






# A window into our plans for learning: Half termly planner Spring 2

| Curriculum year A | Theme                          | Learner values<br>UNESCO link  | Descriptor - An Inquiry into..... | Central Idea                                     | Lines of Inquiry & Key Concept  | related concepts                               |
|-------------------|--------------------------------|--|-----------------------------------|--|---|--|
|                   | Where we are in place and time |  <br>Gender equality  | Personal Histories                | Humans are a sum of their experiences and values | 1. How heritage can influence values and ethos (Function)<br>2. How religion may both connect and divide people (Causation)<br>3. The role of diversity in the development of communities (Perspective) | Diversity<br>Religion<br>Heritage<br>Tradition |

|            |   |            |   |                          |   |
|------------|---|------------|---|--------------------------|---|
| Core Texts |     | Humanities | Rivers and the water cycle  | Music                    | Rhythm 1  |
| English    | Spellings Homophones and near homophones<br>Adding the prefix bi-, re-<br>Words ending in the g sound spelt gue and the k sound spelt -que<br><br>GAP: Adverbs, Prefixes: in-, Suffixes: -ation,<br>Coordination conjunctions,<br>Organisational devices<br><br>Writing Genre: Narrative, Diary | Cooking    | <u>Healthy Eating</u><br>Know and talk about different foods depending on occasion and lifestyle. | PE                       | Athletics   |
| Maths      | Fractions<br>Mass and Capacity  | Art & DT   | Paint, cloth, Thread  | PSHRE and British Values | <u>Managing Feelings:</u><br>Identifying and Expressing Feelings  |
| Science    | Forces<br>Contact and non-contact forces  | Computing  | <u>Data and information</u><br>Branching databases  | Careers                  | <u>Creating Opportunities/ the Big Picture</u><br>Identifying tools needed for tasks<br>Leaving carer independently |