|  |
| --- |
| **SPRING 1 2025** |
| **SUBJECT** | **WEEK 1****6/1/25** | **WEEK 2****13/1/25** | **WEEK 3****20/1/25** | **WEEK 4****27/1/25** | **WEEK 5****2/2/25** | **WEEK 6****9/2/25** |
|  **READING**book clip art reading - Clip Art Library | Introducing class text*: I was there: Boudicca’s Army*Reading comprehension on an extract.(Read this term to prepare for Writing and History next term) | Reading comprehension:Understanding a poem – “The River” by Valerie Bloom | Reading comprehension:Rivers of the World(Fact retrieval from a non-fiction text).Link to Geography. | Fact retrieval and inference questions from *I was there: Boudicca’s Army.* | Assessment week | Fact retrieval and inference questions from *I was there: Boudicca’s Army.* |
|  **WRITING** **INCLUDING GENRE(S)** | Rivers – Non – fictionExplore a model text on the Amazon.Practise writing information text paragraphs.Included: Expanded noun phrases with prepositions.Fronted adverbials.Conjunctions. | Rivers – Non – fictionLooking at a range of models.Planning and writing information text paragraphs on the River Nile.Included: Expanded noun phrases with prepositions.Fronted adverbials.Conjunctions. | Rivers – Non – fictionLooking at a range of models.Planning and writing information text paragraphs on the Water Cycle.Editing and redraftingIncluded: Expanded noun phrases with prepositions.Fronted adverbials.Conjunctions. | Rivers – Non – fictionPlanning and writing information text paragraphs on the River Aire.Editing and redraftingIncluded: Expanded noun phrases with prepositions.Fronted adverbials.Conjunctions. | **Assessment**Rivers – Non – fictionPlanning and writing information text paragraphs on the River Wharfe (at NellBank).Included: Expanded noun phrases with prepositions.Fronted adverbials.Conjunctions. | **Assessment**Rivers – Non – fictionEditing and redrafting.Included: Expanded noun phrases with prepositions.Fronted adverbials.Conjunctions. |
| **SPELLING**spelling clipart - Clip Art Library | Prefix – inWords from the statutory list | Prefix -ilWords from the statutory list | Prefix – irPrefix -imWords from the statutory list | OughWords from the statutory list | Au and aughWords from the statutory list | Words from the statutory list |
| **GRAMMAR AND PUNCTUATION**Image result for grammar and punctuation clip art | Apostrophe in contractions | Possessive apostrophe with plural words | Using pronouns to replace nounsPossessive pronouns | Possessive apostrophe with plural words | Revise use of commas. | Revise use of commas. |
| **MATHS**Fernvale Primary School Policy - Math Signs Clipart - Full Size Clipart  (#1218141) - PinClipart | Power Maths:Unit 6 – Multiplication and Division (2) | Power Maths:Unit 6 – Multiplication and Division (2) | Power Maths:Unit 6 – Multiplication and Division (2) | Power Maths:Unit 6 – Multiplication and Division (2) | Power Maths Unit 7 – Length and Perimeter | Assessment week |
| **LEARN BY HEARTS** | Preparation for Times Tables test | Preparation for Times Tables test | Preparation for Times Tables test | Preparation for Times Tables test | Preparation for Times Tables test | Preparation for Times Tables test |
| **SCIENCE – CHEMISTRY – STATES OF MATTER** | **Compare and group materials together, according to whether they are solids, liquids or gases** Solid, Liquid or Gas? I can sort and describe materials | **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)** Heating and Cooling I can investigate materials as they change state. | **Compare and group materials together, according to whether they are solids, liquids or gases** Investigating Gases I can investigate gases and explain their properties. | **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)** Wonderful Water I can explore how water changes state | **Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.** Evaporation Investigation I can investigate how water evaporates | **Assessment week** |
|  **COMPUTING** | **Online safety/Writing for Different Audiences.**Make an online safety leafletWhy and how to protect personal information online. | Make an online safety leafletThe risks and benefits of installing software. | Make an online safety leafletHow to create a healthy balance of screen and non-screen time. | **Logo**-To learn the structure of the coding language of Logo.-To input simple instructions in Logo.  | -Using 2Logo to create letter shapes. -To use the Repeat function in Logo to create shapes. -To use and build procedures in Logo | . |
