Foxes Spring Two Mid-Term Plan

Maths –

- Calculate with Fractions and decimals
- Understand the link between Fractions, decimals and percentages
- Be able to find percentages of amounts
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English – The Lost Thing

Using the film and text of Shaun Tan's The Lost Thing, children initially engage with the themes of the story and make predictions about its content. They then engage with the story in order to retell the main events to one another. This then leads to a series of innovations upon the story structure and children create their own 'lost things', creating a story plan. In the final part, children write their own lost thing narratives, based upon their story plan.

Science –

Sunglasses

Pupils who are **secure** will be able to:

- Recall key knowledge from previous units.
- Apply knowledge in new contexts.

When working scientifically, pupils who are **secure** will be able to:

- Carry out a full scientific enquiry.

RE –

Life after death

How does the Holy spirit give people hope and faith?

- What does this mean for different people?
- What happens after death?
- How can we link this to the Easter story?

PSHE- Citizenship

Pupils who are **secure** will be able to:

- Understand the need for rules for PSHE lessons.
- Understand the role of pressure groups.
- Understand the value of diversity in society, including significant individuals.
- Understand some environmental issues relating to food and food production.
- Understand the importance of caring for others and that we all have a responsibility to care for things and people around us.
- Understand what rights are and that freedom of expression is one of these rights.
- Understand the basics of how Parliament works, including understanding the different parts of Parliament.

Geography – Why do oceans matter?

Pupils with **secure** understanding will be able to:

- Describe the water cycle.
- Describe how the ocean is used for human activity.
- Explain how the ocean helps to regulate the Earth's climate and temperature.
- Identify the Great Barrier Reef as part of Australia.
- Describe the benefits of the Great Barrier reef.
- Describe how humans impact the oceans and the consequences of this.
- Explain some actions that can be taken to help support healthy oceans.
- Explain which data collection method would be best for marine fieldwork and why.
- Collect data using a tally chart, photographs and a sketch map.
- Safely navigate the fieldwork environment.
- Make suggestions for how to improve a marine environment.
- Present data using a tally chart and pie chart.

DT – Navigating the world

Pupils who are **secure** will be able to:

- Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief.
- Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen.
- Identify errors (bugs) in the code and suggest ways to fix (debug) them.
- Self and peer evaluate a product concept against a list of design criteria with basic statements.
- Identify key industries that use 3D CAD modelling and why.
- Recall and describe the name and use of key tools used in Tinkercad (CAD) software.
- Combine more than one object to develop a finished 3D CAD model in Tinkercad.
- Complete a product pitch plan that includes key information.

Music – Composition – Holi Festival Pupils who are **secure** will be able to: • Suggest a colour to match a piece of music. • Create a graphic score and describe how this matches the general structure of a piece of music. • Create a vocal composition in response to a picture and justify their choices using musical terms. • Create a vocal composition in response to a colour. • Record their compositions in written form. • Work as a group to perform a piece of music.	**Computing – Inventing a product** Pupils who are **secure** will be able to: • Recognise the smaller steps needed to solve a problem within a game. • Describe simple tasks in games where programming is used. • Identify different blocks and explain their basic use. • Create a simple sequence of instructions using at least three different blocks. • Recognise that blocks fit together to form a sequence. • Identify a variety of blocks in MakeCode, demonstrating an understanding of their basic functions. • Understand the sequence of steps involved in representing an algorithm. • Arrange code blocks in the correct order to create a working program. • Identify any errors and debug their code effectively.