**Harry Potter and the Philosopher’s Stone**

**Green tasks could be completed in school or at home**

**Purple tasks demonstrate IDL**

Please note that these are **suggestions** and by no means prescriptive. Teachers are welcome to use and adapt plans and resources to suit their needs.

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| **Suggested Blocks of Learning (Chapters)** | **Suggested In School Activities** | | **Suggested At Home Activities** | **CfE Experiences and Outcomes** |
| 1.The Boy Who Lived  <https://drive.google.com/drive/folders/1rMWpMXHpebNx50Ql0VTXMFC46gN2UWG-?usp=sharing> | **IDL opportunity (at school or at home)**  Visualisers of Mr. and Mrs. Dursley  (LIT 2-14a) (EXA 2-04a)  <https://drive.google.com/file/d/1NTkq2wAIGAd_IvdMNkM-9EwnKQt_VRPI/view?usp=sharing> | | | Writing  Using what I know about the features of different types of texts, I can find, select and sort information from a  variety of sources and use this for different purposes.  LIT 2-14a  Art  Through observing and recording from my experiences across the  curriculum, I can create images and objects which  show my awareness and recognition of detail.  EXA 2-04a |
|  | **IDL opportunity (at school or at home)**  Visualiser of Dumbledore  (LIT 2-14a) (EXA 2-04a)  <https://drive.google.com/file/d/1swuZH_cCSGVNbMdMxv_czjg4s-yRpb_b/view?usp=sharing> | | | Writing  Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.  LIT 2-14a  Art  Through observing and recording from my experiences across the  curriculum, I can create images and objects which  show my awareness and recognition of detail.  EXA 2-04a |
|  | Lots of people were seen around London wearing long cloaks. Design your own cloak and write a brief description explaining what it is made of and detail you have added  (EXA 2-03a) | | | Art  I can create and present  work that shows developing  skill in using the visual  elements and concepts.  EXA 2-03a |
|  | The news reported there had been lots of owls flying overhead and lots of shooting stars seen. Sketch and colour what this might look like.  (EXA 2-04a) | | | Art  Through observing and  recording from my  experiences across the  curriculum, I can create  images and objects which  show my awareness and  recognition of detail.  EXA 2-04a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/1wvdZZRrb5ECdeFR3crI_wTlzGeJQ4BTC/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 2.The Vanishing Glass  <https://drive.google.com/drive/folders/1FI1OWh32LKk-vdfEiBd9DQZyaLXIYnKk?usp=sharing> | Mantelpiece photos – read description from P19 and draw Dudley as a baby and now. Sketch a ‘snapshot’ of yourself as a baby and then now.  (EXA 2-03a)  <https://drive.google.com/file/d/1Q19ZGUD42pJtF_BjVlSMjpmF2EBSYqlG/view?usp=sharing> | | | Art  I can create and present  work that shows developing  skill in using the visual  elements and concepts.  EXA 2-03a |
|  | **IDL opportunity (at school or at home)**  Visualiser of Harry Potter  (LIT 2-14a) (EXA 2-04a)  <https://drive.google.com/file/d/1HiijSHRBce_gZRmIkN9iK1_HvHwv8pLc/view?usp=sharing> | | | Writing  Using what I know about the features of different types of texts, I can find, select and sort information from a  variety of sources and use this for different purposes.  LIT 2-14a  Art  Through observing and recording from my experiences across the  curriculum, I can create images and objects which  show my awareness and recognition of detail.  EXA 2-04a |
|  | **IDL opportunity (at school or at home)**  Visualiser of Dudley  (LIT 2-14a) (EXA 2-04a)  <https://drive.google.com/file/d/1qJPW0KD6nIgYvDa9qhHkzpHsgnp5jv4o/view?usp=sharing> | | | Writing  Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.  LIT 2-14a  Art  Through observing and recording from my experiences across the  curriculum, I can create images and objects which  show my awareness and recognition of detail.  EXA 2-04a |
|  | Have you ever been to the zoo before? Describe your visit. (discussion, written task or both)  (LIT 2-09a) (ENG 2-30a) | | | Listening and Talking  When listening and talking  with others for different  purposes, I can:  • share information,  experiences and  opinions  • explain processes and  ideas  • identify issues raised and  summarise main points  or findings  • clarify points by asking  questions or by asking  others to say more.  LIT 2-09a  Writing  As I write for different  purposes and readers, I can describe and share my  experiences, expressing  what they made me think  about and how they made  me feel.  ENG 2-30a |
|  | **IDL opportunity (at school or at home)**  The Dursley’s, Harry and Dudley’s friend Piers went to the zoo for Dudley’s birthday. Dudley and Piers wanted to see cobras and pythons but instead saw a boa constrictor. Research different types of snakes and create a factfile based on your findings to present to others. Alternatively, research a zoo animal of your choice and create a factfile based on your findings to present to others.  (TCH 2-02a) (LIT 2-24a) (LIT 2-26a) | | | Digital Literacy  I can use digital  technologies to search,  access and retrieve  information and am aware  that not all of this  information will be  credible.  TCH 2-02a  Writing  I consider the impact that  layout and presentation will have and can combine  lettering, graphics and other features to engage my reader.  LIT 2-24a  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/1nKkOiBe1eXTvRofTcVRg3__3Z8OE7uN1/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 3.The Letters from No One  <https://drive.google.com/drive/folders/1Menczgd59LkzZ4NynMApclX5XjftKNUx?usp=sharing> | Prediction – Who is it? Who could be outside and why do they want to come in?  (LIT 2-09a)  <https://drive.google.com/file/d/1lmIDP2jQg51ehVGrbg07aPBSC0SDKm1B/view?usp=sharing> |  | | Listening and Talking  When listening and talking  with others for different  purposes, I can:  • share information,  experiences and  opinions  • explain processes and  ideas  • identify issues raised and  summarise main points  or findings  • clarify points by asking  questions or by asking  others to say more.  LIT 2-09a |
