> Time conjunctions  <b>Spelling rule:</b> Homophones and dis and mis prefix
<b>Mathematics</b> 	<b>Maths unit:</b> Length and Perimeter  <b>Key Learning:</b> Measure, draw and compare lengths Add and subtract lengths. Calculate perimeter	<b>Maths unit:</b> Multiplication and division  <b>Key Learning:</b> Understanding multiplicative relationships: commutativity and inverse  Exploring multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10	<b>Maths unit:</b> Multiplication and division  <b>Key Learning:</b> Understanding multiplicative relationships: commutativity and inverse  Exploring multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10	<b>Maths unit:</b> Calculating with multiplication and division  <b>Key Learning:</b> Multiply and divide by 10 Multiply a 2-digit number by a 1-digit number Divide 2-digit by a 1-digit Correspondence problems	<b>Maths unit:</b> Calculating with multiplication and division  <b>Key Learning:</b> Multiply and divide by 10 Multiply a 2-digit number by a 1-digit number Divide 2-digit by a 1-digit Correspondence problems



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<p style="text-align: center;"><b>Science</b></p> 	<p><b>Science unit:</b> Animals including Humans</p> <p><b>Key Learning:</b> To identify that humans have bones for support, protection and movement.</p>	<p><b>Science unit:</b> Animals including Humans</p> <p><b>Key Learning:</b> To set up a simple practical enquiry. I can communicate my results.</p>	<p><b>Science unit:</b> Animals including Humans</p> <p><b>Key Learning:</b> To identify that humans have muscles for support, protection and movement.</p>	<p><b>Science unit:</b> Animals including Humans</p> <p><b>Key Learning:</b> To identify that some other animals have bones for support, protection and movement.</p>	<p><b>Science unit:</b> Animals including Humans</p> <p><b>Key Learning:</b> To understand that animals, including humans, need the right type of nutrition.</p>
<p style="text-align: center;"><b>Computing</b></p> 	<p><b>Computing unit:</b> We are Presenters</p> <p><b>Key Learning:</b> Researching a topic from another curriculum subject for a presentation.</p>	<p><b>Computing unit:</b> We are Presenters</p> <p><b>Key Learning:</b> Finding background images to illustrate the presentation.</p>	<p><b>Computing unit:</b> We are Presenters</p> <p><b>Key Learning:</b> Rehearsing the spoken part of the presentation, ensuring that it works well with the chosen images.</p>	<p><b>Computing unit:</b> We are Presenters</p> <p><b>Key Learning:</b> Record/film each of the individual presentations against a green screen background.</p>	<p><b>Computing unit:</b> We are Presenters</p> <p>Using iMovie to edit the recorded footage and background images.</p>
<p style="text-align: center;"><b>History</b></p> 	<p><b>History unit:</b> The Stone Age</p> <p><b>Key Learning :</b> To interpret evidence from prehistory.</p>	<p><b>History unit:</b> The Stone Age</p> <p><b>Key Learning :</b> To explain what changed and what stayed the same from the Palaeolithic to the Mesolithic.</p>	<p><b>History unit:</b> The Stone Age</p> <p><b>Key Learning :</b> To use and interpret cave paintings to determine what people ate in the Stone Age.</p>	<p><b>History unit:</b> The Stone Age</p> <p><b>Key Learning :</b> To explain the changes in the Neolithic and why they were significant.</p>	<p><b>History unit:</b> The Stone Age</p> <p><b>Key Learning:</b> To explain who Otzi the Iceman was and why he was significant.</p>
<p style="text-align: center;"><b>Art</b></p> 	<p><b>Art Focus:</b> Painting and Mixed media</p> <p><b>Key Learning:</b> Artist Study Gargas- Cave Painting</p>	<p><b>Art Focus:</b> Painting and Mixed media</p> <p><b>Key Learning:</b> To apply an understanding of prehistoric man-made art.</p>	<p><b>Art Focus:</b> Painting and Mixed media</p> <p><b>Key Learning:</b> .To explore how natural products produce pigments to make different colours.</p>	<p><b>Art Focus:</b> Painting and Mixed media</p> <p><b>Key Learning:</b> To select and apply a range of painting techniques.</p>	<p><b>Art Focus:</b> Painting and Mixed media</p> <p><b>Key Learning:</b> To apply painting skills when creating collaborative artwork.</p>

