

Bitterns - Half Termly Overview – Spring 1 2025 – Time Travel

CORE SUBJECTS (SEE WEEKLY PLANS FOR MATHS AND ENGLISH OUTCOMES)						
	Maths			English	RE (Miss Sanderson)	SCIENCE
	Y2	Y3	Y4	What the Romans Did For Us	Unit 4.5: The Church Are all Churches the same?	
06.01.25	Unit 11 Place Value	Unit 10 Place value, addition and subtraction	Unit 9 Place Value	Children will be able to listen and view a performance and/or film, and provide opinions with reasons. <input checked="" type="checkbox"/> Children will be able to provide responses in writing.	I know not all church buildings are the same but have similar features according to the Christian denomination. I know that Peter and the disciples 'built' the church after the events of Pentecost.	To recognise that we need light in order to see things and that dark is the absence of light. To ask relevant questions and use different types of scientific enquiries to answer them. To make systematic and careful observations. To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
13.01.25	Unit 12 Mass and Volume and Capacity	Unit 11 Multiplication		<input checked="" type="checkbox"/> Children will be able to select, generate and effectively use adverbs for time.	I know that Christianity is a world-wide multi-cultural faith. I know that the Bible gives guidance to the church about behaviour and attitudes.	To recognise that we need light in order to see things and that dark is the absence of light. To notice that light is reflected from surfaces. To gather, record, classify and present data in a variety of ways to help answer questions. To identify differences, similarities or changes related to simple scientific ideas and processes.
20.01.25	Unit 13 Addition and Subtraction		Unit 10 Multiplication	Children will be able to explore texts using a range of active reading strategies and record responses in writing. Children will be able to discuss the characters and events in a script. <input checked="" type="checkbox"/> Children will be able to identify effective use of intonation and expression when reading aloud.	I know that World faiths have different places of worship and the names of those buildings, key features and the worship that takes place there. I know that the Hindu murtis (statues) are expressions of god. They are not worshipped. They are a focus to enhance worship.	To notice that light is reflected from surfaces. To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. To gather, record, classify and present data in a variety of ways to help answer questions. To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
27.01.25	Unit 14 Money	Unit 12 Fractions		Unit 11 Division	<input checked="" type="checkbox"/> Children will be able to prepare scripts to read aloud. <input checked="" type="checkbox"/> Children will be able to read and perform a script. <input checked="" type="checkbox"/> Children will be able to give and receive feedback. <input checked="" type="checkbox"/> Children will be able to respond to feedback to make improvements. <input checked="" type="checkbox"/> Children will be able to use drama techniques to explore character actions and feelings. <input checked="" type="checkbox"/> Children will be able to perform for an audience. Children will be able to identify key features of play scripts.	I know there are similarities and differences between the places of worship they have explored. I know the symbol of light is used across several religions.
03.02.25	Unit 15 Multiplication and Division	Unit 13 Division	Unit 12 Addition and Subtraction		Children will be able to select, generate and effectively use adverbs. <input checked="" type="checkbox"/> Children will be able to identify key events and storyboard the main points. <input checked="" type="checkbox"/> Children will be able to use drama techniques to explore characters and events. <input checked="" type="checkbox"/> Children will be able to develop dialogue. <input checked="" type="checkbox"/> Children will be able to write dialogue using colons.	I know the features of the places of worship can be linked to Holy Scripture and beliefs. I know the Imam is the leader of the Mosque and the local Muslim community.
10.02.	Unit 14 Volume, capacity and mass	Unit 13 Fractions		Children will be able to write a scene(s) including: - adverbs for time. - complex sentences with main and subordinate clauses. - text type features of play scripts.	I know the Rabbi is the leader of the Synagogue. I know Darshan is important to Hindus	ecognise that light from the sun can be dangerous and that there are ways to protect their eyes (and a review of all other Light objectives). Working Scientifically 1. Use straightforward scientific evidence to answer questions or to support findings.



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FOUNDATION SUBJECTS							
	Creative Curriculum		Other curriculum subjects				
	History/Geography	Art/DT	Computing	PE	Music	PSHE	French
06.01.25	To revise the chronological order of some key events in British history with a focus on Roman Britain.	To develop ideas for 3D work through drawing and visualisation in 2D	To think about the different methods of c	To show different ways of how to propel a boccia ball (bean bag) towards a target.	I can copy increasingly challenging rhythms using body percussion and untuned instruments.	Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk.	Je réviser les évènements clés de l'histoire britannique en mettant l'accent sur la Rome antique.
13.01.25	To use secondary sources and photographs to begin to explore Who was Boudica?	To use more complex techniques to shape material	To open and respond to an email. • To write an email to someone from an address book	To demonstrate passing a ball using a swing pass accurately. To use a simple tactic in a game.	I can understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a staff.	Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.	Utiliser des sources secondaires et des photographies pour commencer à explorer qui était Boudica?
20.01.25	To use a range of sources to learn about the significant events in the life of Boudica by answering prepared questions.	To explore how shapes can be formed and joined in wire	To learn how to use email safely	Swimming To demonstrate how run with a rugby ball. To move into a space to receive a swing pass in a game	I can perform with an understanding of simple time signatures.	Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk.	Utiliser une gamme de sources pour apprendre sur les événements importants de la vie de Boudica en répondant à des questions préparées.
27.01.25	To sequence the significant events in the life of Boudica and illustrate.	To consider the effect of how sculpture is displayed	To learn how to use email safely	Swimming o demonstrate running and passing a rugby ball. To use a simple tactic in a game.	I can copy back and improvise a rhythm using varied note lengths and their equivalent rests.	Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.	Classer les événements importants de la vie de Boudica et les illustrer.
03.02.25	To use historical sources to examine the character and appearance of Boudica. To explore a range of portraits of Boudica by different artists and for children to create their own.	To choose and join a variety of materials to make sculpture.	To add an attachment to an email.	To use tactics to outwit an opponent. To evaluate what worked well in a game..	I can hear a note and suggest its length in relation to other notes over a steady pulse.	Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.	Utiliser des sources historiques pour examiner le caractère et l'apparence de Boudica.
10.02.25	To ask and answer historical questions such as: What were the consequences/impact of Boudica's resistance to the Romans? Why do we remember Boudica's resistance to the Romans?	To choose and join a variety of materials to make sculpture.	To explore a simulated email scenario	Swimming To use tactics to outwit an opponent. To evaluate what worked well in a team.	I can identify some pitched note names on the treble staff.	Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).	Poser et répondre à des questions historiques.