



Year A Spring 1 Potions



	SPAG	ENGLISH	SCIENCE	MATHS	RE	DT	ART
	Spelling, punctuation and grammar	Modern Fiction	States of Matter	White Rose	Christianity	Storybooks lever and linkages	Kandinsky Colour Study Hogwarts Castle
ENGAGE DEVELOP INNOVATE EXPRESS	<p>Our grammar and punctuation content is:</p> <p>Sentence Types inverted commas to punctuate direct speech.</p> <p>direct speech inverted commas (or speech marks)</p> <p>Co-ordination and subordination</p> <p>Expressing time, place and cause using conjunctions</p> <p>Nouns and noun phrases</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Punctuation Consolidate use of apostrophes for contraction.</p>	<p>We will be reading and talking about: Harry Potter and the Philosopher's Stone</p> <p>We will be writing: a newspaper article, recounts and descriptions</p>	<p>We will: compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and link the rate of evaporation with temperature.</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>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</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>Number: Fractions</p> <p>Measurement: Time</p> <p>Geometry: Properties of Shapes</p> <p>Measurement: Capacity and Mass</p>	<p>To understand the concept of salvation</p> <p>To explain the Christian salvation story</p> <p>To recount the story of Adam and Eve</p> <p>To understand why Christians believe Jesus died</p>	<p>We will learn about:</p> <p>WORKING FROM PLANS We will: make realistic step by step designs, reflecting on it as it develops</p> <p>CARD MAKING cut slots in card and use more complex pop ups</p> <p>EXISTING PRODUCT INFORMATION explain how an existing product is useful to use</p> <p>EVALUATION identify what worked well and what could be improved and how to implement them</p> <p>MECHANISMS use pulleys, levers and linkages in products</p>	<p>We will learn about:</p> <p>SELECTION We will: investigate, combine and organise visual and tactile qualities of materials and processes when making something.</p> <p>EVALUATING make suggestions for ways to adapt/improve their own artwork and comment on similarities and differences with other's work</p> <p>APPRECIATING use artistic vocabulary to compare and comment on artworks of a particular genre or artist.</p> <p>PAINTING copy and create patterns and textures with a range of paints.</p> <p>COLOUR Use complementary and contrasting colours for effect</p>



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Physical Education	PSHE	ICT	French	Music
<p>Invasion Games – Cricket / Rounders</p> <p>Gymnastics</p>	<p>DIVERSITY</p>	<p>Modelling effects: Logo</p>	<p>Food</p>	<p>Charanga Unit 5 Bringing Us Together by Joanna Mangona and Pete Readman Music Genre: Disco Songs: Good Times by Nile Rodgers, Ain't Nobody by Chaka Khan We Are Family by Sister Sledge, Ain't No Stopping Us Now by McFadden and Whitehead , Car Wash by Rose Royce</p>
<p>We will learn to: 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 perform ball handling skills well, with awareness of space & others. use batting & fielding techniques with control & consistency. play a game successfully, -apply some tactics to outwit opponents keep control & possession & make good decisions on what to do make up a game & apply skills in competitive & co-operative ways</p> <p>Year 4 apply dribbling & passing skills in small sided competitive games. move to stop a ball or object reaching a target in varying situations send a ball (1) by overarm bowl or throw) & (2) by using a racket keep up throwing/catching game & apply tactics according to need make it difficult to return a ball directed into space of opponent(s) develop flexibility, strength, technique, control and balance</p>	<p>Through whole school assemblies, Key Stage assemblies, our KidSafe programme & Debbie's Circle Time, we will discuss and understand:</p> <p>DIVERSITY how to demonstrate sensitivity and understanding of people with different values, customs and cultures.</p> <p>the words "discrimination" and "stereotype" by giving examples of both</p>	<p>We will:</p> <p>Be introduced to Logo tools – Simple letters</p> <p>Create geometric shapes</p> <p>Create further geometric shapes</p> <p>Use iteration (loops)</p> <p>Use iteration (loops within loops)</p>	<p>We will learn to:</p> <p>Give a spoken response to a simple written question using a single word answer.</p> <p>Pronounce some common letter strings correctly.</p> <p>Give an opinion in French with a visual prompt</p> <p>Repeat a couple of sentences, including talking about what they would like, using the first person.</p> <p>Copy the main vocabulary with some mistakes.</p>	<p>We will: Listen and Appraise Identifying and moving to the pulse. Thinking about what the words of a song mean. Taking it in turn to discuss how the song makes them feel. Listening carefully and respectfully to other people's thoughts about the music.</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' with an awareness of the pulse internally 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.</p> <p>Improvise Using instruments in the context of the song they are learning to perform.</p> <p>Compose Creating at least one simple melody using one, three or five different notes. Planning and creating a section of music that can be performed within the context of the unit song. Listening to and reflecting upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Perform Choosing what to perform and create a programme. Communicating the meaning of the words and clearly articulate them.</p>

<p>compare their performances with previous ones and demonstrate improvement to achieve their best.</p>				<p>Say how we feeling, what we were pleased with what we would change and why.</p>
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