Half Term Overview Pentecost Term 1

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| **English (Including Grammar focus for week)** | **Cinderella of the Nile by Beverley Naidoo**  I can write in  role  I can use  similes and  metaphors  I can use  noun  phrases  I can use  commands  to instruct  and advise  To use  imperative  verbs  To use conjunctions to join ideas and sentences  **Spellings**  The /i/ sound spelt y elsewhere than at the end of a word  symptoms, symbolic, syrup, pyramids, mystery, Egyptian, myth | **Cinderella of the Nile**  **by Beverley Naidoo**  To plan and write an innovated version of a traditional tale  To edit and publish work  Grammar  Similes, metaphors, abstract nouns.  adjectives, adverbial phrases,  pronouns  4 types of sentences  **Spellings**  Homophones and other words that are often confused e.g.  accept/ except  affect/effect  ball/bawl,  berry/bury  brake/ break  missed/mist  peace/piece  rain/reign  scene/seen  weather/whether | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**  To express  time, place  and cause  using  conjunctions  To make  inferences on  the basis of  what is being  said and done  To predict  what might  happen on the  basis of what  has been read  so far  **Grammar**  To correctly use a or an before a word  Prepositions  Use conjunctions to join sentences  Imperative verbs  **Spellings** - Word lists words  calendar  circle  enough  fruit  medicine  regular  strength  woman/women | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**  To frame  questions for  research  To gather  information  from multiple  sources.  To use inverted  commas to  punctuate  speech  **Grammar**  To use  the present  perfect form  of verbs  instead of the  simple past  To express  place using  prepositions  To use the 4 grammatical forms of a sentence  **Spellings**  The /i/ sound spelt y elsewhere than at the end of a word  myth, pyramid, Egypt, mystery, symptom, syrup, symbol | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**  To  distinguish  between fact  and opinion  To plan a  non-fiction  piece of  writing  To ensure  factual  statements  are cohesively  linked  **Grammar**  To use prepositions  Conjunctions for formal writing  Use of questions and punctuation  **Spellings**  To correctly  spell a word in  context where  that word  has one or  more related  homophones  accept/ except  affect/effect  ball/bawl,  berry/bury  brake/ break  missed/mist  peace/piece  rain/reign  scene/seen  weather/whether |
| **Class Novel/Guided Reading** | **Africa, Amazing Africa**  Atinuke | **Africa, Amazing Africa**  Atinuke | **Africa, Amazing Africa**  Atinuke | Earth Shattering Events  Robin Jacobs | Earth Shattering Events  Robin Jacobs |
| **Maths** | **Fraction B.**  Non-unit fractions of a set of objects.  Reasoning with fractions of an amount.  End of unit assessment | **Money**  Pound and pence.  Convert Pound to pence.  Add Money.  Subtract money.  Find change. | **Money**  End of unit assessment.  **Time**  Roman numerals to 12.  Tell the time to 5 minutes.  Tell the time to the minute.  Read time on a digital clock. | **Time**  Use a.m and p.m.  Years, months, and days.  Days and hours.  Hours and minutes - use durations.  Minute and seconds. | **Time**  Units of time.  Solve problems with time.  End of unit assessment |
| **RE** | **Serving - Energy**  Pentecost  The energy of fire and wind  The wonder and power of the Holy Spirit  The Ascension: Jesus goes back to his Father and promises to send the Holy Spirit. | **Serving - Energy**  Pentecost  The Church celebrates Pentecost  The coming of the Holy Spirit | **Serving - Energy**  Pentecost  The gifts of the Holy Spirit  Remembering, celebrating and responding to the energy of fire and wind  and the wonder and power of the Holy Spirit | **Other Faiths- Islam**  To know what happens inside the Mosque  To know the activities that happen inside the Mosque  To [know what activities happen in the Mosque and why the Mosque is an important part of their life.](https://docs.google.com/presentation/d/1IpnufmSYckEnWQRXCIep7DErjshfreiW4SqCyQimQTg/edit?usp=sharing) | **Sacramental Reconciliation - Choices**  How the Sacrament of Reconciliation helps us to build bridges  Choices have consequences  The importance of conscience in making choices |
| **PSHE** | Ten:Ten Module 2 unit 4  **Safe in my body**  Children will be introduced to the term ‘abuse’ and discuss different kinds of abuse, including sexual abuse, here referred to as \*‘abuse of private parts’. Children will be asked to think of trusted adults that they can talk to about any issues they may face. | Ten:Ten Module 2 unit 4  **Drugs, Alcohol and Tobacco**  In this session, pupils will learn some key information and facts about drugs, alcohol and tobacco, with input from animated expert Dr Datfa. The teaching is underpinned with the religious understanding that consuming these substances is harmful to our bodies, and therefore God’s creation. Pupils will consider a range of scenarios in order to learn about making the right choices when it comes to substances. | Ten:Ten Module 2 unit 4  **First