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 inroleI can usesimiles andmetaphorsI can usenounphrasesI can usecommandsto instructand adviseTo useimperativeverbsTo use conjunctions to join ideas and sentences**Spellings**The /i/ sound spelt y elsewhere than at the end of a wordsymptoms, symbolic, syrup, pyramids, mystery, Egyptian, myth | **Cinderella of the Nile****by Beverley Naidoo**To plan and write an innovated version of a traditional taleTo edit and publish workGrammarSimiles, metaphors, abstract nouns.adjectives, adverbial phrases,pronouns 4 types of sentences**Spellings**Homophones and other words that are often confused e.g.accept/ exceptaffect/effectball/bawl,berry/burybrake/ breakmissed/mistpeace/piecerain/reignscene/seenweather/whether | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**To expresstime, placeand causeusingconjunctionsTo makeinferences onthe basis ofwhat is beingsaid and doneTo predictwhat mighthappen on thebasis of whathas been readso far**Grammar**To correctly use a or an before a wordPrepositionsUse conjunctions to join sentencesImperative verbs**Spellings** - Word lists wordscalendarcircleenoughfruitmedicineregularstrengthwoman/women | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**To framequestions forresearchTo gatherinformationfrom multiplesources.To use invertedcommas topunctuatespeech**Grammar**To usethe presentperfect formof verbsinstead of thesimple pastTo expressplace usingprepositionsTo use the 4 grammatical forms of a sentence**Spellings**The /i/ sound spelt y elsewhere than at the end of a wordmyth, pyramid, Egypt, mystery, symptom, syrup, symbol | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**Todistinguishbetween factand opinionTo plan anon-fictionpiece ofwritingTo ensurefactualstatementsare cohesivelylinked**Grammar**To use prepositionsConjunctions for formal writingUse of questions and punctuation**Spellings**To correctlyspell a word incontext wherethat wordhas one ormore relatedhomophonesaccept/ exceptaffect/effectball/bawl,berry/burybrake/ breakmissed/mistpeace/piecerain/reignscene/seenweather/whether |
| **Class Novel/Guided Reading** | **Africa, Amazing Africa**Atinuke | **Africa, Amazing Africa**Atinuke | **Africa, Amazing Africa**Atinuke | Earth Shattering EventsRobin Jacobs | Earth Shattering EventsRobin 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**PentecostThe Church celebrates PentecostThe coming of the Holy Spirit | **Serving - Energy**PentecostThe gifts of the Holy SpiritRemembering, 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 MosqueTo know the activities that happen inside the MosqueTo [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 bridgesChoices have consequencesThe 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 waterChildren 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 choicesTo 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 metresuse 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 metresuse 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 metresuse 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 metresuse 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 YearI 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 SongListen and appraise - The Dragon SongWarm - up Games - The Dragon SongFlexible Games - The Dragon SongLearn to Sing the Song - The Dragon SongPlay your instruments (glockenspiels/ Recorders)Improvise with the Song - The Dragon sonCompose with the Song - The Dragon SongPerform 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 TimesListen 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/recordersPerform the Song - Bringing us together. | **Bringing us together.**Listen to Ain’t nobodyListen 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/recordersImprovise 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. |