

Spring 2

Spring 2		Week1 (W1)	Week2 (W2)	Week3 (W1)	Week4 (W2)	Week5 (W1)
English	Simmering- Phonics and spelling	Common exception words year ¾				
		Homophones and near homophones				
	New - Phonics and spelling	I continue to understand the difference between homophones and near homophones				
		Advice/advise, device/devise, licence/license, practice/practise prophecy/prophesy Isle/aisle, Allowed/aloud, Father/farther, Guessed/guest, herd/heard ,Morning/mourning, Passed/past, Serial/cereal, precede/proceed , Their/there/ They're, Affect/effect, Where, were,				
	Simmering - PaG	Use modal verbs and/or adverbs to show how possible something is.				
		I recognise main and subordinate clauses, and phrases, and can use them to construct sentences in different ways				
	New - PaG	I can use commas to make my meaning clear.				
		I can use the perfect form of verbs to show time and clause				
		I can make appropriate tense choices for a task				
	Shared	Oh Mayan god by Max Evan				
	New vocab - book based	This book will be our class read and used for our read as a reader lessons.				

Spring 2

	Writing	Persuasive leaflet Visit Harrogate			Writing to inform Diary entry	
Maths	Time tables	Times tables: 6x, 7x, 8x, 9x, 12x				
		<u>Decimal and percentages</u> -decimals up to 3 d.p. - decimals and their fraction equivalents.	<u>Decimals and percentages</u> -Ordering and comparing decimals - Rounding decimals	<u>Decimals and percentages</u> -understanding percentages -equivalent fractions, decimals and percentages	Perimeter and area	Statistics
Science		<u>Forces</u> Children can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Children identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Children recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.				

Spring 2

PE	<p style="text-align: center;">Harrogate town-</p> <p style="text-align: center;">Swimming</p>
Computing	<p style="text-align: center;">a. Programming with Sphero</p> <p>a) Children know Bluetooth Technology as an Input Device</p> <p>a) Children know how to write programs for the Sphero using movement and repetition (loops).</p> <p>a) Children know how to write a program to trace a maze/route with Sphero and De-bug.</p> <p>a) Children know how to write a program with outputs.</p> <p>a) Children know how to write a program with random variables.</p> <p style="text-align: center;">b. Text based Programming</p> <p>Children know how to change the variables of text-based commands.</p> <p>Children know how to write text-based commands accurately.</p> <p>Children know how to write text-based commands to program digital art.</p> <p>Children know how to write text commands/functions to program keyboard inputs in a game</p>
PHSE	<p style="text-align: center;">Safety and the Changing body</p> <ul style="list-style-type: none"> · I understand we are all unique I can play and work cooperatively · I can listen to other people and show them respect. · I can share appropriately. · I can recognise that my behaviour affects others both on and offline. · I know the difference between right and wrong, fair and unfair and kind and unkind. · I know about change and the associated feelings (including moving class).

Spring 2

	<ul style="list-style-type: none"> · I know how to be nice to people. · I can model our school rules work hard, aim high, be kind.
Art	
DT	<p>Wooden Truss Bridge</p> <p>Children combine elements from the work of inventors, designers, engineers, chefs or manufacturers to generate ideas for designs, giving reasons for choices.</p> <p>Children cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <p>Children develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</p> <p>Children can use software to design.</p> <p>Children can evaluate the design of products and suggest improvements to the user experience.</p> <p>Children create innovative designs that improve upon existing products.</p>
Geography	
History	<p>Ancient Maya</p> <p>Theme – power</p> <p>Pupils should be taught about:</p>

Spring 2

	<p>a non-European society that provides contrasts with British history –Mayan civilisation c. AD 900. Children will know when the Maya ruled and if it was in the Classic period.</p> <p>Children will know what the Maya region was like England leading up to the 10th century.</p> <p>Children will know how the shifting powers compared between the Maya region and Anglo-Saxon England.</p>
Music	<p>Composition to represent the festival of colour (Theme: Holi festival)</p> <ul style="list-style-type: none"> -I can explore the associations between music, sound, and colour. -I can compose and perform my own musical composition to represent Holi, as a class.
RE	<p>Key Questions: If God is everywhere why go to a place of worship?</p>
Latin	<p>Children will learn the spelling and meaning of 18 key vocab words and will match the English words with their Latin root word.</p> <p>Children will understand the verbs ‘to be able’ and ‘to want’ in present, past continuous and simple past tenses and to apply their knowledge translating Latin sentences containing these verbs.</p> <p>Children will learn the story of the Odyssey by reading the story in Latin.</p>
Coppice 50	