

- secure the use of the terms active and passive
 - know how sentences can be re-ordered by changing from one to another
 - identify examples of active and passive verbs in texts
 - experiment in transformation from active to passive and vice versa and study the impact of this on meaning
 - consider how the passive voice can conceal the agent of a sentence – for example *the chicks were kept in an incubator*
2. To understand features of formal official language through – for example:
- collecting and analysing examples, discussing when and why they are used
 - noting the conventions of the language – for example, the use of the impersonal voice, imperative verbs, formal vocabulary
 - collecting typical words and expressions – for example, *those wishing to ...; hereby ...; forms may be obtained*
 - the use of the subjunctive in some very formal writing and speech
 - comparing the difference between the structures typical of formal and informal speech or writing – for example, the use of question tags *he's your friend, isn't he?*
 - the impersonal voice

SENTENCE STRUCTURE and PUNCTUATION

3. To revise work on complex sentences:
- identifying main clauses and subordinate clauses
 - ways of connecting clauses
 - constructing complex sentences
 - appropriate use of punctuation
4. To revise work on contracting sentences:
- summary
 - note making

		<p>multiplication of fractions Time, Measure, Scales Data Handling including Pie Charts Angles/Shape</p>
Science	<p>Spring 1</p> <p>Light</p> <p>All Living Things</p> <p>Spring 2</p> <p>Evolution and Inheritance</p>	<p>Spring 1</p> <p>Light</p> <ul style="list-style-type: none"> • To recognise that light appears to travel in straight lines • To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>All Living Things</p> <ul style="list-style-type: none"> • 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 • To give reasons for classifying plants and animals based on specific characteristics. <p>Spring 2</p> <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> •To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <p>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>
History Spring	Britain since 1960	<p>Britain since 1960 – John Lennon</p> <p>Visit to the Beatles Story</p>
Geography Spring	ECO	<p>ECO</p> <ul style="list-style-type: none"> • To chose the best way to collect the information needed and decide the most appropriate units of measure. • To make careful measurements and use the data. • To give extended descriptions of the physical features of different places around the world. • To understand the term sustainable development and use it in different contexts. • To explain how human activity has caused an environment to change. • To name and locate the main canals that link different continents.
Art including focused artist Spring	Andy Warhol	<p>During this Art topic the pupils will be taught:</p> <p>To research the movement of Pop Art in its historical context of the post war, post austerity 1950s and 60s along with the rise in musical and celebrity culture (eg. The Beatles, Elvis Presley, The Who, Marilyn Monroe).</p> <p>To extend and deepen understanding, from Year 1’s initial introduction, of the life and work of Andy Warhol, and of his contemporaries (eg. Roy Lichtenstein, David Hockney)</p> <p>To understand the reasons for and experiment with the media (frequently mixed media)</p>

	<p>Net Games</p> <p>Dance</p>	<p>See lesson plans in Rawmarsh Scheme of Work for guidance – use basic games resources.</p> <ul style="list-style-type: none"> - Skills/tactics taught through tennis ('Solo tennis'). <p>Skills focus:</p> <ul style="list-style-type: none"> - Ground strokes; volleys; choose and use simple tactics. - Ground stroke to volley; select when to move to the net and when to remain at the base line. - Lob; play for the point. <p>See lesson plans 9-16 in Rawmarsh Scheme of Work for guidance.</p> <p>Skills focus, stimulus and Accompaniment.</p> <ul style="list-style-type: none"> - ¼ and ¾ turns on vertical axis; THUNDER AND LIGHTENING; accompaniment – PERCUSSION; TOP Dance 'Sounds Like – Weather forecast. - 'counter balance'; REFUGE; accompaniment –MUSIC; TOP Dance 'Words, Words, Words, - Read All About it'. - Symmetrical and asymmetrical partner pathways'; MATCHED; accompaniment – VOICE AND BODY SOUNDS. - Variety of actions and gestures; RED AND CREAM; accompaniment - MUSIC and SILENCE. - Whole Group Dance.
<p>RE Spring</p>	<p>Celebrating the Eucharist-Why?</p>	<p>Celebrating the Eucharist-Why?</p> <ul style="list-style-type: none"> • Highlight the links between the Last Supper, Passover and Eucharist. • Asking the children what they would like to find out about the celebration of the Eucharist. • Looking at the Eucharist through the 'eyes' of different Christian denominations. • Speaking to clergy and handling artefacts.

	<p>Easter-Who was Jesus? Who is Jesus?</p>	<ul style="list-style-type: none"> • Looking at the words of the service and making the connection to the Last Supper. • Exploring the deeper meaning of the words used in the Eucharist service such as remembrance, holy, sacrifice, mercy, salvation and faith. • Consider how other faiths such as Islam and Judaism have similar/contrasting ways of celebrating their faith. <p>Easter-Who was Jesus? Who is Jesus?</p> <ul style="list-style-type: none"> • Reading Isaiah 9:6-7 and Philippians 2:6-11 • Answering the questions; who was Jesus? And, who is Jesus? - from the point of view of people then followed by asking people today e.g. the Vicar, the Headteacher, a Muslim, a Jew, a person of no faith, a young child, a teenager and so on. • Compare and contrast with other religions and their beliefs. • Exploring the meaning of and reason for the titles of Jesus • Using the Bible stories as evidence to illustrate Jesus' titles and characteristics (look at the importance of the Sabbath in Judaism through relevant stories and compare with Christianity). • Opportunity to express their own thoughts and opinions. • Looking at how the lives of Christians reflect the nature of Jesus
Music	Ensemble- range of instruments	<ul style="list-style-type: none"> • Ensemble- range of instruments
PSHE	Self esteem	<p>During these units pupils will learn to:</p> <ul style="list-style-type: none"> • To develop confidence and skills to cope with change (especially around transition)

	<p>Global issues</p> <p>E-safety</p>	<p>To make pupils aware of ecological problems and their own responsibility towards the environment</p> <ul style="list-style-type: none"> • To raise awareness of local, national and global organisations concerned with social and environmental issues <p>To recognise acceptable and unacceptable behaviour.</p>
Computing	<p>Data Handling</p> <p>Programming and Control</p>	<p>To understand that changing data can improve the efficiency of a data base.</p> <ul style="list-style-type: none"> • Using flexi tree, amend questions to improve the efficiency of a database e.g. asking questions that split the results more evenly. • To use visual programming software to design, plan and create programs which interact with input devices (e.g. keyboard and/or mouse). • To use the program to control the movement and responses of different elements on screen.
MFL	Spring	<ul style="list-style-type: none"> • This term, the children will have the opportunity to revisit, consolidate and build on what they have previously learnt in Autumn Term. During this term, they will also:

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| | | <ul style="list-style-type: none">• Recap and extend how to talk about the weather in French• Revise colours and how to talk about likes and dislikes• Vocabulary related to talking about their family• Revise and extend use of classroom vocabulary• Recap on the 'La Fête des rois'• How the Festival of Easter is celebrated in France and how this is the same or different from how it is celebrated in England.• They will also:• Use familiar vocabulary to say simple sentences to express their opinions and to describe their families, using a language scaffold• Use a bilingual dictionary to broaden their vocabulary, taking account of the gender of the noun and whether it is singular or plural• Begin to say and then write more complex sentences• Become aware of the structure of a sentence in French and how it is similar or different to English• Use a bank of known common phonemes in French to help decode unfamiliar words• Listen and show understanding of more complex sentences, containing familiar vocabulary. |
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