|  | **IDL opportunity (at school or at home)**  What are ‘knickerbockers’? Research and explain.  (TCH 2-02a) (LIT 2-06a) (LIT 2-28a) | | | Digital Literacy  I can use digital  technologies to search,  access and retrieve  information and am aware  that not all of this  information will be  credible.  TCH 2-02a  Listening and Talking  I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a  Writing  I can convey information,  describe events, explain  processes or combine ideas in different ways.  LIT 2-28a |
|  | The mysterious letters keep on coming! If you were Uncle Vernon, what would you do to try and escape them?  (LIT 2-28a)  <https://drive.google.com/file/d/1WQQIsCGLPRgp3sM1_Fws-H4-NC2IVyQY/view?usp=sharing> | | | Writing  I can convey information,  describe events, explain  processes or combine ideas in different ways.  LIT 2-28a |
|  | Comprehension (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/1mD_vjfvubW8eBrYQVJt6PYjOXJbyqsZm/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 4.The Keeper of Keys  <https://drive.google.com/drive/folders/199tIsqIta4VOHcil-aQVeLgiGM9IKhGo?usp=sharing> | Write a chocolate or birthday cake recipe.  (LIT 2-26a) | | | Writing  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these  in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a |
|  |  | | Can you follow the steps to bake the cake?  (TCH 2-04a) | Food Technology  I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a |
|  | Similes introduction – PowerPoint – *“…glinting like beetles…”* (P50) *“…exploded in Harry’s head like fireworks.”* (P56) – write your own  (ENG 2-27a)  <https://drive.google.com/file/d/1tO0Hxy_gXVZL8w0uP5a2FvndvfdYSBCe/view?usp=sharing> | |  | Writing  I am learning to use  language and style in a way which engages and/or  influences my reader.  ENG 2-27a |
|  | Figurative writing task sheet (linked to similes and metaphors)  (ENG 2-27a)  <https://drive.google.com/file/d/1xIHRa-3LP2Cxx-gti1FwBOU80mqvaR5G/view?usp=sharing> | | | Writing  I am learning to use  language and style in a way which engages and/or  influences my reader.  ENG 2-27a |
|  | Muggle is the name given to non-magic ‘folk’ – can you make up some more possibilities?  (LIT 2-25a) | | | Writing  I can use my notes and other types of writing to help me understand information and  ideas, explore problems,  make decisions, generate  and develop ideas or create new text.  LIT 2-25a |
|  | Prediction – List some possibilities as to why Hagrid might have been expelled from Hogwarts in his third year?  (LIT 2-26a)  <https://drive.google.com/file/d/1_Si7rMPEBLl5x9lhLjWYwaJZ0NBDHwvf/view?usp=sharing> | | | Writing  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these in an appropriate way for my purpose and use suitable  vocabulary for my audience.  LIT 2-26a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/1J5jCDM5Rv5DHlgSYv-L2NVHNtg5o8Hhf/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 5.Diagon Alley  <https://drive.google.com/drive/folders/10AsVpN215K0e5gRViEOi6eXuFvSkf9j7?usp=sharing> | On P71 there’s a list of things students need for Hogwarts. Imagine there was a new student arriving at our school. Write a list of things you would recommend the student got.  \*\*Could research the cost of items on the list and create some maths questions for others\*\* (This then becomes an IDL opportunity)  (LIT 2-25a) (TCH 2-02a) (MNU 2-09a) | | | Writing  I can use my notes and other types of writing to help me understand information and  ideas, explore problems,  make decisions, generate  and develop ideas or create new text.  LIT 2-25a  Digital Literacy  I can use digital  technologies to search,  access and retrieve  information and am aware  that not all of this  information will be  credible.  TCH 2-02a  Money  I can manage money,  compare costs from different  retailers, and determine what  I can afford to buy.  MNU 2-09a |
|  | **IDL opportunity (at school or at home)**  Goblin Visualiser  (LIT 2-14a) (EXA 2-04a)  <https://drive.google.com/file/d/1qWVbZAf_47JyqRPGtBrM30yElscXgklw/view?usp=sharing> | | | Writing  Using what I know about the features of different types of texts, I can find, select and sort information from a  variety of sources and use this for different purposes.  LIT 2-14a  Art  Through observing and recording from my experiences across the  curriculum, I can create images and objects which  show my awareness and recognition of detail.  EXA 2-04a |
|  | **IDL opportunity (at school or at home)**  Find and explain the difference between stalagmite and stalactite  (SCN 2-17a) (SCN 2-18a) (TCH 2-02a) | | | Science  Having explored the  substances that make up  Earth’s surface, I can  compare some of their  characteristics and uses.  SCN 2-17a  I have investigated different  water samples from the  environment and explored  methods that can be used to clean and conserve water and I am aware of the properties and uses of water.  SCN 2-18a  Digital Literacy  I can use digital  technologies to search,  access and retrieve  information and am aware  that not all of this  information will be  credible.  TCH 2-02a |