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<p><b>DT</b></p> 	<p><b>DT Unit:</b> Food: Eating Seasonally</p> <p><b>Key Learning:</b> Cooking - To explain why food comes from different places in the world.          To explain the benefits of seasonal food.          To develop my cutting and peeling skills.          To evaluate seasonal ingredients and design a mockup using criteria.          To evaluate a dish.</p> <p><b>Outcome:</b> To bake and evaluate their own seasonal tart</p>				
<p><b>RE</b></p> 	<p><b>Key Question:</b> What is belief ?</p> <p><b>Key Learning:</b> To ask questions and suggest my own responses to ideas about God</p>	<p><b>Key Question:</b> What do Christians believe about God and his love?</p> <p><b>Key Learning:</b> To identify beliefs about God that are held by Christians</p>	<p><b>Key Question:</b> Why do Christians believe in God?</p> <p><b>Key Learning:</b> To say what makes a difference in people's lives to believe in God.</p>	<p><b>Key Question:</b> What do muslims believe about Allah?</p> <p><b>Key Learning:</b> To describe some ways in which Muslikms describe Allah.</p>	<p><b>Key Question:</b> Why is the Qu'ran is important?</p> <p><b>Key Learning:</b> To describe the importance of the Qu'ran to Muslims</p>
<p><b>PSHE/RSE</b></p> 	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To know the differences between safe and unsafe.</p>	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To know the difference between danger and risk.</p>	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To understand that medicines are drugs and know that they can be helpful or harmful.</p>	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To understand what the term 'drug' means.</p>	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To recognise how to stay safe online.,</p>

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<b>PE</b> 	<b>PE Outdoor Unit:</b> Basketball  <b>Key Learning:</b> To control the ball whilst dribbling.	<b>PE Outdoor Unit:</b> Basketball  <b>Key Learning:</b> To pass and receive the ball using the correct technique.	<b>PE Outdoor Unit:</b> Basketball  <b>Key Learning :</b> To pass and receive the ball using the correct technique whilst dribbling.	<b>PE Outdoor Unit:</b> Basketball  <b>Key Learning:</b> To shoot accurately.	<b>PE Outdoor Unit:</b> Basketball  <b>Key Learning:</b> To apply all the skills in a match situation.
	<b>PE Indoor Unit:</b> Dance  <b>Key Learning:</b> To respond to different stimuli being able to sustain characters to add drama and emotion to the dance.	<b>PE Indoor Unit:</b> Dance  <b>Key Learning:</b> To build on the character work adding drama and emotion to dance and to create motifs in pairs.	<b>PE Indoor Unit:</b> Dance  <b>Key Learning :</b> To execute a wider variety of movements singly and in extended sequences, with a partner.	<b>PE Indoor Unit:</b> Dance  <b>Key Learning:</b> To extend dance skills by using more complex actions.	<b>PE Indoor Unit:</b> Dance  <b>Key Learning:</b> To bring together the choreography from the suggested sequence of learning to create a final performance.
<b>Music</b> 	<b>Music Unit:</b> Three Little Birds  <b>Key Learning:</b> Learn the lyrics to a new song	<b>Music Unit:</b> Three Little Birds  <b>Key Learning:</b> Use instruments to accompany a song	<b>Music Unit:</b> Three Little Birds  <b>Key Learning:</b> Improvise when singing and playing instruments	<b>Music Unit:</b> Three Little Birds  <b>Key Learning:</b> Compose with a song	<b>Music Unit:</b> Three Little Birds  <b>Key Learning:</b> Identifying structures of a song
	<b>MFL Unit:</b> On fait la fête (Celebrations)  <b>Key Learning:</b> To learn the names of different celebrations	<b>MFL Unit:</b> On fait la fête (Celebrations)  <b>Key Learning:</b> To develop understanding of the names of different celebrations	<b>MFL Unit:</b> On fait la fête (Celebrations)  <b>Key Learning:</b> To discuss celebrations that they like and dislike.	<b>MFL Unit:</b> On fait la fête (Celebrations)  <b>Key Learning:</b> To match celebrations to months of the year.	<b>MFL Unit:</b> On fait la fête (Celebrations)  <b>Key Learning:</b> To match their birthday with the appropriate month of the year.



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