

TEACHER	CLASS	TERM
<p><b>CONTEXT FOR LEARNING/DAZZLING START</b></p> <p>This term the Lion's den will be transported to Hogwarts and all our lessons will be based around the wizarding world of Harry Potter. During the half term an owl dropped by bunch of letters from Hogwarts! What house will the children be put into?</p>	<p><b>THEME</b> Our Wizarding World</p>	<p><b>CLASS READERS</b>            Julia Donaldson Poems to Perform            Harry Potter and the Chamber of secrets</p>
<p><b>CORE CONCEPTS</b>  <b>ENGLISH – KEY TEXTS:</b> Harry Potter (fiction), Gringotts bank (poetry).</p> <p><b>WRITING</b>  <b>Fiction-</b> Harry Potter (Rags to riches)            The children will explore a condensed version of the wonderful story of Harry Potter. We will explore J.k Rowling's writing in great depth, focusing on how she describes settings and advances the story with dialogue. The pupils will use all the skills they have learnt this year to create cohesion in their writing and begin to explain why they made certain grammar, vocabulary and punctuation choices in their writing. As always, the pupils will spend time editing and evaluating their writing with the support of their peers.</p> <p>In our poetry unit the class will be writing their own poem warning thieves not to enter Gringotts bank. To do this they will use figurative language and rhyming couplets to create a memorable poem. We will also work on our poetry performance skills within this unit.</p> <p><b>READING</b>            During guided reading the class will be focusing on maintaining positive attitudes when reading a range</p>	<p><b>PROJECTS</b></p> <p>As <b>SCIENTISTS</b> we will:</p> <ul style="list-style-type: none"> <li>• Identify materials.</li> <li>• Describe materials' properties.</li> <li>• Identify thermal and electrical conductors and insulators.</li> <li>• Identify materials that are soluble or insoluble in water.</li> <li>• Follow instructions to separate mixtures.</li> <li>• Identify irreversible changes.</li> <li>• Predict what will happen in an investigation.</li> <li>• Make observations.</li> </ul> <p>As <b>ARTISTS</b> we will be taking inspiration from Van Gough to create some iconic images from Harry Potter in the style of Van Gough.</p> <p>As <b>GEOGRAPHERS</b> we will be exploring everything between the two poles. We will explore the differences between two countries.</p> <p>As <b>DIGITAL USERS</b>            In term 5 we will work on our coding and programming skills, using scratch online. The children will be creating a scene from our story map 'Harry Potter'. They will then use all the skills they learnt from this process to create a fully animated Harry Potter game!</p>	<p><b>VISIT/VISITOR/OUTDOOR LEARNING</b>            We will have a visit from a special guest...</p> <p><b>RELIGIOUS EDUCATION</b> In R.E we will be exploring moral choices this term as well as thinking about what does it mean to belong to a religion (Christianity).</p> <p><b>MUSIC</b> Mrs Munro will be helping us get musical once a week but we will also have plenty of opportunities to get musical in lessons and during assemblies.</p> <p><b>FRENCH</b> Pascale will teach us how to talk about our appearance and other people appearance.</p> <p><b>PHYSICAL EDUCATION</b>            As the class loved the work we did with our cricket coach so much, we will be continuing to work on our cricket skills as well as doing athletics, now the weather is slightly warmer.</p> <p><b>PSHE and SCHOOL VALUE</b> In PSHE            In PSHE this term we will be looking at relationships.</p> <p><b>PURPOSE FOR LEARNING/FANTASTIC FINALE</b>            If the class can earn enough house points, they will have a special Harry Potter themed treat at the end of term!</p>

of fiction, non-fiction, plays and poems. Participating in discussions about books, building on their own ideas and others' ideas – challenging views courteously and finally, providing reasoned justifications for their views.

The children will also work on developing their summarising skills by writing a precis for a paragraph in Harry Potter.

### **SPELLING**

This term in spelling we will be looking at adding suffixes and prefixes to root words and the spelling rules that go with this process.

### **MATHS**

In maths this term we will finish our work on equivalent fractions, decimals and percentages. We will then move on to looking more closely at decimals, including in context such as money and measurement. After our work on decimals is complete, we will move on to properties of shape, where we will:

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- And revisit any misconceptions from their prior shape knowledge.