|  | Calculating costs  (MNU 2-09a)  <https://drive.google.com/file/d/12nVJTO-wBI6XLWjj44bg1du9h4EwLk_B/view?usp=sharing> | | | Money  I can manage money,  compare costs from different retailers, and determine what I can afford to buy.  MNU 2-09a |
|  | Galleons, Sickles and Knuts – converting costs (‘Gringotts Maths’, ‘Money’, ‘Magical Money’ and ‘Wizarding Money’ sheets)  (MNU 2-09a) (MNU 2-09b)  <https://drive.google.com/drive/folders/1QmBCVAzc0-CWJfvQOSAIwH0Qf_NLwf5A?usp=sharing> | | | Money  I can manage money,  compare costs from different retailers, and determine what I can afford to buy.  MNU 2-09a  I understand the costs,  benefits and risks of using  bank cards to purchase  goods or obtain cash and  realise that budgeting is  important.  MNU 2-09b |
|  | **IDL opportunity (at school or at home)**  Draw and label a map of Diagon Alley – include the Leaky Cauldron, Gringotts, Madam Malkin’s, Flourish and Blotts, Ollivander’s, and any other places mentioned in the book. Add some new shops of your own.  (EXA 2-04a) (LIT 2-24a)  <https://drive.google.com/file/d/1emYx5zm6p84r_i76R9OyGQz2OC-OFK1u/view?usp=sharing> | | | Art  Through observing and  recording from my  experiences across the  curriculum, I can create  images and objects which  show my awareness and  recognition of detail.  EXA 2-04a  Writing  I consider the impact that  layout and presentation will have and can combine  lettering, graphics and other features to engage my reader.  LIT 2-24a |
|  | **IDL opportunity (at school or at home)**  Create an advert for one of the shops (could be written or recorded or both)  (LIT 2-24a) (TCH 2-01a) | | | Writing  I consider the impact that  layout and presentation will have and can combine  lettering, graphics and other features to engage my reader.  LIT 2-24a  Digital Literacy  I can extend and enhance  my knowledge of digital  technologies to collect,  analyse ideas, relevant  information and organise  these in an appropriate  way.  TCH 2-01a |
|  | **IDL opportunity (at school or at home)**  Make your own wand using a range of media and write description  (EXA 2-02a) (LIT 2-26a)  <https://drive.google.com/drive/folders/12Wn59TnxS22UoERv52mVr2yHb6VWbsIO?usp=sharing> | | | Art  I have the opportunity to  choose and explore an  extended range of media and technologies to create  images and objects,  comparing and combining  them for specific tasks.  EXA 2-02a  Writing  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a |
|  |  | | Gringotts Marble Run: Can you build a marble run similar to the Gringotts track that Harry and Hagrid rode on when visiting the underground vaults?  (Marble Run STEM Challenge)  (SCN 2-08a)  <https://drive.google.com/file/d/1J-VAqzLujfO8hjM2NJKyHrYJnDarVxy2/view?usp=sharing> | Science  I have collaborated in  investigations to compare  magnetic, electrostatic and gravitational forces and have explored their practical applications.  SCN 2-08a |
|  | Various Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/drive/folders/1JyYIfkqT8TlhUcQAceK4P8jIZL3wx679?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/18VgdUezHx2EWg7ngvVTXGVPjKTGIsb1_/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 6.The Journey from Nine and Three Quarters  <https://drive.google.com/drive/folders/1N9OPY4dzV_BwOfd3TvxAVroXXxnllWTX?usp=sharing> | Write an article for the Daily Prophet about someone trying to rob Gringotts.  Look at the features of a newspaper report (show the children a newspaper – physically or online) and discuss how it is written.  Plan and write newspaper report. (Two lessons – one for plan, one for writing)  (LIT 2-24a) (LIT 2-26a)  (LIT 2-28a)  <https://drive.google.com/drive/folders/1KQlzimdPdabi0_KTDclXaXp-y8EPXdFy?usp=sharing> | |  | Writing  I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a  I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a |
|  | Harry has a Snowy Owl that he named Hedwig. Research the different types of owls and organise your information to present to others. This could be in a poster, PowerPoint, Factfile etc…  (LIT 2-24a) (LIT 2-26a) (TCH 2-01a) | | | Writing  I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a  Digital Literacy  I can extend and enhance  my knowledge of digital  technologies to collect,  analyse ideas, relevant  information and organise  these in an appropriate  way.  TCH 2-01a |
|  |  | | Chocolate frog recipe, boxes and cards  (TCH 2-04a) (TCH 2-09a)  <https://drive.google.com/drive/folders/1vNG1WlWHIRyshGq5MmZ0kJTxlJECnxwC?usp=sharing> | Food Technology  I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a  Craft, Design, Engineering and Graphics  I can extend and enhance  my design skills to solve  problems and can  construct models.  TCH 2-09a |
|  | Design and create your own card for inside a chocolate frog. What would it say about you?  (LIT 2-26a) | | | Writing  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a |
|  | Sweets on the Trolley Maths – problem solving  <https://drive.google.com/file/d/1Ccf3jx-BCXnWTUU1MpMaV8oLiOfqXxJ8/view?usp=sharing> | | | Number and Number Processes  Having determined which  calculations are needed, I  can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others.  MNU 2-03a |
