



# Yarrow Class St. Josephs Theme Overview: Spring 2



## Darwin's Discovery – Science/History Focus

In this topic, children will learn about famous scientists such as Charles Darwin and Carl Linnaeus. They will learn about how animals and plants have evolved over thousands of years to adapt to the challenges of their habitats. We will invent our own animals that could survive in certain habitats and will look at the clues fossils give us about the past. Children will investigate life in Britain from the Stone Age through to the Iron Age. Children will look at what life was like in the Stone Age and how this changed with the dawn of the Iron Age. Using photographs and other sources of evidence, children will ask questions as archaeologists and make historically valid conclusions. This will link to our science learning as we discuss how mankind developed through evolution.

### Core Subjects

#### READING

In whole-class reading sessions, children will explore a variety of novel extracts, songs, poems and non-fiction texts linked to a particular theme, which will change each week. This will be supplemented by guided reading sessions and a daily class read. We will also finish studying the book 'Holes' and will study the picture book 'The Arrival'.

Each lesson will include elements of and build on the VIPERS skills of vocabulary, inference, prediction, explain, retrieve and summarise.

- To identify unfamiliar vocabulary and discuss possible meaning
- To use point and evidence prompts when responding to a text
- To use clues from characters' actions and speech to make plausible predictions
- To compare characters within and across texts, making links between them
- To discuss and find evidence of the theme of a text
- To scan for key information

#### WRITING

Writing this half-term focuses around our theme of evolution and inheritance.

**Non-fiction:** Planet Earth – Nature Documentaries

**Purpose:** To inform

**Outcome:** To write and produce a nature documentary

- To explain and explore the meaning of new vocabulary within the context of the text
- To make comparisons within and across texts
- To identify how language, structure and presentation contribute to the meaning of a text
- To explain the effect on the reader of the author's choice of language and reasons why the author may have selected these
- To use devices to build cohesion between paragraphs
- To use relative clauses and punctuation for parenthesis to add extra detail
- To draw independently on what I have read as models for my own writing

**Narrative:** Dual Narrative – Prey...Pray

**Purpose:** To entertain

**Outcome:** To create an audio story of a hunter and hunted in a dual narrative style, using iMovie and GarageBand

#### COMPUTING

The projects use the D.A.R.E.S approach so children will design, apply, refine, evaluate and share their final projects with each other. In this project, children will design an app prototype that they can present to others. Their interactive presentation will include a landing or home screen and will then link to other slides in the presentation. The content of their prototype will link to children's learning in other subjects from this year.

- To choose the best application to demonstrate learning
- To format text to suit a purpose
- To publish documents online regularly and discuss the audience and purpose of content
- To design an app prototype that links multimedia pages together with hyperlinks
- To choose applications to communicate to a specific audience
- To evaluate content and consider ways to improve
- To edit a picture to remove items, add backgrounds, merge photos

<ul style="list-style-type: none"> <li>To distinguish between statements of fact and opinion within a text</li> </ul> <p>To explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words and phrase</p>	<ul style="list-style-type: none"> <li>To identify similarities and differences between example texts</li> <li>To comment on preferences and the effect on the reader</li> <li>To identify the audience and purpose for writing and to choose writing techniques that support this purpose.</li> <li>To select and use effective vocabulary for impact on the reader</li> <li>To use devices to build cohesion between paragraphs in narrative writing.</li> <li>To use specific adjectives and adverbs to contrast moods and settings</li> <li>To use the full range of punctuation taught at key stage 2 correctly and for specific effects</li> </ul>	
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>retrieve, infer, predict, summarise, evidence, scan, point, explain, skim</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Relevant vocabulary built up and magpied from relevant examples and models shared</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Content, audience, presentation, interactive, app, hyperlink, prototype</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>Read daily for 10-15 minutes</li> <li>Take quiz on Accelerated Reader once you've finished a book</li> <li>Use websites like Read Theory and Get Epic</li> </ul>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Encourage me to write for pleasure, completing any homework set, working on my handwriting, practicing and testing me on my weekly spellings and subject vocabulary. Comment on my writing on Seesaw</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>Experiment with features of keynote</li> </ul>
<p style="text-align: center;"><u>MATHS</u></p> <p>In maths lessons, children will finish their work on algebra, before studying decimals and the relationships between fractions, decimals and percentages. Children will also recap learning from previous topics in preparation for their statutory assessments. Each objective covered below is a small step in the learning sequence and may be taught over a lesson or a series of lessons.</p> <p><u>Algebra</u></p> <ul style="list-style-type: none"> <li>To find pairs of values to satisfy an equation</li> </ul>	<p style="text-align: center;"><u>SCIENCE</u></p> <p>(Completion of Circulatory System unit first)</p> <p>In science, children will study evolution and inheritance and classification. In our evolution and inheritance topic, we will look at how animals and plants are adapted to survive in certain habitats and look at how animals have evolved over time, using fossils as evidence. We will also look at how offspring inherit characteristics from their parents.</p>	<p style="text-align: center;"><u>RE</u></p> <p>In Come and See lessons, we will first continue our unity topic.</p> <p>We will then study Death and New Life as Easter approaches. We will discuss how loss and death bring about change for people and will discuss the events of Holy Week and Easter, learning about how the suffering, death and resurrection of Jesus brought new life to people.</p> <p><u>Unity</u></p>

