



Bitterns - Half Termly Overview – Spring 2 2025 – Time Travel



CORE SUBJECTS (SEE WEEKLY PLANS FOR MATHS AND ENGLISH OUTCOMES)				
	Maths	English Novel on a theme, Recounts (diaries) and Non – Chronological Reports	RE 4.4 - Easter	SCIENCE Light
24.2.25	Capacity and Mass	<p>Novel</p> <p>To write a chapter of a story by chunking the plot and following the structure of a of a well-known novel. (The Iron Man)</p> <p>To recognise adverbial phrases in texts and use them in their own writing.</p>	<p>I know what the word trust means and can name some qualities of a trustworthy person.</p> <p>I can discuss the relationship between trust and loyalty.</p> <p>I understand the word betrayal and the feeling it can cause.</p>	To understand that it becomes dark when the part of Earth where we are is facing away from the Sun.
3.3.25	Addition and Subtraction	<p>Diary</p> <p>To listen to and discuss a range of diaries. To read a range of recounts – diaries.</p> <p>To make predictions about the author of the diary's experiences and feelings.</p> <p>To analyse and evaluate texts looking at language structure and presentation of diaries.</p> <p>Use point end evidence to justify response.</p>	<p>I know stories from the Bible which illustrate Jesus' trustworthiness.</p> <p>I can recognise and describe ways in which Jesus demonstrated his trust for the disciples.</p>	<p>To recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>To understand the terms opaque, translucent and transparent.</p>
10.3.25	2D and 3D Shape	<p>Diary</p> <p>Identify favourite words and phrases which capture the readers imagination.</p> <p>To read and analyse diaries in order to plan and write their own versions.</p> <p>To use the determiner a or an according to whether the next word begins with a consonant or vowel.</p>	I know the incidents of betrayal and trust in the Easter story are significant to the outcome.	To recognise that light from the Sun can be dangerous and that there are ways to protect their eyes.
17.3.25	Position and Direction	<p>Non- Chronological Reports</p> <p>To raise and create quality questions on a topic or theme.</p> <p>To use information films and text to research topics and themes.</p> <p>To identify the main and subordinate clause in a senetnce.</p>	<p>I know that the events of Holy Week and Easter are key to understanding what Jesus came to earth to do – God's salvation plan.</p> <p>I know that Christians believe that they can trust Jesus.</p>	To recognise that shadows are formed when the light from a light source is blocked by an opaque object.
24.3.25	Fractions	<p>Non – Chronological Reports</p> <p>To find specific information in nonfiction texts using features such as themed paragraphs, sub-headings, labelled diagrams, pictures and captions.</p> <p>To use a planning structure and write key facts into the relevant sections.</p> <p>To be able to construct sentences using a range of conjunctions.</p>	No RE lesson due to High Borrans Outdoor Educational Centre visit.	To find patterns in the way that the size of shadows change.
31.3.29	Time Area and statistics	<p>Non – Chronological Reports</p> <p>To publish an information poster including appropriate text features for non-chronological reports.</p> <p>To use a variety of sentence structures for interest and effect.</p> <p>To use the suffix 'ous' and understand the meaning of words 'ous' words.</p>	I know that being forgiven by God and forgiving others is a key teaching in sacred scriptures across World Faiths.	To find patterns in the way that the size of shadows change.



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FOUNDATION SUBJECTS							
	Creative Curriculum		Other curriculum subjects				
	History/Geography Settlements	Art/DT Structures	Computing Graphing	PE Dance and Swimming	Music	PSHE	French
24.2.25	I can name and recognise the key features of villages, towns and cities.	I can create a range of different shaped frame structures. I know what the structure (pavilion) is used for.	I can set up a graph with a given number of fields. Children can enter data for a graph.	Pupils can copy movements accurately and can work as a team to create a still, connected shape with their bodies. Pupils can articulate their ideas well. Swimming	<ul style="list-style-type: none"> I understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols. These symbols can be written on a staff, helping us to remember what we are going to sing and play. 	Children can : Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.	I can talk about forms of transport.
3.3.25	I can locate and identify villages, towns and cities in atlases and on ordnance survey maps.	I can design a pavilion structure and create a footprint for my build.	Children can produce and share graphs made on the computer. Extension: Children can select most appropriate style of graph for their data and explain their reasoning.	Pupils can suggest verbs (actions) to taking from the chapter and can be perform their own interpretation of these. They can teach a movement to others. Swimming	<ul style="list-style-type: none"> I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music. 	Children will: Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these.	I can ask questions and talking about where you're going and how you get there.
10.3.25	I can describe and explain some of the reasons why settlements are established and grow.	I can build a frame structure.	Children have solved a maths question using graphing	Pupils can demonstrate unusual movement and can keep in time with others and the music. Swimming	<ul style="list-style-type: none"> I can copy back simple patterns aurally and visually, following basic notation I can improvise using simple patterns that include basic rhythms. 	Children will: Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process.	I can talk about plans for a trip.
17.3.25	I can use old ordnance survey maps and photographs to identify some changes in the local area.	I can build a frame structure.	Children can present the results in a range of graphical formats.	Pupils will perform a well-structured duet which expresses character and explores patterning and timing. Swimming	<ul style="list-style-type: none"> I can move in time with a steady beat. I know the pulse or beat of the music is like a heartbeat that doesn't stop. 	Children will: Define the word influence; Recognise that reports in the media can influence the way they think about a topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.	I can use words and simple phrases for buying tickets at the station.
24.3.25	I can use ordnance survey maps to identify some reasons why my local town grew and compare it to another town.	No D and T lesson due to High Borrans Outdoor Educational Centre visit.	No computing lesson due to High Borrans Outdoor Educational Centre visit.	Pupils perform all dances created in the scheme, in a well-organised structure using teamwork skills and character. Swimming	No music lesson due to High Borrans Outdoor Educational Centre visit.	Children will: Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions.	
31.3.25	I can design a settlement that would be good for the future.	I can present and pitch my pavilion to my friends and evaluate my D and T project.	Children can use the sorting option to make analysis of their data easier. Extension: Children can select most appropriate style of graph for their data and explain their reasoning.		<ul style="list-style-type: none"> I can recognise various notes and equivalent rests on a staff and understand their note values. I can identify the position of some notes on a staff. 	Children will: Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.	