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| **Class specific additional opportunities – SMSC, Character Development**  **(Further details of events to be confirmed)** | Ashdown Forest  31st January 2025  21st March 2025 |

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|  | **Subject Title(s)** | **Spring Term 1** | | | **Spring Term 2** | | |
| **Topic/Unit** | | **Main objectives/outline** | **Topic/Unit** | | **Topic/Unit** |
| **S.T.E.M** | **Maths** | **Multiplication and Division** | | * Multiples of 10. * Related calculations. * Reasoning. * Multiplying and dividing 2 digits by 1 digits with and without exchanging. * Link between multiplication and division. * Scaling. * Finding different ways. | **Fractions** | | * Understanding numerators and denominators. * Unit and non-unit fractions. * Understanding the whole. * Comparing fractions. * Scales. * Equivalent fractions. |
| **Length and Perimeter** | | * Metres, centimetres and millimetres. * Equivalent lengths. * Comparing lengths. * Adding and subtracting lengths. * Measuring perimeter. * Calculating perimeter. | **Mass and Capacity** | | * Grams and kilograms. * Equivalent masses. * Comparing mass. * Add and subtract mass. * Litres and millilitres. * Equivalent capacity. * Comparing capacity. * Add and subtract capacity. * Difference between capacity and volume. |
| **Science** | **Fossils** | | * Exploring fossils. * Fossil formations. | **Light** | | * Light sources including the sun. * How we see. * Shadows. * Opaque. Transparent and translucent. * Planning a shadow investigation, experimenting and evaluating. |
| **Soils** | | * Exploring types of soils. * The importance of soil. * Experiment planning, investigating and evaluating. |
| **Computing** | **Desktop Publishing** | | * Words and pictures. * Editing templates. * Adding content. * Layout. | **Branching Databases** | | * Yes or no questions. * Making groups. * Creating a branching database. * Structuring a branching database. * Planning a branching database. * Make a dinosaur identifier. |
| **English and the Arts** | **English** | **Key Texts:**  **The First Drawing, The Mousehole Cat, Escape from Pompeii, Flotsam, The Pied Piper of Hamlin.** | | * Newspaper reports. * Free verse poetry. * Letters. * Diaries. * Postcards. * Narratives. * Myth/legend. | | | |
| **Music** | **‘March’ from The Nutcracker** | | * Listening skills. * Responding to music through movement. * Beat and rhythm. * Call and response. * Structure – rondo form. | **From a Railway Carriage** | | * Dynamics, timbre, tempo, and structure. * Relationship between music, painting and poetry. * Spoken rhythm patterns. |
| **Art** | **Colour and Form** | | * Roman mosaic patterns. * Frida Kahlo and Rene Magritte artist studies. * Explore Roman mosaics. * Pointillism. * Colour mixing. * Plan, make and evaluate a mosaic tile. | | | |
| **French** | **Spring 1** | | * Classroom objects. * Classroom instructions. * Zoo animals. * Pets. * Pancake recipe. | **Spring 2** | | The hungry dog.  Food, glorious food.  Easter. |
| **Historical, Spiritual and Global Understanding** | **History** | **Romans** | | * Why did the Romans invade and settle in Britain? * How did Britons respond to the Roman invasion? * Why was the Roman army so successful (part 1)? * Why was the Roman army so successful (part 2)? * What do artefacts tell us about life in Roman times? * How did the Romans change modern Britain? | | | |
| **Geography** | **Antarctica** | | * What is a climate * Where is Antarctica? * Who lives in Antarctica? * Who was Shackleton? * Can we plan an expedition around school? * How did our expedition go? | | | |
| **Religious Education** | **Judaism** | | * What is a Bar/ Bat Mitzvah and why is it important for many Jewish people? * What marriage promises do Jewish couples make? * How are ‘foot’ festivals used to remind Jewish people of God’s faithfulness? * What does it mean to celebrate Shabbat for different types of Jewish people? * What are important times for Jewish people? | **Christianity** | * How did Peter become a disciple of Jesus? * How was Jesus ‘good news’ for people? * What is a miracle? How were people changed by Jesus’ miracles? * Can broken relationships be mended? How did Jesus do this? * How did Jesus’ forgiveness / restoration change Peter? * What have we learned about forgiveness? How did Jesus change lives? – and how is this ‘good news’? | |
| **Health and Wellbeing** | **Physical Education** | | **Indoor - Dance** | * Explore and create narratives. * Control, accuracy and fluency. * Unison, canon, action and reaction, question and answer. * Combine actions. * Vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway. * Performance. | **Outdoor - Orienteering** | * Teamwork. * Map skills. * Indoor mapping. * Picture orienteering. * Single control event. | |
| **Indoor - Gymnastics** | * Spinning when travelling. * Side roll. * Partner work. * Rebound jumps. * Accuracy and consistency. * Performance. |
| **P.S.H.E** | **Living in the Wider World** | | * Zones of regulation and the learning pit. * The value of rules and laws. * Rights, freedoms and responsibilities. * How the internet is used safely. * Assessing information online. * Different jobs and skills. * Job stereotypes. * Setting personal goals. | | | |