



Limbrick Class St. Joseph's Theme Overview



Spring Two Theme – A Child of our Time

In History, we will be using a range of sources to find out more about the life of children in Chorley in the past. We will be talking to parents and grandparents as primary sources of information to learn about school and leisure time in the past. In our science work we will be learning about forces and in particular magnetism finding out which materials magnetic and how magnetism works at a distance. Our computing and DT work links together to see us designing a toy for a child then creating a voice over for a TV advert for the toy.

Learning Challenge Questions:

How has Chorley changed over the past 60 years?

What was school like 60 years ago?

What did children do for fun in Chorley in the past?

Core Subjects

READING

This half term we will be looking at a wide range of texts including Greek myths, recipes, biographies and various extracts from novels such as The Wild Robot and Fortunately the Milk.

- Read and understand words with the suffix ly.
- Read and understand further exception words: build, describe, library, imagine, promise, ordinary, weight, suppose, recent, natural, address, mention, arrive, occasionally, certainly, probably, experience, reign, history sentence.
- Understand the meaning of new words they meet (provide, occasion, traditional, favouring, submissive, prior, assume, perceived, prestige, maintaining, theory, myth, navy, minotaur, chaos, horizon, limbs, torso, precious, rearranged, essential, ownership, miserable, hauled, sundial, grind, aerodynamics, legend crook, expanded, province).
- Listen to a range of challenging texts.
- Begin to discuss words and phrases that capture the reader's interest.
- Infer how different characters feel.
- Make predictions about what might happen based on the story so far.
- Retrieve information from a text.
- Give opinions about a story.
- Make connections between different stories.
- Identify themes and conventions.
- Ask questions about a text.

WRITING

During the half term we will be writing our own stories based on the legend of The Pied Piper of Hamelin we will then move onto writing a letter of explanation.

NARRATIVE

- Record dialogue using speech bubbles.
- Revise word classes.
- Use a range of adjectives to describe characters.
- Use vocabulary gathered to write sentences including expanded noun phrases.
- Write a description of a character using vocabulary gathered using a range of sentence structures.
- Use a range of conjunctions, adverbs and prepositions to express time, place and cause.
- Begin to use fronted adverbials.
- Use a comma after a fronted adverbial.
- Understand the impact of different sentence structures on the reader.
- Use role play to develop an understanding of dialogue in stories.
- Begin to use inverted commas to mark speech/dialogue and start to understand the rules involving writing dialogue.
- Use The Pied Piper of Hamelin as a basis to plan a story.
- Proof read own writing paragraph by paragraph to check for sense and accurate spellings.
- Join all letters accurately and legibly.

SCIENCE

In this half term's area of science, we will study the physics of forces and specifically, magnetic force.

Scientific Knowledge:

- Notice that some forces need contact between two objects but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles (like and unlike poles).
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Working Scientifically:

- **Comparing** how different things move and grouping them.
- **Raising questions** and **carrying out tests** to find out how far things move on different surfaces.

	<p><u>EXPLANATION</u></p> <ul style="list-style-type: none"> · Use the present perfect form of verbs. · Use apostrophes to show possession. · To write different types of sentence – commands, statements, questions. · Use a range of conjunctions, adverbs and prepositions to express time, place and cause. · Organise writing into paragraphs. · Proof read own writing paragraph by paragraph to check for sense and accurate spellings. · Join all letters accurately and legibly. <p><u>SPELLING</u></p> <ul style="list-style-type: none"> · Words ending in -al · Words ending in -le · Add -ly to root words that end in -le · Add -ally to root words that end in -ic · Add -ly to words which do not follow conventions · Words from the Year 3/4 statutory list 	<ul style="list-style-type: none"> • Gathering and recording data to find answers to their questions. • Exploring the strengths of different magnets and finding a fair way to compare them. • Sorting materials into those that are magnetic and those that are not. • Looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another. • Identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.
<p style="text-align: center;">Key Vocabulary</p> <p>Prefix, suffix, vocabulary, root word, legend, infer, predict, explain, summarise, discuss, pleasure, recipe, biography.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Simple sentence, compound sentence, complex sentence, conjunction, clause, main clause, subordinate clause, comma, inverted commas, paragraph, recount, sequence.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Magnet, magnetic, like and unlike poles, poles, attract, repel, materials, magnetic materials.</p>
<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> · Listening to me read for at least 20 minutes every night. · Reading books to me. · Talking about the books we are reading. · Joining the library so I can have access to even more books. · Talking to me about the books I like. · Completing AR quizzes at home. 	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> · Encourage me to write my own stories based on ones I've already read. · When writing notes/ cards etc encourage me to form my letters correctly. · When reading talk about the plot of stories (beginning, middle, end – what problem did the characters overcome? How did the story end?). · Talk about the language used in the stories I read – encourage me to use these words where appropriate in my own writing. · Talk to me about and encourage me to use the word of the day where appropriate. 	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> · Taking books about magnets out of the library, playing with and discussing magnets, creating magic tricks and games with magnets, testing materials to see if they are magnetic or not.
<p style="text-align: center;"><u>MATHS</u></p> <p>This half term we will build upon our understanding of division and use this in relation to learning about fractions. We will also be learning about measuring mass, volume and capacity.</p> <ul style="list-style-type: none"> · Understand the denominators of unit fractions. 	<p style="text-align: center;"><u>RE</u></p> <p>This half term our units are called Listening and Sharing and Giving All. We will focus on the season of Lent and the celebration of Easter.</p> <p style="text-align: center;"><u>Listening and Sharing</u></p>	

