ST MARYS C OF E - TERM 2 PLANNING

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy	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
Numeracy	Addition and Subtraction	Length/Perimeter (1 week)	Multiplication/Division (3 weeks)	Multiplication/Division (3 weeks)	Multiplication/Division (3 weeks)	Consolidation (1 week)	Assessment
Science Electricity	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
Computing Online Safety/purple mash	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.

Geogrpahy 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	
RE Gospel-What kind of world did Jesus want?	KWL	LQ: Can you explain what type of world Jesus wanted? 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.	LQ: Can you explain why Jesus shows love and forgiveness to unlikely people? 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.	LQ: How are Christians making the kind of world that Jesus wanted? 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.	LQ: Who is your neighbour? 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.	LQ: How can Chris in their ever Children will look at Samaritans is used i	yday lives? how the word
PSHE Celebrating Difference	Judging by appearances I understand that, sometimes, we make assumptions based on what people look like I try to accept people for who they are	Understanding Influences 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	Understanding Bullying 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	Problem Solving 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	Special Me 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	Celebrating I can tell you a tin impression of some I got to know them it is good to accep they	ne when my first one changed when I can explain why t people for who

Art/DT Great British Bake Off	Carry out research to discover different varieties of cakes.	Investigate cakes by looking at their taste, appearance and texture. Look at ingredients	Design a cake by generating ideas and then developing them using a survey. Survey people about your possible ingredients	Choose a final design and plan how to make it.	Learn about food hygiene when cooking.	Bake your final product using the equipment appropriately.	Take your cakes to your party and taste them. Evaluate your final cake against its original purpose.
French	The Seasons	The Weather	Weather	Holidays	Sports	Hobbies	
Holiday and	Write phrases from	Speak in sentences,	Around the World	Speak in sentences, using familiar	Engage in	Engage in conversations; ask and	
Hobbies	memory, and adapt	using familiar	Understand basic grammar	vocabulary, phrases and basic	conversations; ask and	answer questions; express opinions	
	these to create new	vocabulary, phrases	rules appropriate to the	language structures, in the	answer questions;	and respond to those of others, in the	
	sentences, to express	and basic language	language being studied,	context of the topic 'Holidays.' I	express opinions and	context of answering questions about	
	ideas clearly, in the	structures, in the	how to apply these, for	can speak a sentence about going	respond to those of	hobbies,	
	context of seasons and	context of stating	instance, to build	on holiday.	others, in the context		
	months. I can write	what the weather is	sentences; and how these		of answering		
	answers to a question,	like. • I can speak a	differ from or are similar		questions about		
	in a sentence.	sentence describing	to English, in the context		favourite sports. I		
		the weather.	of temperatures of		can answer a question		
			countries around the		about sports, orally		
			world.		and in writing		
PE	Coach	Coach	Coach	Coach	Coach	Teach sequel	
Gymnastics						lesson	
PE	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby
Tag	Getset4pe plans	Getset4pe plans	Getset4pe plans	Getset4pe plans	Getset4pe plans	Getset4pe plans	Getset4pe plans
Rugby							
	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
Music		1					