<ul style="list-style-type: none"> <li>• To form expressions to describe a sequence</li> <li>• To write and follow formulae</li> </ul> <p><u>Decimals</u></p> <ul style="list-style-type: none"> <li>• To calculate the area and perimeter of rectilinear shapes</li> <li>• To find the area of a triangle</li> <li>• To find the area of a parallelogram</li> <li>• To find the volume of a cuboid</li> </ul>	<ul style="list-style-type: none"> <li>• To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> <li>• To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• To compare how some living things adapt to survive in extreme conditions, e.g. cactuses, penguins and camels.</li> <li>• To analyse the advantages and disadvantages of specific adaptations</li> </ul> <p>In science, children will also study classification. We will look at the work of Carl Linnaeus and will describe how animals and plants can be grouped, based on shared characteristics. We will also look at different types of classification keys and will create our own versions to help people identify species of plants or animals.</p> <ul style="list-style-type: none"> <li>• To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>• To give reasons for classifying plants and animals based on specific characteristics.</li> <li>• To research unfamiliar plants and animals to decide where they belong in the classification system.</li> </ul>	<ul style="list-style-type: none"> <li>• To make links to show how feelings and beliefs about friendship and unity affects behaviour and that of others</li> <li>• To make links between scripture and the Eucharist</li> <li>• To give reasons why Christians gather together in 'communion' and receive 'Holy Communion'</li> </ul> <p>Death and New Life</p> <ul style="list-style-type: none"> <li>• To describe how death and new life bring about change for people</li> <li>• To make links between Scripture and belief in the Resurrection of Jesus.</li> <li>• To give reasons for religious actions and symbols connected with Lent, Holy Week and the Sacred Paschal Triduum.</li> <li>• To describe and show understanding of religious sources, beliefs, ideas, feelings and experiences connected with Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night; making links between them.</li> </ul>
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Algebra – expression, value, formula, solution, equation, variable</p> <p>Perimeter – area, volume, rectilinear, length, estimate</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Evolution and inheritance – predator, prey, offspring, mutate, adaptation, habitat, species, survival, population, variation</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Unity - Eucharist, communion, community, unity, friendship, nourish</p>

		Death and New Life - Loss, death, change, growth, Ash Wednesday Lent, Holy Week, the Triduum, Easter Vigil, Resurrection, Paschal
<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>Regular practice of multiplication facts on TT Rockstars</li> <li>Recap quizzes on QuizShed using school iPad</li> <li>Helping to create budgets at home e.g. shopping budgets</li> </ul>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>Research different plants and animals and their adaptations</li> <li>Explore the local area to identify wildlife</li> </ul>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>Take me to mass</li> <li>Discuss ancestry, family, loss, grief</li> </ul>
<b>Foundation Subjects</b>		
<p style="text-align: center;"><u>PHSE</u></p> <p>In PSHE, our focus this term will be on how we can keep healthy as we grow. Children will learn about the link between mental and physical health and how to make choices that support a healthy, balanced lifestyle. Children will also learn about healthy and unhealthy habits and how legal and illegal drugs can affect health.</p> <ul style="list-style-type: none"> <li>To describe how mental and physical health are linked</li> <li>To explain how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>To make choices that support a healthy, balanced lifestyle</li> <li>To explain how habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>To understand how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>To recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>To understand that health problems, including mental health problems, can build up if they are not</li> </ul>	<p style="text-align: center;"><u>HISTORY</u></p> <p>In our history topic, we will look at how early man developed, focussing on the stone age to the iron age. We will also make links to our science topic, discussing how man has evolved over thousands of years. We will learn about what life was like in the Stone age and how that changed during the Iron age. We will examine evidence, maps and photographs to ask historical questions and to reach historically valid conclusions.</p> <ul style="list-style-type: none"> <li>To use dates to order and place events on a timeline</li> <li>To compare sources of information</li> <li>To understand that the type of information available depends on the period of time studied</li> <li>To understand that our knowledge of the past is constructed from a range of sources</li> <li>To evaluate the usefulness and reliability of sources</li> <li>To describe changes in Britain from the Stone Age to the Iron Age</li> <li>To present findings and communicate knowledge in different ways</li> <li>To note connections, contrasts and trends over time</li> <li>To use evidence to support arguments</li> </ul>	

