



LKS2 Year B Spring 1 Gods and Mortals



	HISTORY AND GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE
	Ancient Greece – a study of Greek life and achievements and their influence on the western world		Greek Myths	Animals Including Humans	White Rose	The Concept of Incarnation
ENGAGE	<p>We History, we will learn about:</p> <p>VOCABULARY We will: use appropriate historical vocabulary to describe key features of a time period</p> <p>CHRONOLOGY place different periods of time on a timeline and remember key historical facts and some dates from a period studied</p> <p>HISTORICAL QUESTIONS ask and answer questions through independent research</p> <p>RECORDING use labelled diagrams, recounts, stories and pictures to illustrate historical understanding Choose the best way to record historical information</p> <p>HISTORICAL ENQUIRY use a range of source materials to answer questions about the past which go beyond simple observations</p> <p>We Geography, we will learn about:</p> <p>THE WORLD We will: locate the countries of Europe including Russia, North and South America. describe and explain similarities and differences (human and physical)of a region of a European country</p> <p>PATTERNS describe patterns in geography and offer clear explanations for why they appear (eg. Why towns are situated on rivers)</p> <p>WEATHER AND CLIMATE describe and explain how the climate of a country is linked to the distribution of natural resources and tourism</p>	<p>Our grammar and punctuation content is:</p> <p>Nouns and noun phrases The grammatical difference between plural and possessive -s.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Appropriate choice of pronoun or noun within and across sentences</p> <p>Cohesion Headings and sub-headings to aid presentation. Use of paragraphs to organise ideas around a them</p> <p>Punctuation Expressing time, place and cause using conjunctions</p> <p>Use of commas after fronted adverbials</p>	<p>We will be reading and talking about: Greek Myths by Marcia Williams</p> <p>We will be writing: our own Greek myths</p>	<p>We will: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Working scientifically, we will: ask relevant questions and using different types of scientific enquiries to answer them</p> <p>make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>Multiplication and Division</p> <p>Measurement: Money</p> <p>Statistics</p> <p>Measurement: Length and Perimeter</p> <p>Number: Fractions</p>	<p>We will: describe some of the different ways in which beliefs about Jesus are represented in art.</p> <p>recall stories from the New Testament of Jesus' miracles.</p> <p>suggest meaning for symbolic language used to describe Jesus, such as 'light of the world.'</p> <p>know that Christians believe that Jesus is the son of God.</p> <p>begin to identify how Jesus' life and teachings might have an impact on believers' lives.</p> <p>know that some Christians think Jesus is inspirational.</p>
DEVELOP						
INNOVATE						
EXPRESS						



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Physical Education	PSHE	ICT	French	Music
<p>Spring 1 Invasion Games - Handball Spring 2- Dance / OAA</p> <p>Swimming</p>	<p>Spring 1 Goals</p>	<p>Algorithms and Design: Turtle Art</p>	<p>My Town</p>	<p>Charanga Unit 3 Stop! by Joanna Mangona Music Genre: Grime and mixed styles Songs: Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas</p>
<p>We will learn to:</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Year 3 Spring 1 perform ball handling skills well, with awareness of space & others.</p> <p>use batting & fielding techniques with control & consistency.</p> <p>play a game successfully, -apply some tactics to outwit opponents</p> <p>keep control & possession & make good decisions on what to do</p> <p>make up a game & apply skills in competitive & co-operative ways</p> <p>Year 4 Spring 1 apply dribbling & passing skills in small sided competitive games.</p> <p>move to stop a ball or object reaching a target in varying situations</p> <p>send a ball (1) by overarm bowl or throw) & (2) by using a racket</p> <p>keep up throwing/catching game & apply tactics according to need</p> <p>make it difficult to return a ball directed into space of opponent(s)</p>	<p>We will:</p> <p>Through whole school assemblies, Key Stage assemblies, our Kidsafe programme & Debbie's Circle Time, we will discuss and understand:</p> <p>GOALS We will: talk about our achievements and plan how to work towards new goals.</p> <p>RELATIONSHIPS AND FEELINGS Describe how families can mean different things to different people.</p> <p>PERSONAL SAFETY Recognise ways in which a relationship can be unhealthy.</p>	<p>We will:</p> <p>what an algorithm & unambiguous meaning is</p> <p>to use Turtle Art tools</p> <p>to program to create squares & rectangles</p> <p>to program to create other geometric shapes</p>	<p>We will learn to:</p> <p>understand simple directions when prompted with images or gestures.</p> <p>say and write something about where they live, with help.</p> <p>understand simple prices when given visual prompts.</p> <p>read along with a story as it is read out in class.</p> <p>play French word games, including forming simple sentences with verbal prompts.</p>	<p>We will:</p> <p>Listen and Appraise Identifying and moving to the pulse. Talking about the musical dimensions working together in the Unit songs Talking about the music and how it makes us feel. Listening to other people's thoughts about the music using musical words.</p> <p>Sing In unison and in simple two-parts. Following a leader when singing.and enjoy exploring singing solo. with awareness of being 'in tune' Rejoining the song if lost. Listening to the group when singing.</p> <p>Play Instruments In one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. Rehearsing and performing our part within the context of the Unit song Listening to and follow musical instructions from a leader. Experiencing leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Improvise Using instruments in the context of the song they are learning to perform.</p> <p>Compose Planning and creating a section of music that can be performed within the context of the unit song. Talking about how it was created. Listening to and reflecting upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Recording the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Perform Choosing what to perform and create a programme. Presenting a musical performance designed to capture the audience. Communicating the meaning of the words and clearly articulate them.</p>

				<p>Talking about the best place to be when performing and how to stand or sit. Recording the performance and saying how we were feeling, what we were pleased with what we would change and why.</p>
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