|  | Various Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/drive/folders/1F-KBnW5EOzRuz4EVLcXCz07hFDkfSWBZ?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/16Vc-rg1NR7d8xTFEFUGchOZdOk59Bxt9/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 7.The Sorting Hat  <https://drive.google.com/drive/folders/1K0QEkoOeY-gbui7cJAm4RKPAjsIMTawR?usp=sharing> | Sort students into the correct house and crossword puzzle (comprehension).  (LIT 2-16a)  <https://drive.google.com/file/d/11RDo7AGfT61hO_B2llA-LNlf5-M3mwNy/view?usp=sharing> | | | Reading  To show my understanding  across different areas of  learning, I can identify and  consider the purpose and  main ideas of a text and use supporting detail.  LIT 2-16a |
|  | Create your own Harry Potter House. Name it and design a crest for it.  (EXA 2-05a)  <https://drive.google.com/file/d/1wii8aDanJMg154WeZwnItr0UdV9YuWnF/view?usp=sharing> | | | Art  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and  feelings through activities within art and design.  EXA 2-05a |
|  | Imagine you were asked to create the House crest for Hogwarts. What colours and animals would you have had for each House?  (EXA 2-05a)  <https://drive.google.com/file/d/1ZHzHJqW4LBIMXn2KbMzG_hbISxHSTy8g/view?usp=sharing> | | | Art  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and  feelings through activities within art and design.  EXA 2-05a |
|  | Here’s one tune possibility for the Sorting Hat song. Can you make your own tune for it?  <https://www.youtube.com/watch?v=h3kJZ9pV4cM>  (EXA 2-17a) | | | Music  I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.  EXA 2-17a |
|  | Create your own Sorting Hat song or rap.  (EXA 2-17a) | | | Music  I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.  EXA 2-17a |
|  | What would you have on your banquet table? (Draw and label)  What would be on your puddings/dessert table? (Draw and label)  (LIT 2-24a)  <https://drive.google.com/file/d/1pX53fpZ7hvSvFBHw2r7HBozAvVfk8Pom/view?usp=sharing> | | | Writing  I consider the impact that  layout and presentation will have and can combine  lettering, graphics and other features to engage my reader.  LIT 2-24a |
|  | Which House would you be in? Sorting Hat Quiz  (HWB 2-10a)  <https://drive.google.com/file/d/1rdGmsqSwOwySyWFtbGxe1Ttld3MGZxlX/view?usp=sharing> | | | Social Wellbeing  I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.  HWB 2-10a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/1ToQrRaIG5NnqEBNEgccjVMvdScTLQApV/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 8.The Potions Master  <https://drive.google.com/drive/folders/1pUc2uxAmjZPgvHw7RAf5WxwHL8QMGbEK?usp=sharing> |  | | Create your own potion  (LIT 2-26a)  <https://drive.google.com/file/d/1OYYNoQNC1YaZ6GcAI804hb5m9SHT48Wa/view?usp=sharing> | Writing  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a |
|  | ‘Potions Class’ – bicarbonate of soda and vinegar, red cabbage PH indicator  (SCN 2-19a)  <https://drive.google.com/drive/folders/1nhqx2NmUzJGAAcqeoraRkjlPk_QmEzLZ?usp=sharing> | | | Science  I have collaborated in  activities which safely  demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are  made.  SCN 2-19a |
|  |  | | Write a recipe for rock cakes  Cook your rock cakes  (LIT 2-26a) (TCH 2-04a) | Writing  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a  Food Technology  I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a |
|  | ‘Potions Shopping’ – Calculating Totals and Change  (MNU 2-09a)  <https://drive.google.com/drive/folders/1HqWtk-Ci_XT528FeLbYRlTVLHVN4Mkjf?usp=sharing> | | | Money  I can manage money,  compare costs from different retailers, and determine what I can afford to buy.  MNU 2-09a |
|  | Measuring volume and writing your own potions  (MNU 2-11b) (LIT 2-26a)  <https://drive.google.com/drive/folders/1qP11GTGv3YxUuQRS5PctiojfEuvkY_SL?usp=sharing> | |  | Measurement  I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.  MNU 2-11b  Writing  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a |
|  | Ratio  (MNU 2-03a)  <https://drive.google.com/drive/folders/1MeeVG3e-oEvcCruYCTko4yHHT6KAmGsO?usp=sharing> | |  | Number and Number Processes  Having determined which  calculations are needed, I  can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others.  MNU 2-03a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/1pWDEd-Pb_OiM0xh8hUV8LA4vX74luef6/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 9.The Midnight Duel  <https://drive.google.com/drive/folders/1UluTtuxFCClBmKIRADDuc3a1N2ynxgqn?usp=sharing> | Look at P156-157 and write broomstick instructions  (LIT 2-26a) | |  | Writing  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a |
|  | Harry and Ron were very excited about learning to fly on broomsticks. Imagine that you had a magical broomstick, and the skills to ride it – Plan  (LIT 2-26a)  <https://drive.google.com/file/d/1eXsNn5LeYn_xzMsjmHlxkffrfg14dwFb/view?usp=sharing> | | Write story at home  (LIT 2-26a) (ENG 2-31a) | Writing  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a  Having explored the  elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.  ENG 2-31a |
|  | **IDL opportunity (at school or at home)**  Visualiser of Three Headed Dog  (LIT 2-14a) (EXA 2-04a)  <https://drive.google.com/file/d/1lKIYfhcUvf8HKNKkTCdfSDuf_C04UR2_/view?usp=sharing> | | | Writing  Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.  LIT 2-14a  Art  Through observing and recording from my experiences across the  curriculum, I can create images and objects which  show my awareness and recognition of detail.  EXA 2-04a |
