

Apple Class – Spring 2

Spring 2		Week1	Week2	Week3 Assessment Week	Week4 Parents Meetings	Week5
English	Revisit - Spellings	accident(ally) actual(ly)	business certain	exercise experience	different difficult	Consolidate
	New - Spellings	medicine knowledge increase	I can use endings spelt -tion, -sion, -ssion and -cian mention	I can use endings spelt -tion, -sion, -ssion and -cian minute	natural naughty notice	occasion(ally) particular peculiar
	Revisit - PaG	I can use a wider range of conjunctions to extend a range of sentences with more than one clause	I can recognise and use prepositions	I can recognise and use adverbs	I can recognise and use words from the same word families and use prefixes and suffixes to change the word class	Consolidate
	New - PaG	I can use apostrophe for contraction and possession (including regular and irregular plural nouns)	I can punctuate direct speech using inverted commas and other punctuation		I can use fronted adverbials followed by commas (when, where, how and general)	
	Reading	<p><u>Read as a Reader</u> - WOW Words chosen from the text - Comprehension questions based on the text</p> <p><u>Guided Reading Groups</u> Differentiated reading groups studying variety of text types</p> <p><u>Whole Class Read</u> 'A Good Day For Climbing Trees' – Jaco Jacobs</p>				
	Writing	Writing to entertain - Narrative – Characterising speech				
Stage 1: SPaG		Stage 2: Analyse WAGOLL	Stage 3: Guided and Shared Practice	Stage 4: Independent Write		
Maths	Times tables	Revisit all times tables through games, quick recall tasks, reasoning tasks and TTRS. A focus times table per week.				
	Maths- Revisit	Revisit Year 3/4 previously taught arithmetic objectives daily through Early Bird Maths sessions.				

Apple Class – Spring 2

	Maths - New	<u>Perimeter</u> - Perimeter on a grid - Perimeter of a rectangle <u>Multiplication</u> - Correspondence Problems	<u>Perimeter</u> - Perimeter of rectilinear shapes - Find missing lengths in rectilinear shapes <u>Fractions</u> - Understand the whole - Count beyond 1	<u>Perimeter</u> - Calculate the perimeter of rectilinear shapes - Perimeter of regular polygons <u>Fractions</u> - Partition a mixed number - Number lines with mixed numbers	<u>Perimeter</u> - Perimeter of polygons <u>Fractions</u> - Compare and order mixed numbers - Understand improper fractions	<u>Fractions</u> - Convert mixed numbers to improper fractions - Convert improper fractions to mixed numbers - Consolidate
	Science	<u>Electricity</u> - Children can identify common appliances that run on electricity. - Children can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. - Children can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. - Children recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - Children recognise some common conductors and insulators, and associate metals with being good conductors.				
PE	<u>Creative</u> Coordination sending and receiving Counter balance with a partner					
Computing	Programming A – Repetition in shapes					
	Children know how to identify that accuracy in programming is important	Children know how to create a program in a text-based language	Children know how to explain what 'repeat' means Children know how to modify a count-controlled loop to produce a given outcome	Children know how to decompose a task into small steps	Children know how to create a program that uses count-controlled loops to produce a given outcome	
PHSE	Internet safety: Age restrictions	Share aware	Privacy and security	Introducing puberty	Tobacco	
	<u>E-Safety (Online Bullying)</u> I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation)					
Art	Children recognise cultural influences in artists' pieces. Children know which types of brushes are used for specific purposes.	Children can make choices on colour to create mood with colour. Children are able to write about their artwork and explain their creative decisions. -	Children can apply colour using dotting, scratching and splashing to imitate an artist. Children are beginning to feel safe enough to take creative risks and follow their intuition.			
History	Ancient Greece					
	I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE	I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources	I can explain the concept of change over time and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past.	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some	

Apple Class – Spring 2

		I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.			evidence to prove my discussion (with support).
RE	Why do some people think that life is a journey? What significant experiences mark this?				
Latin	6.4 More 'to be'	6.4a Dinosaur compounds	6.5 Story	6.6 Summary and Assessment	6.6a The Olympics