<p>recognised, managed, or if help is not sought early on</p> <ul style="list-style-type: none"> <li>To understand that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> </ul>		
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Tobacco, nicotine products, alcohol, solvents, medicines, legal and illegal drugs, risks, advice, support, age restrictions, peer pressure, gambling, risk, media, misleading, advertising, marketing</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Iron Age, Stone Age, Skara Brae, Neolithic, Mesolithic, hill fort, narratives, trend, perspective, exploration, continuity, relevance, reliability, validity, judgement</p>	
<p style="text-align: center;"><u>Help me at Home by</u></p> <ul style="list-style-type: none"> <li>- Talking to me about how to keep myself safe online.</li> <li>- Talk to me about how to report any concerns I might have appropriately</li> <li>- Talking to me about any of the issues raised in my lessons, learning the meaning of any important vocabulary from the unit</li> </ul>	<p style="text-align: center;"><u>Help me at Home by</u></p> <ul style="list-style-type: none"> <li>- Research the Stone Age</li> <li>- Use apps such as Keynote or ThingLink to present my research</li> </ul>	
<p style="text-align: center;"><u>PE</u></p> <p>In PE this half-term, children will work with Bill, a specialist dance teacher. They will copy routines, match steps to a beat and develop their own sequences.</p> <ul style="list-style-type: none"> <li>To develop flexibility, strength, technique, control and balance</li> <li>To perform dances using a range of movement patterns</li> <li>To learn how to construct a dance using a range of directing skills</li> <li>To perform a dance in unison</li> <li>To experiment and create travelling sequences and use unison and timing</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p style="text-align: center;"><u>MUSIC</u></p> <p>This half-term, children will complete the Charanga unit 'Music and Me', which focuses on inspirational women working in music. The unit looks at identity and what makes us who we are. Each lesson will include elements of listening and appraising, singing, playing, and improvisation.</p> <ul style="list-style-type: none"> <li>To identify and move to the pulse with ease</li> <li>To think about the message of songs</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</li> <li>To listen carefully and respectfully to other people's thoughts about the music</li> <li>To describe how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> </ul>	

	<ul style="list-style-type: none"> <li>• To sing in unison</li> <li>• To play a musical instrument with the correct technique in the context of a song</li> <li>• To improvise using instruments in the context of a song to be performed</li> </ul>	
<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Timing, beat, pulse, step, travel, dynamic, balance, unison, perform</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison</p>	
<p style="text-align: center;"><b>Help me at Home by:</b></p> <ul style="list-style-type: none"> <li>• Keeping me active</li> <li>• Taking me to watch sports/TV, talking to me about tactics</li> <li>• Keeping fit with me</li> <li>• Talking about healthy, balanced diets</li> </ul>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <ul style="list-style-type: none"> <li>• Talk to me about the music I hear on radio, TV etc</li> <li>• Listen to different styles of music (hip hop, classical, country)</li> <li>• Share your own musical preferences and why you like them</li> </ul>	
<p style="text-align: center;"><b>Visitors, Visits and Outdoor Learning within the theme:</b></p> <ul style="list-style-type: none"> <li>- Throne of words: Police, more to follow</li> <li>- Walk around local area to identify habits and adaptations of wildlife</li> <li>- Bikeability with Chorley Sports Partnership</li> <li>- World Book Day</li> <li>- Rock Kidz</li> </ul>		