Problem solving will be the focus of No Nonsense maths this term. To do this we will look at some

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Learning together, learning forever

<p>problems on WhiteRose Problem a day resource as well as previous assessment questions.</p>		
<p>CURRICULUM DRIVERS – HOW WILL WE BUILD THIS CURRICULUM AROUND....?</p>		
<p><b>CURIOSITY</b> We will demonstrate curiosity across all our lessons by being openminded to all learning opportunities.</p>	<p><b>ENTERPRISE</b> The children will have to use their enterprising skill to think about how they will combine the style of Van Gough with the famous images in Harry Potter during this term.</p>	<p><b>CITIZENSHIP</b> The class will demonstrate good citizenship by considering the relationships they have inside and outside of the school in PSHE this term.</p>



## ST MARY'S CE PRIMARY SCHOOL

### CURRICULUM DRIVERS 2018

**Curiosity** is a quality related to inquisitive thinking such as exploration, investigation, and learning, evident by observation in humans and other animals.

1. When you are **curious** about something, your mind expects and anticipates new ideas related to it. When the ideas come they will soon be recognized. Without curiosity, the ideas may pass right in front of you and yet you miss them because your mind is not prepared to recognize them. Just think, how many great ideas may have lost due to lack of curiosity?
2. **It opens up new worlds and possibilities**  
By being **curious** you will be able to see new worlds and possibilities which are normally not visible. They are hidden behind the surface of normal life, and it takes a curious mind to look beneath the surface and discover these new worlds and possibilities.
3. **It brings excitement into your life**  
The life of **curious** people is far from boring. It's neither dull nor routine. There are always new things that attract their attention, there are always new 'toys' to play with. Instead of being bored, curious people

**Citizenship** is being aware of and understanding the wider world - and their place in it. Good citizens take an active role in their community, they communicate with clarity, reason and respect, working with others to make our planet more equal, fair and sustainable.

An **enterprising** person is one who comes across a pile of scrap metal and sees the making of a wonderful sculpture. An **enterprising** person is one who drives through an old decrepit part of town and sees a new housing development. An **enterprising** person is one who sees opportunity in all areas of life.

To be **enterprising** is to keep your eyes open and your mind active. It's to be skilled enough, confident enough, creative enough and disciplined enough to seize opportunities that present themselves...regardless of the economy.

A person with an **enterprising** attitude says, "Find out what you can before action is taken." Do your homework. Do the research. Be prepared. Be resourceful. Do all you can in preparation of what's to come.

**Enterprising** people always see the future in the present. **Enterprising** people always find a way to take advantage of a situation, not be burdened by it. And **enterprising** people aren't lazy. They don't wait for opportunities to come to them, they go after the opportunities. **Enterprise** means always finding a way to keep yourself actively working towards your ambition.

**Enterprise** is two things. The first is **creativity**. You need creativity to see what's out there and to shape it to your advantage. You need creativity to look at the world a little differently. You need creativity to take a different approach, to be different.

What goes hand-in-hand with the creativity of **enterprise** is the second requirement: the **courage** to be creative. You need courage to see things differently, courage to go against the crowd, courage to take a different approach, courage to stand alone if you have to, courage to choose activity over inactivity.

And lastly, being **enterprising** doesn't just relate to the ability to make money. Being **enterprising** also means feeling good enough about yourself, having enough self-worth to want to seek advantages and opportunities that will make a difference in your future. And by doing so you will increase your confidence, your courage, your creativity and your self-worth—your **enterprising** nature.

Jim Rohn

## ST MARY'S CE PRIMARY SCHOOL CURRICULUM BALANCE

COMMUNICATION	UNDERSTANDING AND CELEBRATING DIVERSITY	APPRECIATION AND ACCESS TO THE ARTS	HEALTH	ASPIRATION	MATHEMATICAL FLUENCY
<b>ENGLISH</b>  Speaking  Listening  Writing – for an audience and a purpose  Clear Transcription  Accurate spelling, G&P  Reading - for purpose and pleasure	HISTORY	MUSIC	SCIENCE  Observing hypothesising, investigating looking for evidence	LOCAL AREA – TIMSBURY, BATH AND BRISTOL	<b>MATHS</b>  Understanding, using and applying the number system  Calculating and reasoning Fluent recall of number facts
	GEOGRAPHY	ART	SPORT and EXERCISE	UK AND GLOBAL AWARENESS	
	CULTURAL VISITS/EXHIBITS	DANCE	PLAY and OUTDOOR LEARNING	TECHNOLOGY	<b>COMPUTING</b>
DRAMA	THRIVE/FOOD	LIVE PERFORMANCE	FOOD/THRIVE		
LANGUAGE AND CULTURE		RESIDENTIAL VISITS AND CURRICULUM TRIPS	EXTRA-CURRICULAR ACTIVITIES AND COMMUNITY EVENTS	FUTURES/CAREERS	
PERSONAL, SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT LIVING CHRISTIAN VALUES			MAKING CHOICES SRE	RELIGIOUS EDUCATION	