|  | Prediction – What do you think the three headed dog is guarding?  (LIT 2-26a) | | | Writing  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these in an appropriate way for my purpose and use suitable  vocabulary for my audience.  LIT 2-26a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/1I0immIogiZ5kf2vxXBwJb54uKWT2kyVH/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 10.Hallowe’en  <https://drive.google.com/drive/folders/175gxASH-FKoKg4RPW0s7wGdPpatQmRhT?usp=sharing> | Make your own golden snitch  (EXA 2-02a)  <https://drive.google.com/file/d/1BSdMldq8wkofD0O9LvfOYSbfsmD1urHO/view?usp=sharing> | | | Art  I have the opportunity to  choose and explore an  extended range of media and technologies to create  images and objects,  comparing and combining  them for specific tasks.  EXA 2-02a |
|  | **IDL opportunity (at school or at home)**  Visualiser of troll  (LIT 2-14a) (EXA 2-04a)  <https://drive.google.com/file/d/1PQpHUmXHeyLqj2f1Wq-swCeJfIaoe1S_/view?usp=sharing> | | | Writing  Using what I know about the features of different types of texts, I can find, select and sort nformation from a variety of sources and use this for different purposes.  LIT 2-14a  Art  Through observing and recording from my experiences across the  curriculum, I can create images and objects which  show my awareness and recognition of detail.  EXA 2-04a |
|  | **IDL opportunity (at school or at home)**  Design a new sports game of your own – name it and write rules. Explain your game to others. Play your game (if possible and social distancing allows. Children may write rules at home and then share in school and play)  (LIT 2-26a) (HWB 2-23a) (HWB 2-24a) | | | Writing  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these in an appropriate way for my purpose and use suitable  vocabulary for my audience.  LIT 2-26a  Physical Education  While working and learning with others, I improve my range of skills, demonstrate  tactics and achieve identified goals.  HWB 2-23a  By reflecting on my own and others’ work and evaluating it against shared criteria, I can  recognise improvement and achievement and use this to progress further.  HWB 2-24a |
|  | Wingardium Leviosa Charm (Magnets)  (SCN 2-08a)  <https://drive.google.com/file/d/1vGrg2i8FG3wB0gzQ6Uhri3QL43jGtHP0/view?usp=sharing> | | | Science  I have collaborated in  investigations to compare  magnetic, electrostatic and gravitational forces and have explored their practical applications.  SCN 2-08a |
|  | Make troll ‘bogeys’  (SCN 2-19a)  <https://drive.google.com/file/d/1iAkEJ-NvyeaeYlDsN5gur18ifEN4enrm/view?usp=sharing> | | | Science  I have collaborated in  activities which safely  demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are  made.  SCN 2-19a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/1xuzmwH5-w1we7uWQ5_ThU3va-rZDDnbO/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 11.Quidditch  <https://drive.google.com/drive/folders/19LlITcb39Htmjy5akSYWR9ELFyhvxNV8?usp=sharing> | Follow the rules to play a game of Quidditch  (after social distancing)  (HWB 2-21a)  <https://drive.google.com/drive/folders/1GDiiLlUPP09L0-CZq2ZbKfdoT75-ziA8?usp=sharing> | |  | Physical Education  As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.  HWB 2-21a |
|  | Draw what you think Snape’s expression was like when Harry had seen his leg  (EXA 2-04a) | | | Art  Through observing and recording from my experiences across the  curriculum, I can create images and objects which  show my awareness and recognition of detail.  EXA 2-04a |
|  | Pretend you are the commentator at the Quidditch match. Write then record your commentary using expression.  (LIT 2-26a) (TCH 2-01a) (EXA 2-12a) | |  | Writing  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these in an appropriate way for my purpose and use suitable  vocabulary for my audience.  LIT 2-26a  Digital Literacy  I can extend and enhance  my knowledge of digital  technologies to collect,  analyse ideas, relevant  information and organise  these in an appropriate  way.  TCH 2-01a  Drama  I can create, adapt and  sustain different roles,  experimenting with  movement, expression and  voice and using theatre arts technology.  EXA 2-12a |
|  | \*Can you draw a Quidditch pitch including the players?  \*Draw Harry on his broomstick on a separate piece of card.  \*Cut him out and stick him to a paperclip.  \*Using a magnet, guide Harry through the game to catch the snitch.  (EXA 2-04a) (SCN 2-19a)  <https://drive.google.com/file/d/1xkyA1LijL57Ysyg9_3Dgl0iapk2CvagS/view?usp=sharing> | |  | Art  Through observing and recording from my experiences across the  curriculum, I can create images and objects which  show my awareness and recognition of detail.  EXA 2-04a  Science  I have collaborated in  activities which safely  demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are  made.  SCN 2-19a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/1BeSRU_fxt7s3NCWBtfn3u-jA_E9kciTo/view?usp=sharing>  <https://drive.google.com/file/d/1UAhORYyZXuYwN9fvU0sWa6YwTtuYLmlF/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 12.The Mirror of Erised  <https://drive.google.com/drive/folders/1fMJZUjOVvwUpdTQ1Pxqm5s9NAu-R8bPe?usp=sharing> |  | | We discover that crackers at Hogwarts are not like those of muggles. Harry got a rear-admiral hat in his, Dumbledore got a flowered bonnet and Professor McGonagall got a top hat. Design and create your own party hat from a cracker.  (TCH 2-09a) (TCH 2-10a) | Craft, Design, Engineering and Graphics  I can extend and enhance  my design skills to solve  problems and can  construct models.  TCH 2-09a  I can recognise basic  properties and uses for a  variety of materials and  can discuss which ones  are most suitable for a  given task.  TCH 2-10a |
|  | Design your own jumper  (EXA 2-03a)  <https://drive.google.com/file/d/1SCn5e-M8MVx_pnMKlTEVtNdOyuflrJNH/view?usp=sharing> | | | Art  I can create and present  work that shows developing skill in using the visual elements and concepts.  EXA 2-03a |