<ul style="list-style-type: none"> • Compare and order unit fractions. • Understand the numerators of non-unit fractions. • Understand the whole. • Compare and order non-unit fractions. • Understand fractions of scales. • Place fractions on a number line. • Count in fractions along a number line. • Find equivalent fractions using a number line. • Use bar models to show equivalent fractions. • Use scales. • Measure mass in grams. • Measure mass in grams and kilograms. • Understand equivalent masses (kilograms and grams). • Compare mass. • Add and subtract mass. • Understand the difference between volume and capacity. • Measure capacity and volume in millilitres. • Measure capacity and volume in litres and millilitres. • Understand equivalent capacities and volumes (millilitres and litres). • Compare capacity and volume. • Add and subtract capacity and volume. 	<ul style="list-style-type: none"> • To ask questions about what they and others wonder about the joys and difficulties of listening and sharing. • To use religious words and phrases to describe the actions and symbols used during the celebration of the Eucharist. • To describe some ways in which Christians share the Good News of Jesus. • To give reasons why Christians want to share God's love with others <p><u>Giving All</u></p> <ul style="list-style-type: none"> • Ask questions about how people give of themselves to others. • Make links between peoples beliefs and how they give of themselves. • Retell some of the stories of Holy Week. • Describe the symbols and actions seen during Holy Weeks. • Makes links between scripture and how Christians believe they should act. • Give reasons for why Christians are kind and generous during Lent. 	
<p style="text-align: center;">Key Vocabulary</p> <p>One whole, divide, equal, fraction, half, halves, quarter, third, tenth, numerator, denominator, decimal, unit fraction, non-unit fraction, volume, capacity, litre, millilitre, mass, gram, kilogram, scales, weigh, weight.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>listening, sharing, Eucharist, Mass, gathering, Liturgy of the Word, Liturgy of the Eucharist, Holy Communion, Good News, ambo</p> <p>Courage, self-giving, Ash Wednesday, Holy Week, prayer, fasting, alms giving, Easter, new life, Resurrection, Sorrowful Mysteries, Gethsemane.</p>	
<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> • Encourage me to mentally find halves, quarters, thirds, fifths, eighths and tenths of amounts by using my division facts. • Encourage me to complete the challenges set for me on Maths Shed. 	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> • Encourage me to attend morning Mass each Wednesday before school. • Discuss what I could give up during Lent and what extra I could do to help others. 	
Foundation Subjects		
<p style="text-align: center;"><u>PHSE</u></p> <p>During the half term we will be learning about families and how each family is different and special.</p> <ul style="list-style-type: none"> • Discuss who is in my family and why my family is special. • Talk about the different types of family. 	<p style="text-align: center;"><u>COMPUTING</u></p> <p>We will be using the D.A.R.E.S process to create our voice overs for a toy advert.</p> <ul style="list-style-type: none"> • Experiment with iMovie discovering how to add pictures and videos. 	<p style="text-align: center;"><u>HISTORY</u></p> <p>This half term we are looking at the changes in Chorley for children since the 1950s. We will be finding out what school was like and what children did during their leisure time.</p> <ul style="list-style-type: none"> • Discuss own experiences of childhood in our locality.

