

Curriculum Learning plan: Winter Term 2

CYCLE A

Learning Sequence	1	2	3	4	5	6
Key question/ Focus						
English	To explore our class text. Use (expanded) noun phrases appropriately in a range of text types to clarify and add detail.	To create and expand settings in a narrative. To use conjunctions and connectives to write complex sentences.	To box up an example of the story. To create and plan a detailed draft. To rewrite a narrative of Winter's Child.	To explore a non-fiction text. To use commas in a list.	To use commas after fronted adverbials in a sentence. To organise a text into paragraphs appropriately.	To write a letter using skills taught in Term 2.
Maths	Multiplication and Division <i>Recall times tables facts for 2,5 and 10 times tables.</i> Recall and use multiplication and division facts for the 3 multiplication tables Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	Multiplication and Division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Count from 0 in multiples of 4, 8, Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Place Value and Multiplication and Division Count from 0 in multiples of 4, 8, 50 and 100 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Recall of 6 and 9 times tables (Y4) Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	Geometry Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle - link to translation Identify horizontal and vertical lines and pairs of perpendicular and parallel lines	Fractions Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Compare and order unit fractions, and fractions with the same denominators Recognise and show, using diagrams, equivalent fractions with small denominators Solve problems that involve all of the above.	Fractions Add and subtract fractions with the same denominator within one whole Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Fraction families such as $\frac{1}{4} + 2/4 = \frac{3}{4}$ so $\frac{1}{2} = \frac{2}{4}$ Solve problems that involve all of the above.
Science Rocks and soils	Rocks and their appearance To group rocks using their appearance.	Physical properties of rocks. To group rocks using their physical properties.	Fossil formation. To describe the process of fossil formation.	Fossils and palaeontology. To identify fossils and group rocks accordingly.	Soil formation. To compare soils and how they were formed.	Soil layers and earthworms. To describe a soil sample using sedimentation.
Geography Why do people live near volcanoes?	How was the Earth constructed? To name and describe the layers of the Earth.	Where are mountains found? To explain how and where mountains are formed.	Why and where do we get volcanoes? To explain why volcanoes happen and where they occur.	What are the effects of a volcanic eruption? To recognise the negative and positive effects of living near a volcano.	Where are earthquakes and where do we get them? To explain why earthquakes are and where they occur.	Where have rocks around school come from? To observe and record the location of rocks around the school grounds and discuss findings.
DT	Features of a castle. To recognise how multiple shapes are combined to form a strong and stable structure.	Designing a castle To design a castle.	Nets and structures. To construct 3D nets.	Building a castle. To construct my final product.	Building a castle. To construct my final product.	Building a castle. To evaluate my final product.
RE	What do different religions believe about God? To identify beliefs about God held by Christians, Hindus and/or Muslims.	What do sacred texts say about people who have encountered God? To retell & suggest meanings of stories from sacred texts about people who encountered God	How do different religions describe God? To describe some ways in which Christians, Hindus and/or Muslims describe God.	What difference can religion make to a person's life? Identify how & say why it makes a difference in people's lives to believe in God.	What are the similarities and differences about what God is like? To identify some similarities & differences between ideas about what God is like in different religions.	What are my ideas and understanding? To discuss & present own ideas & express understanding through words, symbols and art.
PE Tag Rugby Dodgeball	Tag Rugby To combine a range of skills/ techniques in isolation or in a small game situation. To communicate, collaborate and compete as part of a small team.	Tag Rugby To play a game competitively and fairly and begin to evaluate quality of play. To understand the concept of winners and losers in games.	Dodgeball To throw/catch a ball/pass a ball/object with increasing accuracy. To use space more effectively.	Dodgeball To begin to use a wider variety of attacking & defending techniques & principles. To develop a wider range of evasion techniques	Dodgeball To use a wider variety of attacking & defending techniques & principles. To develop a wider range of evasion techniques	Dodgeball To combine a range of skills/ techniques in isolation or in a small game situation. To communicate, collaborate and compete as part of a small team.
PE Gymnastics	To travel in different ways, including using flight. Improve the placement and alignment of body. To describe how the body reacts at different times and how this affects performance. To explain why exercise is good for your health. To explain why it is important to warm up and cool down and give some reasons. To know the importance of strength and flexibility for physical activity.	To show changes of direction, speed and level during a performance.	To use an increasing range of actions, directions and levels in their sequences.	To move with clarity, fluency and expression.	To create a sequence of actions that fit a theme.	To create a sequence of actions that fit a theme.
PSHE/RSHE Health and wellbeing.	My healthy diary. To understand and plan for a healthy lifestyle including physical activity, rest and diet.	Diet and dental health. To understand the benefits of healthy eating and dental health.	Relaxation: Stretches. To perform a range of relaxation stretches.	Wonderful me To understand the different aspects of my identity.	My superpowers. To identify my own strengths and begin to see how they can affect others.	Celebrating mistakes. To develop a growth mind-set and understand that mistakes are useful.

Music Creating compositions for an animation	Telling stories through music. To tell a story from a piece of music through movement.	Creating a soundscape. To create a soundscape using percussion instruments.	Story and sound effects. To create a range of sounds to accompany a story.	Adding rhythm To compose and perform a rhythm to accompany a story.	Musical mountain To compose and notate a short melody to accompany a story.	Musical mountain To compose and notate a short melody to accompany a story.
Computing Programming: Scratch	Tinkering with Scratch. To explore a programming application.	Using loops. To use repetition in a program.	Making an animation. To program an animation.	Storytelling To program a story.	Programming a game. To program a game.	Programming a game. To program a game.
French (KS2) Playground games – numbers and age	Let's count in French To count in French	Let's count higher in French To count beyond six in French	How old are you in French? To use number words to give more information about ourselves.	Reading French numbers. To identify words that use key phonemes.	Outdoor games. To use the number words one to twelve when playing playground games.	Outdoor games. To use the number words one to twelve when playing playground games.