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| **Class specific additional opportunities – SMSC, Character Development****(Further details of events to be confirmed)** | Ashdown Forest:24th January 202514th March 2025Hindleap 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
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| **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
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| **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
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| **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
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|  | **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.
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| **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.
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| **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.
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| **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.
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| **French** |  | * Identity card/Family
* Weather
* Seasons
* Where in the world
* Pancakes
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| **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?
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| **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.
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| **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
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