How are places different around the world?

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|  | Week 1 | Week 2  (World Book Day- 4th March) | Week 3  (Science Week) | Week 4 | Week 5 | Week 6 |
| Reading | Model of Excellence letter from a child in Scotland | The Spider Weaver | The Spider Weaver | Africa Information text | Antarctica  The Rainbow Bear | Antarctica  The Rainbow Bear |
| Writing | Link to Geog- identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time  End of the week- Write a letter to someone in Scotland, describing where we live | Unpicking the language from the Spider Weaver. What makes it a successful story? Label the sections of the story. | SPAG and short burst writing  Plan story (beginning and middle of The Spider Weaver in own words-change appearance of spider.) | Write story (beginning and middle of The Spider Weaver in own words-change appearance of spider.) | Information writing about Antarctica | Information writing about Antarctica |
| Topic (Geography) | Britain -  Name and locate counties and cities of the United Kingdom | Watch video of Ghanaian person about life in Ghana  Research Ghana | Science | Ghana  Compare the UK and Ghana | Antartica  Research Antarctica | Antartica  Compare Antarctica with UK |
| Other curriculum links | History of our local area | Art  Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.  Mix colours effectively. |  | Art  Use watercolour paint to produce washes for backgrounds then add detail.  Watercolour background wash for Ghana bush and then black silhouette for spider/spider weaver. | D&T  Weaving – using paper or wool  Making a spider's web/dream catcher | Art  Experiment with creating mood with colour  Hot and cold colours for Ghana and Antartica |
| Maths | Addition and subtraction | Addition and subtraction | Multiplication and division | Multiplication and division | Length and perimeter | Length and perimeter |
| Computing | Use Seesaw to write a message to teacher at school. | Use internet to research information about Ghana. | Use PPT to create an information document about Corsham. | Continue with PPT on Corsham started last week. | Use Word to type up questions about Antartica. | Whole class – send thank you email to Antartica interviewee. |
| RE | What is Lent?  Assembly on Wed |  |  | **How important is it for Jewish people to do what God asks them to do?**  Do religious people lead better lives?  Is religion the most important influence and inspiration in everyone’s life? |  | Easter  Concept: Salvation  Key Question: Is forgiveness always possible for Christians? |
| Languages | Revision of what we learnt in Term 1 – greetings, colours, food, body parts. Extend to incorporate into simple sentences e.g. asking for something. | | | | | |
| PE | Fitness using Joe Wicks, Yoga and Outdoor activities. | | Dance and Outdoor games using throwing and catching. | | | |
| L4L | I know what can influence how people spend or save | I know I am responsible for my own learning and behaviour | I have thought about why people spend and save | I know the names for male and female body parts | I can take responsibility for what I choose to do | I have thought about how and why my body will change |