<ul style="list-style-type: none"> Share ideas about what my family has in common. Understand how a family functions. Use the following terms for the function of a family – love, care, provide and protect. Discuss my role within the function of a family and how I can show/do these things. Talk about what to do if there are times when we feel sad or unsafe within our family. 	<ul style="list-style-type: none"> Record audio over pictures or videos. Cut and trim voice recordings where necessary. Add background music to a video at the correct volume. Refine a video and make improvements to it such as adding titles and sound effects. Share a completed video via Seesaw. 	<ul style="list-style-type: none"> Take a walk in the local area noting areas of importance or significance to them. Use maps and photographs to examine how Chorley has changed for children over the past 70 years. Create questions to ask members of the local community about the changes in the area. Interview parents and parents about their childhood. Write a diary about a day in the life of their grandparents was like as children.
<p style="text-align: center;">Key Vocabulary</p> <p>Family, extended family, step family, blended family, same sex family, foster/adoptive family, ethnically diverse family, racially diverse family, nuclear family, single parent family, parent, carer, step parent, grandparent, mum, dad, brother, sister, love, care, protect, provide.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>design, apply, refine, evaluate, share, upload, trim, voice over, edit, audio, video, insert.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>locality, evidence, compare, source, generation, artefacts, recount, heritage, living memory, childhood.</p>
<p style="text-align: center;">Help me at Home by</p> <ul style="list-style-type: none"> Encouraging me to wear safety equipment such as bicycle helmets. Help me to practice make an emergency call. Talk to me about safety around medicine and other household items such as cleaning products. Talk to me about online safety and monitor my online activity. Encourage me to talk about how I feel and things that make me feel unsafe or uncomfortable. 	<p style="text-align: center;">Help me at Home by</p> <ul style="list-style-type: none"> Allow me to experiment with iMovie making my own videos. 	<p style="text-align: center;">Help me at Home by</p> <ul style="list-style-type: none"> Talk to me about what school was like as a child. Show me where you went to school and where you used to play. Look at old photographs from your childhood.
<p style="text-align: center;"><u>PE</u></p> <p><u>Gymnastics</u></p> <p>To demonstrate traveling with control on 4 points</p> <p>To show balances on 2 and 3 points of the body</p> <p>To combine actions of traveling and balance</p> <p>To demonstrate basic rolls with accuracy and control</p> <p>To move from one action to another smoothly</p> <p>To demonstrate jumping and landing safely</p> <p>To create and demonstrate a sequence with a partner</p> <p>To create and demonstrate a sequence with 6 actions</p>	<p style="text-align: center;"><u>MUSIC</u></p> <p>In music this half term we are listening to reggae music with a focus on Three Little Birds by Bob Marley.</p> <ul style="list-style-type: none"> Listen to Three Little Birds and other examples of reggae music and discuss instruments heard, the structure and the style. Discuss how a piece of music makes us feel. Copy rhythms and melodies using bodies and voices. Find the pulse in a piece of music. Understand the importance of warming up our voices. Learn to sing Three Little Birds focusing on staying in time with the pulse and the rest of the group and keeping in tune. Play simple 2 note melodies on glockenspiel to accompany Three Little Birds. Improvise using one or two notes. Compose a simple melody using 3 notes. Record composition using a note grid. 	<p style="text-align: center;"><u>MFL</u></p> <p>This half term we will be learning about the names for different fruits in French and saying if we like or dislike them. We will be revising the masculine and feminine words for ‘a’ and that the word ‘the’ in French can take a plural form.</p> <ul style="list-style-type: none"> Listen attentively to songs about fruit and recognise some of the names of the fruits used. Speak in sentences, using familiar vocabulary, phrases and basic language structures – specifically fruits and using the term J’aime (I like) and Je n’aime pas (I don’t like) Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Sing songs about fruit in French. Read the names of fruits and the phrase ‘J’aime and Je n’aime pas’

<p>To show traveling and balancing actions on apparatus</p> <p><u>Dance</u></p> <p>Can copy movements accurately</p> <p>To work as a team to create a still</p> <p>Can demonstrate unusual movement and keep in time with the music</p> <p>Can perform a well-structured duet</p>	<ul style="list-style-type: none"> · Perform Three Little Birds including both sung part and instrumentation. 	<ul style="list-style-type: none"> · Write simple sentences using the phrase 'J'aime and Je n'aime pas' · Understand the terms feminine and masculine and begin to use the relevant articles in relation to fruits eg une pomme, un kiwi. · Begin to understand plural forms of nouns eg les kiwis
<p>Key Vocabulary</p>	<p>Key Vocabulary</p> <p>pulse, rhythm, structure, reggae, compose, melody, lyrics, dynamics, pitch, style, perform,</p>	<p>Key Vocabulary</p> <p>Une pomme, une fraise, une pêche, une banana, une cerise, une orange, une prune, une poire, un kiwi, un abricot, J'aime....., Je n'aime pas, les...</p>
<p>Help me at Home by:</p> <ul style="list-style-type: none"> · Encourage me to be active and take part in daily exercise. 	<p>Help me at Home by:</p> <ul style="list-style-type: none"> · Talk to me about the music I hear on radio, TV etc. · Listen to different styles of music (hip hop, classical, country). · Share your own musical preferences and why you like them. · Use my iPad to log onto Yumu and create my own music. 	<p>Help me at Home by:</p> <ul style="list-style-type: none"> · Encourage your child to practice their new French phrases and words. · Practicing French by using the Language Angels games.
<p>Visitors, Visits and Outdoor Learning within the theme:</p> <p>A locality walk exploring how the area has change for children. Parents and grand parents to visit the school talking about childhood.</p>		