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| **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 – fiction  Explore a model text on the Amazon.  Practise writing information text paragraphs.  Included: Expanded noun phrases with prepositions.  Fronted adverbials.  Conjunctions. | Rivers – Non – fiction  Looking 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 – fiction  Looking at a range of models.  Planning and writing information text paragraphs on the Water Cycle.  Editing and redrafting  Included: Expanded noun phrases with prepositions.  Fronted adverbials.  Conjunctions. | | Rivers – Non – fiction  Planning and writing information text paragraphs on the River Aire.  Editing and redrafting  Included: Expanded noun phrases with prepositions.  Fronted adverbials.  Conjunctions. | | **Assessment**  Rivers – Non – fiction  Planning and writing information text paragraphs on the River Wharfe (at Nell  Bank).  Included: Expanded noun phrases with prepositions.  Fronted adverbials.  Conjunctions. | | **Assessment**  Rivers – Non – fiction  Editing and redrafting.  Included: Expanded noun phrases with prepositions.  Fronted adverbials.  Conjunctions. | |
| **SPELLING**  spelling clipart - Clip Art Library | Prefix – in  Words from the statutory list | Prefix -il  Words from the statutory list | | | Prefix – ir  Prefix -im  Words from the statutory list | | Ough  Words from the statutory list | | Au and augh  Words 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 nouns  Possessive 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 leaflet  Why and how to protect personal information online. | Make an online safety leaflet  The risks and benefits of installing software. | | | Make an online safety leaflet  How 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 year  January, February, March, April, May, June, July, August, September, October, November, December  Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre | | Family  mum, dad, brother, sister, grandma, grandad:  mamá, papá, hermano, hermana, abuela, abuelo | | I have…Tengo | |
| **MUSIC** |  | | | | | | | | | | | |
| **PE**  Real PE – St. Matthew's Primary School, Luton  Core real PE Unit 3  Skill – 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 change  PB Challenge – 3 Limb Race  Skill – On a line  Real Gym Unit 1 **\*Combine Unit**  Gym Skill = Shape 🡪 Rotation | | **Lesson 2**  Warm up – All change  Skill – On a line  Skill Application – Mirror/Match/Contrast  Real Gym Unit 1 **\*Combine Unit**  Gym Skill = Shape 🡪 Rotation | | | **Lesson 3**  Warm up – All change  Skill – On a line  PB Challenge – 3 Limb Race  Real Gym Unit 1 **\*Combine Unit**  Gym Skill = Shape 🡪 Rotation | | **Lesson 4**  Warm up – To bank or not to bank  PB Challenge – Getting around us  Skill – Ball Skills  Real Gym Unit 1 **\*Combine Unit**  Gym Skill = Shape 🡪 Rotation | | **Lesson 5**  Warm up – To bank or not to bank  Skill – Ball Skills  Skill Application – Take Giant Strides  Real Gym Unit 1 **\*Combine Unit**  Gym Skill = Shape 🡪 Rotation | | **Lesson 6**  Warm up – To bank or not to bank  Skill – Ball Skills  PB Challenge – Getting around us  Real 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 structures  Research box packaging | DT: Shell structures  Design box packaging for Easter eggs | | | DT: Shell structures  Make box packaging for Easter eggs | | DT: Shell structures  Make box packaging for Easter eggs | | Evaluation | |  | |