



# Half Term Overview



## Spring 2

# Willow Class

### English

This half term we will be reading the story *Escape from Pompeii*, a historical fiction story. We will begin by writing noun phrases and prepositional phrases to write a setting description of the street and the harbour. We will be using lots of different reading strategies including role on the wall and zone of relevance to explore the characters, including how their feelings change a write a character description. We will write a description of the moment Mount Vesuvius erupts using powerful vocabulary. We will then become news reporters and interview characters in the story and write our own newspaper recounts about the eruption of Vesuvius. Children will also have daily red rose spelling lessons, handwriting and grammar lessons. Every child will participate in guided reading each week. Our class story is *A Gladiator Stole my Lunchbox*.



### Maths

#### Fractions A

- Step 1 – Understand the denominators of unit fractions
- Step 2 – Compare and order unit fractions
- Step 3- Understand the numerators of non-unit fractions
- Step 4 – Understand the whole
- Step 6 – Fractions and scales
- Step 7 – Fractions on a number line
- Step 8 – Count in fractions on a number line
- Step 9 – Equivalent fractions on a number line
- Step 10 – Equivalent fractions as bar models

#### Mass and Capacity

- Step 1 – Use scales
- Step 2 – Measure mass in grams
- Step 3 – Measure mass in kilograms and grams
- Step 4 – Equivalent masses (kilograms and grams)
- Step 5 – Compare Mass
- Step 6 – Add and subtract mass
- Step 7 – Measure capacity and volume in millilitres
- Step 8 – Measure capacity and volume in litres and millilitres
- Step 9 – Equivalent capacities and volumes
- Step 10 – Compare capacity and volume
- Step 11 – Add and subtract capacity and volume

### Religious Education

**Remember**  
in Year 2,  
we learned:

To make links between the forgiveness Jesus shows at his Crucifixion and the ministry of Jesus.

**Year 3**

**Desert to Garden**

Later, in Year 4, you will learn:

That devotion to God leads a person to do good works.

  

<b>Understand</b>		<b>Discern</b>	
By the end of this unit of study, pupils will be able to:		By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, through:	
1.1	Retell in any form the story of the feeding of the five thousand.	1.1	Wondering about the words of the offertory prayer and the story of Creation.
1.2	Recall the words and actions of Jesus at the last supper and make simple links with his words and actions in the miracle of the loaves.	1.2	Exploring some different cultural practices associated with Holy Week.
1.3	Describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist.	<b>Respond</b>	
1.4	Make links between the story of the Last Supper and the Mass, giving reasons for these links.	During this unit of study, pupils will be invited to respond to their learning, for example by:	
1.5	Recognise that the Church teaches that the Eucharist is the sacrament where God gives himself to communicants as food; they receive the Body of Christ and become ever more united in his Body the Church (CYCDE 74).	1.1	Reflecting on the Catholic belief that Jesus gives himself in Holy Communion.
1.6	Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist.	1.2	Talking about the experience of Mass with Catholics and asking questions about their experiences and feelings. (RVE)
1.7	Give reasons for actions and symbols used in the Mass and make links between beliefs and actions.	1.3	Reflecting on what their learning means for their life. (RVE)




**Key Vocabulary**

Mass sacrament Eucharist

Last Supper communion

## Science

### Forces and magnets

- Can I give examples of pushes and pulls in everyday life?
- Can I compare how objects move on different surfaces?
- Can I name a range of magnets and explain how the poles attract and repel each other?
- Can I observe how magnets attract and repel each other?
- Can I 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?
- Can I investigate the strength of different magnets?

## History

### The Roman's impact of Britain

- Can I explain how the Romans invaded Britain during the reign of Emperor Claudius?
- Can I explain the causes and events of Boudica's rebellion?
- Can I understand how Roman buildings and towns changed Britain?
- Can I describe how life changed in Britain due to Roman settlement?
- Can I understand how the Western Roman Empire fell?
- Can I describe how what it meant to a Roman changed over time?

## Art

### Sculpture and 3D: Abstract Shape

- Can I join 2D shapes to make a 3D structure?
- Can I join materials in different ways when working in 3D?
- Can I develop my own ideas for 3D artwork?
- Can I apply my knowledge of sculpture when working in 3D?
- Can I evaluate and improve my artwork?

## PSHE

### Safety and the changing body

- Can I explain that children have rights and how these benefit them?
- Can I explain the responsibilities adults have for supporting children's rights?
- Can I discuss the benefits of recycling?
- Can I recognise some of the different groups within the local community and how they use local buildings?
- Can I explain how charities support the local community?
- Can I describe how democracy works and how this affects us?
- Can I recognise the need for rules and the consequences of breaking rules?

## Music

### The Dragon Song

- We will use our imagination and be working together as a class to create our own performance of this song
- We will also continue to learn the Ukulele with Mrs. Galea each Friday.

## PE

### Gymnastics

- Can I demonstrate travelling with control on 4 points? Can I show balances on 2 and 3 points of the body?
- Can I show balances with stillness on 1,2,3 and 4 points of the body? Can I combine actions of travelling and balance?
- Can I demonstrate basic rolls with accuracy and control? Can I move from one action to another smoothly?
- Can I demonstrate jumping and landing safely? Can I create and demonstrate a sequence to a partner?
- Can I create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts?
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### NFL Flag Football through Invasion Games

- Can I develop a basic understanding of the key skills involved in Flag Football?
- Can I describe and demonstrate how to grip and throw a football with some accuracy?
- Can I be able to describe and demonstrate how to snap a football and to receive a football (handoff or catch)?
- Can I demonstrate and describe three basic attacking passing routes: hook, slant and fade?
- Can I develop my tactical awareness on offense (attack)? Working towards describing and demonstrating at least three different attacking football?
- Can I show a basic understanding of defensive tactical awareness and defensive skills?
- Can I compete as part of team using the skills developed in previous lessons?

