



LKS2 Year A Spring 2 Potions



	GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	DT
	UK STUDY	Spelling, grammar and punctuation	Modern Fiction	Light	White Rose	What does it mean to be Jewish?	Designing a Harry Potter Chocolate lolly (fruit dipped)

Fairtrade Fortnight Why is some chocolate Fairtrade?



ENGAGE DEVELOP INNOVATE EXPRESS	<p>USING MAPS Locate and name geographical features on a map or atlas using a key</p> <p>FIELD WORK Observe measure and record the human and physical features in the local area, responding to a range of geographical questions</p> <p>POSITIONING Locate and explain the significance of the equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries in the world</p> <p>CHANGES OVER TIME Describe how changes in the features of a place can affect the lives and activities of people living there</p>	<p>Our grammar and punctuation content is:</p> <p>Nouns and noun phrases Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Punctuation Consolidate use of apostrophes for contraction.</p> <p>Adverbials Expressing time, place and cause using adverbs (for example, <i>then, next, soon, therefore</i>), or prepositions (for example, <i>before, after, during, in, because of</i>).</p> <p>Fronted adverbials (for example, <i>Later that day, I heard the bad news.</i>)</p> <p>adverb preposition adverbial</p>	<p>We will be reading and talking about: Harry Potter and the Philosopher's Stone</p> <p>We will be writing: Descriptions, settings and a story</p> <p>We will be learning a poem for our Individual Off By Heart Recital</p>	<p>We will: recognise that we need light in order to see things and that dark is the absence of light. notice that light is reflected from surfaces. recognise that light from the sun can be dangerous and that there are ways to protect their eyes. recognise that shadows are formed when the light from a light source is blocked by an opaque object. find patterns in the way that the size of shadows change.</p> <p>Working scientifically, we will: ask relevant questions and using different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 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>TBC</p> <p>To understand the importance of the Mezuzah to Jewish people.</p> <p>To understand how the Kippah has become a symbol for Jewish nationalism.</p> <p>To understand when and why Skull Caps and Prayer Shawls are worn.</p> <p>To understand about the importance of the Torah to Jewish people.</p> <p>To understand how many Jewish families celebrate Shabbat</p> <p>To reflect on their own personal experience of rules and understand the significance of the maintenance of rules for living in Judaism.</p>	<p>We will learn about:</p> <p>DESIGNING We will: Collect information and use it to inform design ideas in words, labelled sketches, diagrams and models. Keeping in mind fitness for purpose</p> <p>WORKING FROM PLANS Make realistic step by step designs, reflecting on it as it develops</p> <p>MATERIALS Plan materials needed for a task and explain why</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>NUTRITION Make healthy eating choices and explain why</p> <p>ORIGINS OF FOOD Identify which food comes from the UK</p>
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Physical Education	PSHE	ICT	French	Music
<p style="text-align: center;">Athletics</p> <p style="text-align: center;">Gymnastics</p>	<p style="text-align: center;">RELATIONSHIPS AND FEELINGS</p>	<p style="text-align: center;">Algorithms and Design: Scratch</p>	<p style="text-align: center;">At School</p>	<p style="text-align: center;">Charanga Unit 6 Reflect, Rewind and Replay Music Genre: Classical Songs:L'Homme Arme by Robert Morton – Early Music Les Tricoteuses (The Knitters) – Baroque The Clock: Il Andante by Franz Joseph Haydn – Classical Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt – Romantic Prelude A L'Apres-Midi d'un Faune by Claude Debussy – 20th century Music for Large and Small Ensembles (opening) by Kenny Wheeler – Contemporary</p>
<p>We will learn to: develop flexibility, strength, technique, control and balance. compare their performances with previous ones and improve to achieve their personal best.</p> <p>Year 3 run at fast/medium/slow speeds appropriate for distance covered. jump from standing position, link jump to running and other travel measure/compare/record performance & suggest ways to improve</p> <p>Year 4 run over low barriers at speed with control & co-ordination throw overarm/push/sling ball/implement consistently & accurately develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their best.</p>	<p>Through whole school assemblies, Key Stage assemblies, our KidSafe programme & Debbie's Circle Time, we will discuss and understand:</p> <p>RELATIONSHIPS AND FEELINGS Describe how families can mean different things to different people.</p> <p>HEALTH WEEK HEALTH AND HYGIENE Identify some factors that affect emotional health and well -being (e.g. exercise or dealing with emotions)</p>	<p>We will: revisit Algorithms & basics of Scratch interface create Tom & ball game create Breakdance group create a Tom & Jerry game create a wizard game with potions</p>	<p>We will learn to: respond to questions using one-word answers or gestures. use numbers in a sentence to tell the time with some support. repeat basic questions. pronounce vocabulary, including articles, correctly with some support and visual aid. copy down singular nouns with their article. pronounce some French sounds correctly. follow a story as it is read, with visual prompts identify a sound in a song with some help. understand that plural nouns have a different article to singular nouns.</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. Say how we are feeling, what we were pleased with what we would change and why.</p>