

**ROWAN CLASS**

**SPRING II 2023**

**CLASS WORSHIP**

We will continue to explore our school values of the month in February (Friendship) and March (Forgiveness). In doing so, we will reflect on moral values and develop virtues that build character and contribute to academic progress. Class Worship is a time to help pupils appreciate the relevance of faith in today’s world by encountering the teachings of Jesus and the Bible and developing understanding of the Christian belief in God; grow **spiritually** through experiences of **prayer**, **stillness**, **worship** and **reflection**; appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, as well as through the varied liturgical and other traditions, festivals and, where appropriate, the Eucharist; develop skills through engaging in the planning, leading and evaluation of collective worship in ways that lead to improving practice.

**ART:** Looking at antique Greek vases and amphorae, children will plan and and develop ideas for their own design in sketchbooks, then using the coil method to construct their clay pot and using a variety of tools to create patterns on the surface.

**DT:** In groups, children will carefully measure, cut and assemble a variety of ingredients to create their own Greek inspired recipes, and then analyse taste, texture, smell and appearance.

**JIGSAW (PSHCE/RSE):** This half term, we progress to the ‘Healthy Me’ jigsaw piece. This unit will include looking at friendships, balanced diets, physical fitness and keeping safe.

**SCIENCE: EARTH AND SPACE & SOUND**

Please see the separate Knowledge Organisers for further details.

**COMPUTING**

Pupils will explore *creating media* this half term. Additionally, they will access the school laptops to support work in other subjects, such as publishing work in English and research tasks in Science and History. *TTRS* and *Hit the Button* will be used regularly to support multiplication tables in Maths.

**ENGLISH: The Lion, The Witch and The Wardrobe**

CS Lewis’s adventure is one of the most classic

books of all time. Four adventurous siblings - Peter,

Susan, Edmund, and Lucy Pevensie - step through a

wardrobe door and into the land of Narnia, a land frozen in eternal winter and enslaved by the power of the White Witch. But when almost all hope is lost, the return of the Great Lion, Aslan, signals a great change . . and a great sacrifice.

**Week 1 Learning aims:**

* To carry out a character study of CS Lewis.
* To compare the text to the film.
* To review the text/film.

**ENGLISH: The Adventures of Odysseus**

**Weeks 2-3 Learning aims:**

* To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
* To note and developing initial ideas, drawing on reading and research where necessary.
* To consider how authors have developed characters and settings in narrative writing.
* To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

**ENGLISH: Class Assembly Play Script**

**Weeks 4-6 Learning aims:**

* To identify the key features of a play script.
* To prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience.
* To retrieve, record and present information from non-fiction texts (to feed into assembly).

**RE: SALVATION**:

Pupils will focus on Christianity this half term and will consider the key question: ***What did Jesus do to save human beings?***

Pupils will:

\*begin to explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms

\* suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice.

\* make connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus’ example in giving themselves for others

\* weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.

**MUSIC**

**Y4:** This half-term, the children will focus on learning songs about Ancient Greece and performing these in front of an audience. They will also compose the lyrics for a song about space. They will continue to learn about rhythm, dynamics, tempo and notation.

**Y5**: Pupils will explore musical structures such as rhythm, tempo, dynamics and pitch during Brass Band Practice. They will also learn how to improvise with their instrument.

**MATHS**

**Fractions, Decimals and Percentages**

**Y4:** Fractions arise from solving problems, where the answer lies between two whole numbers. Fractions express a relationship between a whole and equal parts of a whole. Children should recognise this and speak in full sentences when answering a question involving fractions. For example, in response to the question “What fraction of the chocolate bar is shaded?” the pupil might say “Two sevenths of the whole chocolate bar is shaded”. Equivalency in relation to fractions is important. Fractions that look very different in their symbolic notation can mean the same thing. Y4 will build on what they learnt in Y3, and will therefore be looking at:

\*unit and non-unit fractions with small denominators \*fractions greater than 1

\*counting in fractions \*finding fractions of a quantity \*calculating quantities \*tenths \*compare and order decimals \*equivalent fractions \*tenths and hundredths as fractions and decimals \*making a whole \*halves and quarters \*adding and subtracting 2 or more fractions \*solving problems linked to fractions and decimals

**Y5:** Representations that may appear different sometimes have similar underlying ideas. For example ¼, 0·25 and 25% are used in different contexts but are all connected to the same idea. Y5 will be learning to:

\*recognise mixed numbers and improper fractions and convert from one form to the other \*write mathematical statements >1 as a mixed number \*calculate fractions of an amount \*count up and down in hundredths and apply this to sequencing decimals \*order and compare fractions and decimals \*find equivalent fractions \*read and write decimals as fractions \*recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents \*linking %, fractions and decimals \*add and subtract fractions \*multiply proper fractions and mixed numbers by whole numbers supported by concrete resources and pictorial representations \*recognise and use % symbol, understanding that it relates to a number of parts per hundred \*solve problems involving numbers with up to three decimal places and those requiring knowledge of percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5, and those fractions with a denominator of a multiple of 10 or 25.

**Multiplication and Division**

**Y4:** Children will

\*multiply two-digit and three-digit numbers by a one-digit number using formal written layout

\* solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

\*divide 2 and 3 digit numbers by 1.

**Y5:** Children will

\*multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers

\* solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

\* divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

**Position & Movement:**

**Y4:** describe positions on a 2-D grid as coordinates in the first quadrant, describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon. Identify lines of symmetry in 2-D shapes presented in different orientations.

**Y5:** identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

**Time:**

**Both years:** read, write and convert time between analogue and digital 12- and 24-hour clocks and solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

**Y5:** complete, read and interpret information in tables, including timetables.

**Volume in Y5:** estimate volume - for example, using 1 cm³ blocks to build cuboids (including cubes) and capacity (for example, using water).

**Money in Y4:** estimate, compare and calculate different measures, including money in pounds and pence.

**HISTORY: ANCIENT GREECE**

Please see the separate Knowledge Organiser for further details.

**FRENCH**

Pupils will be learning about musical instruments,

as well as stating preferences and giving reasons for these.