Aid Heroes**  In this session, pupils will learn how First Aid, quick reactions and staying calm during an emergency can make the difference between life and death. Pupils will role play some ‘Child of Courage’ style scenarios in which children save lives, with Dr Datfa featuring as host. Children will learn that they don’t need to feel afraid, because God holds us up and gives us strength | Ten:Ten Module 2 unit 4  **Rights and Responsibilities**  This session will identify legal rights, discuss scenarios where these are compromised, and offer an opportunity for pupils to consider how their own responsibilities relate to rights. The session will celebrate diversity and how we all play a part in the Body of Christ. | **Water safety-**  Staying safe around water  Children will learn water safety and signs. |
| **History** | **Geography**  Explain how to cope with hurricanes. | **History**  Who were the Egyptians and when did they live? | **History**  Who were the ancient Egyptians God and goddesses? | **History**  Why and how did the Egyptians build the Pyramids? | **History**  How and why did the Egyptians mummify people? |
| **Computing** | **Programming A**  To create a project from a task description. | **Programming B**  **Events and actions in programs**  To choose which keys to use for actions and explain my choices  To identify a way to improve a program | **Programming B Events and actions in programs**  To create a program to move a sprite in four directions | **Programming B**  **Events and actions in programs**  To adapt a program to a new context (use the Pen extension) | **Programming B**  **Events and actions in programs**  To develop my program by adding features |
| **PE** | **Inset day** | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  To perform safe self-rescue in different water-based situations |
| **Athletics**  **PE Hub**  Jumping in isolation and in combination | **Athletics**  **PE Hub**  To run at different speeds | **Athletics**  **PE Hub**  To approach and jump hurdles | **Athletics**  **PE Hub**  To throw a javelin using the pull throw technique | **Athletics**  **PE Hub**  A variety of skipping techniques |
| **Science** | **Inset day** | **Plants**  To identify and describe the function of roots | **Plants**  To identify and describe the function of stems | **Plants**  To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | **Plants**  To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant |
| **French** | **Bank Holiday** | **Time**  Months of the Year  I can listen, read and respond to a set of vocabulary | **Time**  Mon anniversaire.  Speak in a sentence using known vocabulary and grammar. | **Time**  What’s the date today?  French festival dates | **Time**  Yesterday, today, tomorrow |
| **Music** | **The Dragon song.**    Listen and appraise - Zebaidir Song  Listen and appraise - The Dragon Song  Warm - up Games - The Dragon Song  Flexible Games - The Dragon Song  Learn to Sing the Song - The Dragon Song  Play your instruments (glockenspiels/ Recorders)  Improvise with the Song - The Dragon son  Compose with the Song - The Dragon Song  Perform the Song - The Dragon Song | **Bringing us together.**  Listen to Bringing us together.  Warm - Up Games - Bringing us together. - **Bronze**  Flexible Games track - Bringing us together.  Learn to Sing the song - Bringing us together.  Perform the Song - Bringing us together. | **Bringing us together.**  Listen to Good Times  Listen to Bringing us together.  Warm - Up Games - Bringing us together. - **Bronze**  Flexible Games track - Bringing us together.  Learn to Sing the song -  Bringing us together.  **Recorder blowing practice.**  Play your instrument -  Glockenspiels/recorders  Perform the Song - Bringing us together. | **Bringing us together.**  Listen to Ain’t nobody  Listen to Bringing us together.  Warm - Up Games - Bringing us together. - **Silver**  Flexible Games track - Bringing us together.  Learn to Sing the song -  Bringing us together.  **Recorder blowing practice.**  Play your instrument -  Glockenspiels/recorders  Improvise with the song - Bringing us together.  **Bronze challenge 2**  Perform the Song - Bringing us together. | **Bringing us together.**  Listen to We are family.  Listen to Bringing us together.  Warm - Up Games - Bringing us together. - **Silver**  Flexible Games track - Bringing us together.  Learn to Sing the song -  Bringing us together.  Play your instrument -  Glockenspiels**/recorders**  Improvise with the Song - Bringing us together.  Compose with the Song - Bringing us together.  Perform the Song - Bringing us together. |
| **Art** | **Sculpture & 3D: Abstract shape**  To evaluate and improve an artwork. | **Ancient Egyptian scrolls**  To investigate the style, pattern and characteristics of Ancient Egyptian art. | **Ancient Egyptian scrolls**  To apply design skills inspired by the style of an ancient civilisation. | **Ancient Egyptian scrolls**  To apply understanding of ancient techniques to construct a new material. | **Ancient Egyptian scrolls**  To apply drawing and painting skills in the style of an ancient civilisation. |