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| **Class specific additional opportunities – SMSC, Character Development**  **(Further details of events to be confirmed)** | Ashdown Forest:  24th January 2025  14th March 2025  Hindleap Warren - 26th – 28th March |

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|  | **Subject Title(s)** | **Spring Term 1** | | **Spring Term 2** | | | | | |
| **Topic/Unit** | **Main objectives/outline** | **Topic/Unit** | | | | **Topic/Unit** | |
| **S.T.E.M** | **Maths** | **Multiplication and Division** | * Multiply and divide by 10 and 100 * Related multiplication and division facts * Multiply and divide two and three digit numbers by 1 digit * Efficient multiplication methods * Problem solving | **Fractions** | | | | * Understand the whole * Partition a mixed number and position on a number line * Compare and order mixed numbers * Understand improper fractions * Convert mixed numbers to improper fractions * Convert improper fractions to mixed numbers * Equivalent fractions on a number line | |
| **Length and Perimeter** | * Measure in kilometres and metres * Equivalent lengths * Perimeter on a grid * Perimeter of a rectangle * Perimeter of rectilinear shapes * Find missing lengths in rectilinear shapes * Calculate the perimeter of rectilinear shapes * Perimeter of regular and irregular polygons | **Decimals** | | | | * Tenths as fractions * Tenths as decimals * Tenths on a place value chart * Tenths on a number line * Divide a 1-digit number by 10 * Divide a 2-digit number by 10 * Hundredths as fractions * Hundredths as decimals * Hundredths on a place value chart * Divide a 1- or 2-digit number by 100 | |
| **Science** | **Sound** | * Vibrations * The ear * Investigate sounds * Explore volume * Explore pitch * Plan, Investigate, Evaluate - volume experiment | **Electricity** | | | | | * Common appliances that use electricity * Build and draw series circuits * What has gone wrong? * Conductors and insulators * Conductivity within a circuit |
| **Computing** | **Repetition in Shapes** | * To identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves * To explain that we can use a loop command in a program to repeat instructions * Setting a program parameter * Setting up a repetition of a programme * Editing and modifying a programmed code | **Photo Editing** | | | | * To recognise that digital images can be manipulated * To use an application to change the whole of a digital image * To choose the most appropriate tool for a particular purpose * To consider the impact of changes made on the quality of the image | |
|  | **Design Technology** | **Adapting a recipe** | * Evaluate existing products. * Select ingredients and follow a budget. * Take inspiration from existing products. * Make and test a prototype. * Evaluate a final product. | | | | | | |
| **English and the Arts** | **English** | **Texts:**  **Tar Beach**  **Jabberwocky**  **The Iron Man**  **Until I Met Dudley** | * Narrative retelling as a play script * Poetry, Nonsense poetry, performance poetry, Clerihews * Setting descriptions * Formal letters * Dialogue as a script. * Formal and informal explanation texts * Exploring form. * Mystery narratives * Character descriptions * Short news bulletins * Letters * Diary entries * Instructions. | | | | | | |
| **Music** | **SingUp**  **-The Doot Doot Song**  **- Fanfare for the common man**  **- Spain** | * Sing using pitch * Sing rounds * Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. * Listen to recorded performances. * Explore the features of Aaron Copland’s Fanfare for the common man. * Improvise fanfare melodies based around three notes and repeated rhythms. * Compose a short fanfare piece for a special occasion using melody, rhythm, texture, and silence. * Play repeating rhythmic patterns. * Count musically. * Invent a melody. * Fit two patterns together. * Structure musical ideas into their own compositions. | | | | | | |
| **Art** | **Texture and Form.**  **patterns creating textures.** | * Consider light and shadow, space and size. * Plan and develop ideas in sketchbook * Use initial sketches to aid work. * Start to place more emphasis on observation and design of textural art. * Continue experimenting with creating mood, feeling, movement and areas of interest. | | | | | | |
| **French** |  | * Identity card/Family * Weather * Seasons * Where in the world * Pancakes | | | | | | |
| **Historical, Spiritual and Global Understanding** | **History** | **How hard was it to invade and settle in Britain?** | * Who were the Anglo-Saxons and the Scots? * What did Anglo-Saxon settlements look like? * What does Sutton Hoo tell us about Anglo-Saxon life? * How did Christianity arrive in Britain? * Was King Alfred really ‘Great’? * How did Anglo-Saxon rule end? | | **Geography**  **Where does our food come from?** | | * How can our food choices impact the environment? * What does it mean to trade responsibly? * How do we get our chocolate? * Where does our food come from? * Are our school dinners locally sourced? * Is it better to buy local or imported food? | | |
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| **Religious Education** | **Sikhism: What do Sikhs value?**  **For Christians, is communion a celebration or an act of remembrance?** | * Who is Guru Nanak Ji and why is he important to many Sikhs? * Why is the Guru Granth Sahib Ji so important to many Sikhs? * Why is serving the community so important to many Sikhs? * Which symbols are special to most Sikhs and why? * How might a Sikh’s beliefs impact their life? * What do many Sikhs value? | | | * What do you do gathered around your table [or other piece of furniture!]? * Where does ‘communion’ come from? What did Jesus ask his followers to do ‘until he comes again’? * Why did Jesus celebrate Passover? What connections are there between Passover and the Last Supper? * Why are bread and wine so important? * Did Jesus choose to die? Does this make a difference? * Do Christians ‘remember’ or ‘celebrate’ communion? How do different Christians do this? * What does communion mean for a Christian? Is it a celebration or remembrance? | | | |
| **Health and Wellbeing** | **Physical Education** | **Dance** | * To move using a range of patterns * To link movement patterns together showing consistency. * Work on your own, with a partner and in a group. * Create, practise, and perform more complex dances * To experiment with speed, tension and continuity. * To perform actions with clarity of movement. | **Volleyball** | | | | * Can watch, track, and catch a volleyball successfully. * To move effectively to get in line with the ball. * To perform a dig shot with purpose. * To react quickly. * To hit a ball into space (at different speeds and heights) to try beat an opponent. * To explain tactics used and seen. | |
| **P.S.H.E** | **Living in the Wider World** | * Zones of regulation and the learning pit. * What makes a community * Shared responsibilities * How data is shared and used * How to resolve differences * Making decisions about money; using and keeping money safe * Taking care of the environment | | | | | | |