|  | **IDL opportunity (at school or at home)**  Write step-by-step instructions for making fudge.  Can you make the fudge?  (LIT 2-26a) (TCH 2-04a) | | | Writing  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a  Food Technology  I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a |
|  | What would you do if you had an invisibility cloak? Plan and write an imaginative story about the adventures you had wearing your invisibility cloak.  (LIT 2-26a) (ENG 2-31a) | | | Writing  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a  Having explored the  elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.  ENG 2-31a |
|  | Write a description of what the mirror of Erised would show you. Draw it afterwards. (What would you see sheet – draw)  (LIT 2-26a) (EXA 2-03a)  <https://drive.google.com/file/d/1pw6kRpM47t9VIaJnHIKvBgz5t7emYSUU/view?usp=sharing> | | | Writing  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a  Art  I can create and present  work that shows developing skill in using the visual elements and concepts.  EXA 2-03a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/1THMBjTVVcQslnXytUjw4lwKqAIwRI0Cc/view?usp=sharing>  <https://drive.google.com/file/d/1FQXbLKnEPOdF9WU3oVMTFJQIxyFJ0lZz/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 13.Nicolas Flamel  <https://drive.google.com/drive/folders/1qvxBhazKGq5rRbxBEEQstzgoLnlTd4l2?usp=sharing> |  | | Use materials of your choice to make a replica Philosopher’s Stone  (EXA 2-02a) | Art  I have the opportunity to  choose and explore an  extended range of media and technologies to create  images and objects,  comparing and combining  them for specific tasks.  EXA 2-02a |
|  | On P241, Harry said he couldn’t remember feeling happier. What’s your happiest moment or memory and why? Design a poster to show your happiest moment. Think about making your poster have a ‘happy feel’ e.g. consider your choice of colour, pictures etc…  (LIT 2-24a) (EXA 2-03a) | | | Writing  I consider the impact that  layout and presentation will have and can combine  lettering, graphics and other features to engage my reader.  LIT 2-24a  Art  I can create and present  work that shows developing  skill in using the visual  elements and concepts.  EXA 2-03a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/1UWajWKQKUSdwCEnKpe6tv5bMbdJVyZMO/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 14.Norbert the Norwegian Ridgeback  <https://drive.google.com/drive/folders/1CkmvjKAE1gA86R6Kr94s0wgaAE0bUmOL?usp=sharing> | Make your own dragon egg  (EXA 2-02a)  <https://drive.google.com/file/d/1ePUFDARHq53Wy5ftxEuP_lFxIzXuvGo1/view?usp=sharing> | |  | Art  I have the opportunity to  choose and explore an  extended range of media and technologies to create  images and objects,  comparing and combining  them for specific tasks.  EXA 2-02a |
|  | Draw your own dragon and create a factfile – what type of dragon, size, age, special talents etc…  (EXA 2-04a) (LIT 2-26a) | | | Art  Through observing and recording from my experiences across the  curriculum, I can create images and objects which  show my awareness and recognition of detail.  EXA 2-04a  Writing  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/1hjSRTI1sAKm8B-qLM-L8uc5VjdQQtSgk/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 15.The Forbidden Forest  <https://drive.google.com/drive/folders/1qyfks5rILFXbk7j58oXpAfjCrY2xdhdp?usp=sharing> | Discuss  What do you think was hunting the unicorn?  What do you think the unicorn blood is made from?  (LIT 2-09a) | |  | Listening and Talking  When listening and talking  with others for different  purposes, I can:  • share information,  experiences and  opinions  • explain processes and  ideas  • identify issues raised and  summarise main points  or findings  • clarify points by asking  questions or by asking  others to say more.  LIT 2-09a |
|  | **IDL opportunity (at school or at home)**  Centaur Visualiser  (LIT 2-14a) (EXA 2-04a)  <https://drive.google.com/file/d/1davSHdvtuTuokoKkdsHCWRXn_7t7ZpgX/view?usp=sharing> | | | Writing  Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.  LIT 2-14a  Art  Through observing and recording from my experiences across the  curriculum, I can create images and objects which  show my awareness and recognition of detail.  EXA 2-04a |
|  | Create the Forbidden Forest in a shoe box – use a shoe box (without the lid) and inside create a scene from the hidden forest using a range of materials  (EXA 2-02a) | | | Art  I have the opportunity to  choose and explore an  extended range of media and technologies to create  images and objects,  comparing and combining  them for specific tasks.  EXA 2-02a |
|  | Share your shoe box creations with others. Explain how you made it, what you used and why and what you have shown from the story in your Forbidden Forest  (LIT 2-09a) | |  | Listening and Talking  When listening and talking  with others for different  purposes, I can:  • share information,  experiences and  opinions  • explain processes and  ideas  • identify issues raised and  summarise main points  or findings  • clarify points by asking  questions or by asking  others to say more.  LIT 2-09a |
|  | Prediction - Who do you think returned Harry’s invisibility cloak?  (LIT 2-09a) | |  | Listening and Talking  When listening and talking  with others for different  purposes, I can:  • share information,  experiences and  opinions  • explain processes and  ideas  • identify issues raised and  summarise main points  or findings  • clarify points by asking  questions or by asking  others to say more.  LIT 2-09a |
