

Term	Topic	Leonardo Da Vinci					
Spring Term 2		<b>Wk1: 19/02</b>	<b>Wk2: 26/2</b>	<b>Wk3: 05/3</b>	<b>Wk4: 12/3</b>	<b>Wk5: 19/5</b>	<b>Wk6: 26/5 *3 days</b>
	<b>Topic Focus (Art)</b>	To understand who Leonardo da Vinci was and what he was famous for during the Renaissance.	To explore Leonardo da Vinci's use of perspective and composition in his religious paintings.	To explore and understand how to use Leonardo da Vinci's drawing techniques.	To create portraits in the style of the Mona Lisa	To explore inventions designed by Leonardo da Vinci.	To design an invention and sketch it in the style of Leonardo Da Vinci.
	<b>English</b>	<b>Biography and Autobiography:</b> * Features of the text type - looking at examples * Fronted adverbials and the use of a comma to mark * Progressive and perfect tenses * Reading comprehension and study into the life of LdV * Revision of the use of formal and passive voice * Looking at obituaries and writing their own!  <b>BIG WRITES:</b> 1) Write their own obituaries - using biographical skills taught. 2) Write a biography about Leonardo da Vinci.		<b>Recount:</b> * Use of informal language to show a change in register- writing in spoken language rather than formal * Looking at and studying Mona Lisa and the myths around her * Drama - who was Mona Lisa and what was she thinking * Use of pronouns, including possessive pronouns * Use of the apostrophe, including for possession  <b>BIG WRITES:</b> 1) A diary entry from the perspective of either LdV or Mona Lisa detailing the events when she was sitting for the portrait. 2) Write a newspaper article about an event in LdV's life that we have studied.		<b>Explanations:</b> * Features of the text type - boxing out the text and annotating. * Punctuation of parenthesis - revision of the different methods * Revision of the use of colons and semi-colons * Reading comprehension using explanations.  <b>BIG WRITES:</b> 1) To write an explanation of a design that they have thought about	
<b>Maths</b>	<b>Place Value</b> * Rounding to degrees of accuracy * Place value of large numbers (10million) and decimals - up to 3 decimal places * Negative numbers * Calculate the area of parallelograms and triangles (KS)	<b>Revision of Four Operations</b> * Revise main methods of calculation, including large numbers and decimals - multiply multi-digit numbers up to 4 digits by a two-digit whole number - divide numbers up to 4 digits by a two-digit whole number and interpret remainders as whole number remainders, fractions, or by rounding * Problem solving with the four operations * Reasoning with the four operations. * Recognise when it is necessary to use formulae for area and volume of shapes (KS) * Solve problems involving the calculation and conversion of units of measure, using decimal notation to 3dp where appropriate(KS)			<b>Fractions, Decimals and Percentage equivalence</b> * associate a fraction with division and calculate decimal fraction equivalents for a simple fraction * Revise finding % of an amount * To interpret and construct pie charts and line graphs and use these to solve problems (KS)		<b>Measures and conversions of measures</b> *solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate * use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places * convert between miles and kilometres * To read conversion graphs (KS) * To calculate and interpret the mean as the average (KS)



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	<b>Science - Evolution and Inheritance</b>	<b>Inheritance</b> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents in the context of inheritance.	<b>Adaptation</b> Identify how animals and plants are adapted to suit their environment in different ways in the context of environmental variation.	<b>Theory of Evolution</b> Identifying scientific evidence that has been used to support or refute ideas or arguments; Identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin and Wallace.	<b>Evidence for Evolution</b> Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of plants and animals.	<b>Evidence for Evolution: Humans</b> Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of human beings.	<b>Adaptation, Evolution and Human Intervention</b> Identify how adaptation may lead to evolution by examining the advantages and disadvantages of specific adaptations and the role of human intervention in the process of evolution.
	<b>Computing</b>		<b>What Makes a Good Website?</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content by evaluating websites.	<b>Website Structure and Design</b> Use good websites as a basis for designing a structure of their own website	<b>Link It All Together</b> Making hyperlinks to connect to other pages and other websites.	<b>Searching for Images</b> Evaluating digital content by searching for creative commons images and attributing them.	<b>Publishing the Site</b> Completing and publishing the website.
	<b>Art/D&amp;T</b>	Lessons looking into how to sketch and draw the face and then parts of the face - making sketches of eyes, drawing hair etc.			Children use skills to sketch and then paint their portraits in the style of the Mona Lisa		Children make annotated sketches of their inventions, in the style of LdVinci.
	<b>PE</b>	Unit of OAA (Outdoor and Adventurous Activity)					
	<b>Music The History of Music</b>	<b>The Baroque Period</b> Back, Handel and Vivaldi	<b>The Classical Period</b> Mozart and Beethoven	<b>The Romantic Period</b> Tchaikovsky and Chopin	<b>The Late Romantic Period</b> Strauss and Elgar	<b>Popular Music - Who is the inspirational musicians in our time?</b>	

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	French	To know how to ask and answer when your birthday is and whether you have pets.	To know how to ask and talk about brothers and sisters. Re-cap verb tables from last half term.	To know how to ask and talk about where you live. To talk about places in a town.	To be able to give directions.	To be able to talk about rooms in a school. Re-cap classroom objects.	Revision.
	RE Do all religions view God in the same way?	How do Humanists view God?	How do Tribal religions view God?	How do Atheists view God?  Compare Humanist, tribal religion and Atheist views on God. Answer inquiry question.			
	PSHE				<u>Good to be me:</u> * Understand feelings * Manage feelings	<u>Good to be me:</u> * Standing up for myself * Making choices	Good to be me: revision and final session.