| **HISTORY/****GEOGRAPHY**Image result for history clipartImage result for geography clipart | **(How does water go round and round?** Link to science- states of matter]Know and label the main features of a river  | -Know the name of and locate a number of the world’s longest rivers | . Trip to Nell Bank Activity Centre – full day of River Studies workshops | Know the name of and locate a number of the world’s highest mountains Know why most cities are located by a river | -Explain the features of a water cycle  | Understand where river-s and mountains fit into the water cycle. |
|  **SPANISH**  | Revisions of colours | Revision numbers and days of the week  | Months of the yearJanuary, February, March, April, May, June, July, August, September, October, November, DecemberEnero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre | Familymum, dad, brother, sister, grandma, grandad: mamá, papá, hermano, hermana, abuela, abuelo | I have…Tengo |
| **MUSIC** |  |
|  **PE**Real PE – St. Matthew's Primary School, LutonCore real PE Unit 3Skill – Dynamic Balance: On a Line (FUNS Station 5) Cool Down – Coordination: Ball Skills (FUNS Station 9)**Cognitive Cog**Real Gym Unit 1 **\*Combine Unit**Gym Skill = Shape 🡪 Rotation **download (1)** |  |  |  |  |  |  |
| **Lesson 1**Warm up – All changePB Challenge – 3 Limb RaceSkill – On a lineReal Gym Unit 1 **\*Combine Unit**Gym Skill = Shape 🡪 Rotation  | **Lesson 2**Warm up – All changeSkill – On a lineSkill Application – Mirror/Match/ContrastReal Gym Unit 1 **\*Combine Unit**Gym Skill = Shape 🡪 Rotation  | **Lesson 3**Warm up – All changeSkill – On a line PB Challenge – 3 Limb RaceReal Gym Unit 1 **\*Combine Unit**Gym Skill = Shape 🡪 Rotation  | **Lesson 4**Warm up – To bank or not to bankPB Challenge – Getting around usSkill – Ball SkillsReal Gym Unit 1 **\*Combine Unit**Gym Skill = Shape 🡪 Rotation  | **Lesson 5**Warm up – To bank or not to bankSkill – Ball SkillsSkill Application – Take Giant StridesReal Gym Unit 1 **\*Combine Unit**Gym Skill = Shape 🡪 Rotation  | **Lesson 6**Warm up – To bank or not to bankSkill – Ball SkillsPB Challenge – Getting around usReal Gym Unit 1 **\*Combine Unit**Gym Skill = Shape 🡪 Rotation  |
| **PSHE** | **SEX AND RELATIONSHIP EDUCATION: GROWING UP AND CHANGING** **L1. Pupils learn about the way we grow and change throughout the human lifecycle** * Pupils can identify changes throughout the human life cycle
* understand change is on-going
* understand change is individual
 | **SEX AND RELATIONSHIP EDUCATION: GROWING UP AND CHANGING** **L2. Pupils learn about the physical changes associated with puberty** * Pupils are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults
* identify physical changes associated with puberty
* understand that everyone’s experience of puberty is different and that it begins and ends at different times
 |
| **COOKING IN THE CURRICULUM SPRING 1:** **COOKING AND NUTRITION: PASTA BOLOGNAISE**  |
| **MINDMATE** | **LIFE CHANGES:** **Positive and negative effects on emotional wellbeing and mental health:** I am learning to accept that I will feel a wide range of emotions depending on the situation**Learning outcomes: knowledge*** I can name some things, including changes, that can affect people’s emotional wellbeing
* I understand that feeling different emotions is a part of life
* I understand that everyone’s state of mental health can change frequently and that any one state is not necessarily permanent

**Learning outcomes: skills*** I can use ‘I’ messages (*see Learning Experience 3*) especially if experiencing difficult emotions.
* I can listen to others ‘I’ messages.
 |
|  **ART/DT**Image result for art clipart **INCLUDING ARTISTS****WHERE APPROPRIATE**  | DT: Shell structuresResearch box packaging | DT: Shell structuresDesign box packaging for Easter eggs | DT: Shell structuresMake box packaging for Easter eggs | DT: Shell structuresMake box packaging for Easter eggs | Evaluation |  |