|  | **IDL opportunity (at school or at home)**  Mythical Creatures –  1. First fold an A4 piece of paper into thirds.  2. Then draw a head on the first third, fold the paper underneath.  3. Now draw the front part of the body, including the arms, on the second  third.  4. After this draw the other half of the body, including the legs.  5. When each third has been drawn, open the paper out and you will reveal your  creature.  6. Create a name for your creature and write a brief description like the ones above (See sheet)  (LIT 2-26a) (EXA 2-03a) | | | Writing  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a  Art  I can create and present  work that shows developing skill in using the visual elements and concepts.  EXA 2-03a |
|  | **IDL opportunity (at school or at home)**  Explore mythical creatures in Harry Potter or research a Scottish mythical creature of your choice and present your findings in a creative way  (May give a list – kelpies, Loch Ness Monster etc…)  (SOC 2-01a) (SOC 2-02a) (TCH 2-02a)  \*\*other links will depend how children present findings  <https://drive.google.com/file/d/1PLmnvgLsv1rO0ByXMNef4lM_PdF3mPdT/view?usp=sharing> | | | Social Studies  I can use primary and secondary sources selectively to research events in the  past. SOC 2-01a  I can interpret historical evidence from a range of periods to help to build  a picture of Scotland’s heritage and my sense of chronology. SOC 2-02a  Digital Literacy  I can use digital  technologies to search,  access and retrieve  information and am aware  that not all of this  information will be  credible.  TCH 02-02a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/1a14SMYObHn6ASKrhQssPsAqU_tbh2Vsw/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 16.Through the Trapdoor  <https://drive.google.com/drive/folders/1MmTwa00V3D6JUhYeaUCzbCl7pGDGaz6R?usp=sharing> | **IDL opportunity (at school or at home)**  Draw Fluffy falling asleep  (LIT 2-14a) (EXA2-04a) | | | Writing  Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.  LIT 2-14a  Art  Through observing and recording from my experiences across the  curriculum, I can create images and objects which  show my awareness and recognition of detail.  EXA 2-04a |
|  | **IDL opportunity (at school or at home)**  Create a song/instrument to send Fluffy to sleep  (EXA 2-17a) (SCN 2-11a) (TCH 2-10a) | | | Music  I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.  EXA 2-17a  Science  By collaborating in  experiments on  different ways of  producing sound from  vibrations, I can  demonstrate how to  change the pitch of the  sound.  SCN 1-11a  Craft, Design, Engineering and Graphics  I can recognise basic  properties and uses for a  variety of materials and  can discuss which ones  are most suitable for a  given task.  TCH 2-10a |
|  | Design and create a winged key  (TCH 2-10a) (EXA 2-02a) | | | Craft, Design, Engineering and Graphics  I can recognise basic  properties and uses for a  variety of materials and  can discuss which ones  are most suitable for a  given task.  TCH 2-10a  Art  I have the opportunity to  choose and explore an  extended range of media and technologies to create  images and objects,  comparing and combining  them for specific tasks.  EXA 2-02a |
|  | **IDL opportunity (at school or at home)**  Create your own board game with instructions  (TCH 2-10a) (LIT 2-26a) | | | Craft, Design, Engineering and Graphics  I can recognise basic  properties and uses for a  variety of materials and  can discuss which ones  are most suitable for a  given task.  TCH 2-10a  Writing  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a |
|  | Write a poem to protect the Philosopher’s Stone  (ENG 2-31a) | |  | Writing  Having explored the  elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.  ENG 2-31a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/1nJP7esBNUTd4L6LnvG06i9TLz76eXHxr/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| 17.The Man with Two Faces  <https://drive.google.com/drive/folders/1uwInsCt3nwW6QwXD6RYmqEGzOpp2Uk1B?usp=sharing> | **IDL opportunity (at school or at home)**  Voldemort Visualiser  (LIT 2-14a) (EXA 2-04a)  <https://drive.google.com/file/d/1THy8iDLk_MHRRHGAyfJzu0QCQTr_XMLp/view?usp=sharing> | | | Writing  Using what I know about the features of different types of texts, I can find, select and sort information from a  variety of sources and use this for different purposes.  LIT 2-14a  Art  Through observing and recording from my experiences across the  curriculum, I can create images and objects which  show my awareness and recognition of detail.  EXA 2-04a |
|  | Write the note telling students not to use magic over the holidays  (LIT 2-26a) | | | Writing  By considering the type of  text I am creating, I can  select ideas and relevant  information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a |
|  | Write a newspaper report for the Daily Prophet as the wizarding world celebrate Harry Potter defeating he who shall not be named  (LIT 2-24a) (LIT 2-26a) (LIT 2-28a)  <https://drive.google.com/file/d/1imkOlvyzhOUMNloJxt0E69x7DkHTzvNk/view?usp=sharing> | | | Writing  I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  LIT 2-26a  I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a |
|  | Comprehension  (LIT 2-16a) (ENG 2-17a)  <https://drive.google.com/file/d/1s0CywJvFTq_ZOcPxd9MAWZSIBYeb0lFJ/view?usp=sharing> | | | Reading  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a |
