

## ST MARYS C OF E -TERM 2 PLANNING

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Literacy</b>	Persuasive letter Talk for writing	Persuasive letter Talk for writing	Persuasive letter Talk for writing	The Magicians Shop Talk for writing	The Magicians Shop Talk for writing	The Magicians Shop Talk for writing	Assessment
<b>Numeracy</b>	Addition and Subtraction	Length/Perimeter (1 week)	Multiplication/Division (3 weeks)	Multiplication/Division (3 weeks)	Multiplication/Division (3 weeks)	Consolidation (1 week)	Assessment
<b>Science Electricity</b>	What is electricity?  To explore electrical games and resources, identify what they know and what they need to know about electricity.	What appliances run on electricity?  I can identify electrical appliances and the types of electricity they use. Discuss what is an electrical appliance and where would we find them around the school.	How does electricity travel?  Small group activity to make three different types of circuits. Identify what is needed to make a circuit.	Why are conductors useful?  Investigation to find out which materials are conductors and which are insulators. Make predictions and incorporate tables and conclusions.	Can playdough conduct electricity?  Recap lesson from last week-Discuss meaning of conductors and insulators. Talk about other investigations. Could we use playdough to make a circuit? Discuss with children and come up with an investigation. Plan an investigation in groups.	Can playdough conduct electricity?  Finish investigation from previous week. Test out predictions with another class. Discuss results.	Assessment
<b>Computing Online Safety/purple mash</b>	To understand how children can protect themselves from online identity theft. • Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.	To Identify the risks and benefits of installing software including apps.	To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.	To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives. • Children are able to take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities. •	To understand and use a formula in wizard in advanced mode	To understand how to use a timer and a spin button	To understand and create a line graph.

<b>Geography</b> Great Britain	Mapping to locate Great Britain: world- Europe- British isles/uk Use eight points of a compass, four and six figure grid references, symbols and keys to build knowledge of uk	Name and locate cities and counties of the United Kingdom	Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods: sketch maps, plans, graphs and digital technologies.	Name and locate geographical regions of UK: - identify human and physical characteristics - key topographical features (including hills, mountains, coasts and rivers) - land-use patterns - understand how some of these aspects have changed over time		Assessment	
<b>RE</b> Gospel-What kind of world did Jesus want?	KWL	<b>LQ: Can you explain what type of world Jesus wanted?</b> The children will find out about how Jesus challenges everyone how to live-he sets the example for loving God and your neighbour and putting others first.	<b>LQ: Can you explain why Jesus shows love and forgiveness to unlikely people?</b> Children will look at The Gospel (Good news about Jesus-tells the story about the life and teachings of Jesus). The children will look at the story of the leper and discuss why Jesus touched him.	<b>LQ: How are Christians making the kind of world that Jesus wanted?</b> What is the role of a church leader? Children will explore how far Christians are making the kind of world that Jesus wanted. They will look at some signs from a church noticeboard or website showing what is happening in the community.	<b>LQ: Who is your neighbour?</b> Children will find out the meaning of a parable. Show pictures of a good Samaritan. Get the children to explain what is happening in each picture.	<b>LQ: How can Christians follow Jesus in their everyday lives?</b> Children will look at how the word Samaritans is used in charity work.	
<b>PSHE</b> Celebrating Difference	<b>Judging by appearances</b> I understand that, sometimes, we make assumptions based on what people look like I try to accept people for who they are	<b>Understanding Influences</b> I understand what influences me to make assumptions based on how people look I can question why I think what I do about other people	<b>Understanding Bullying</b> I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I know how it might feel to be a witness to and a target of bullying	<b>Problem Solving</b> I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can problem-solve a bullying situation with others	<b>Special Me</b> I can identify what is special about me and value the ways in which I am unique I like and respect the unique features of my physical appearance	<b>Celebrating Difference</b> I can tell you a time when my first impression of someone changed when I got to know them I can explain why it is good to accept people for who they are	

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