| <https://drive.google.com/drive/folders/1XGi9mdEGOxvUYhOdSMCq9rRzD1aZvZOW?usp=sharing> | **The next section has been listed ‘at school’ as it would depend on previous learning what could be sent home so completely adaptable.** | | |  |
| Other – Maths  <https://drive.google.com/drive/folders/1E42nYr4OR_0HUu4qMtGkl4DHsHTafG_s?usp=sharing> | Angles  (MTH 2-17b)  <https://drive.google.com/drive/folders/1BePxFNbXCGXHzokNxlp1VlnbnHmcNERl?usp=sharing> | |  | Angle, Symmetry and Transformation  I can accurately measure  and draw angles using  appropriate equipment,  applying my skills to  problems in context.  MTH 2-17b |
| Area, Perimeter and Volume  (MNU 2-11c)  <https://drive.google.com/drive/folders/1Zcb7ypTn3wM8YR2xlA7IGGZSOnI71c-m?usp=sharing> | |  | Measurement  I can explain how different  methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object.  MNU 2-11c |
| Code Cracking  (MTH 2-03c)  <https://drive.google.com/drive/folders/1kDAWxEryBpcjS-ol0vee0ZEXLA3A1cib?usp=sharing> | |  | Number and Number Processes  Having explored the need for rules for the order of  operations in number  calculations, I can apply  them correctly when solving simple problems.  MTH 2-03c |
| Decimals  (MNU 2-07a)  <https://drive.google.com/drive/folders/1jGrp7cXm313TKj-I1GPMcWHgRxTfzY_U?usp=sharing> | |  | Fractions, Decimals and Percentages  I have investigated the  everyday contexts in which simple fractions, percentages  or decimal fractions are used and can carry out the necessary calculations to solve related problems.  MNU 2-07a |
| Direction  (MTH 2-17c)  <https://drive.google.com/drive/folders/12RfVdFDJ3Elx3AFsyeCeJUDGbqZvRxOn?usp=sharing> | |  | Angle, Symmetry and Transformation  Through practical activities  which include the use of  technology, I have developed my understanding of the link  between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary.  MTH 2-17c |
| Money  (MNU 2-09a) (MNU 2-01a)  <https://drive.google.com/drive/folders/1F8xjOXFwJtBVPTlq897FsXheSxU2BKQJ?usp=sharing> | |  | Money  I can manage money,  compare costs from different retailers, and determine what I can afford to buy.  MNU 2-09a  Estimating and Rounding  I can use my knowledge of  rounding to routinely  estimate the answer to a  problem then, after  calculating, decide if my  answer is reasonable,  sharing my solution with  others.  MNU 2-01a |
| Probability  (MNU 2-22a)  <https://drive.google.com/drive/folders/1bjBpWz8XHaDRk7HTlgLwpev2JOpIih7E?usp=sharing> | |  | Ideas of Chance and Uncertainty  I can conduct simple  experiments involving  chance and communicate my predictions and findings using the vocabulary of probability.  MNU 2-22a |
| Time  (MNU 2-10a)  <https://drive.google.com/drive/folders/1NF4xIYEZrcKc13eY_FVYY-TExp0uJYMm?usp=sharing> | |  | Time  I can use and interpret  electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning.  MNU 2-10a |
| Worded Problems  (MNU 2-03a)  <https://drive.google.com/drive/folders/1q8n3DJ0Q2ompElXJ0I6hLwDkvu2Tiws9?usp=sharing> | |  | Number and Number Processes  Having determined which  calculations are needed, I  can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others.  MNU 2-03a |
| Other - Art | Create a chalk picture of Hogwarts at night.  (EXA 2-02a)  <https://drive.google.com/file/d/1Xt9uS6QvQOcpExvBCGh2U08xu1eHcBSK/view?usp=sharing>  <https://drive.google.com/file/d/1bubWT-QLr_JLzmW6ZNcZtrXSR_w9u1mk/view?usp=sharing> | |  | Art  I have the opportunity to  choose and explore an  extended range of media and technologies to create  images and objects,  comparing and combining  them for specific tasks.  EXA 2-02a |
| How to make a wizard’s hat  (EXA 2-04a)  <https://drive.google.com/file/d/1NMRcmP6k0UblcURcHzac3Ihymz6Avv-F/view?usp=sharing> | |  | Art  Through observing and  recording from my  experiences across the  curriculum, I can create  images and objects which  show my awareness and  recognition of detail.  EXA 2-04a |
| Other - Drama | Scenarios  (EXA 2-12a)  <https://drive.google.com/file/d/1WmsxnvGFOU3pAQza660vtubg3Ma5_d9e/view?usp=sharing> | |  | Drama  I can create, adapt and  sustain different roles,  experimenting with  movement, expression and  voice and using theatre arts technology.  EXA 2-12a |
| Other – Literacy – Hertfordheath Literacy Pack  Chapters 1-4  <https://drive.google.com/drive/folders/19hpZZ5sc59-fo-p89bXvPNuYZLLL7htV?usp=sharing> | * Spelling -cious or -tious * Word class – noun, verb, adjective, adverb, preposition, determiner, pronoun, conjunction * Complete sentences * Punctuation * Subject, verb or object? * Comprehension | | | |
| Hertfordheath Literacy Pack  Chapters 5-7  <https://drive.google.com/drive/folders/1hoTQqgE6SHQ0PLctElPo6_norZczmOJl?usp=sharing> | * Spelling -cial or -tial * Expanding noun phrases by adding adjectives, adverbs, determiners and prepositional phrases * Comprehension * Modal verbs * Relative clause and relative pronouns | | | |
| Hertfordheath Literacy Pack  Chapters 8-10  <https://drive.google.com/drive/folders/1qfUd5pkx_G2OccJRSe8cCWF1dquGxzmw?usp=sharing> | * Spelling -ant -ance -ancy -ent -ence -ency * Apostrophes – contractions * Apostrophes – possession – singular * Apostrophes – possession – plural * Comprehension | | | |
| Hertfordheath Literacy Pack  Chapters 11-14  <https://drive.google.com/drive/folders/1VVkW7d9RykjR7jeDmhvcI92_FlFaOVyY?usp=sharing> | * Spelling -able -ible -ably -ibly * Adverbial prompts * Parenthesis * Comprehension | | | |
| Hertfordheath Literacy Pack  Chapters 15-17  <https://drive.google.com/drive/folders/1bb6eh1x6gi3KUfjKhdPO5DZM_n6tMJXr?usp=sharing> | * Spelling -fer * Cohesive devices * Conjunctions * Prepositions * Adverbs | | | |