**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 Learning Experiences**  | **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> | WritingUsing what I know about the features of different types of texts, I can find, select and sort information from avariety of sources and use this for different purposes.LIT 2-14aArtThrough observing and recording from my experiences across thecurriculum, I can create images and objects whichshow 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> | WritingUsing 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 2-14aArtThrough observing and recording from my experiences across thecurriculum, I can create images and objects whichshow 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) | ArtI can create and presentwork that shows developingskill in using the visualelements 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) | ArtThrough observing andrecording from myexperiences across thecurriculum, I can createimages and objects whichshow my awareness andrecognition of detail.EXA 2-04a |
|  | Comprehension(LIT 2-16a) (ENG 2-17a)<https://drive.google.com/file/d/1wvdZZRrb5ECdeFR3crI_wTlzGeJQ4BTC/view?usp=sharing> | ReadingTo 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 2-16aTo 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> | ArtI can create and presentwork that shows developingskill in using the visualelements 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> | WritingUsing what I know about the features of different types of texts, I can find, select and sort information from avariety of sources and use this for different purposes.LIT 2-14aArtThrough observing and recording from my experiences across thecurriculum, I can create images and objects whichshow 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> | WritingUsing 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 2-14aArtThrough observing and recording from my experiences across thecurriculum, I can create images and objects whichshow 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 TalkingWhen listening and talkingwith others for differentpurposes, I can:• share information,experiences andopinions• explain processes andideas• identify issues raised andsummarise main pointsor findings• clarify points by askingquestions or by askingothers to say more.LIT 2-09aWritingAs I write for differentpurposes and readers, I can describe and share myexperiences, expressingwhat they made me thinkabout and how they mademe 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 LiteracyI can use digitaltechnologies to search,access and retrieveinformation and am awarethat not all of thisinformation will becredible.TCH 2-02aWritingI consider the impact thatlayout and presentation will have and can combinelettering, graphics and other features to engage my reader.LIT 2-24aBy considering the type oftext I am creating, I canselect ideas and relevantinformation, 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> | ReadingTo 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 2-16aTo 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 talkingwith others for differentpurposes, I can:• share information,experiences andopinions• explain processes andideas• identify issues raised andsummarise main pointsor findings• clarify points by askingquestions or by askingothers 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 LiteracyI can use digitaltechnologies to search,access and retrieveinformation and am awarethat not all of thisinformation will becredible.TCH 2-02aListening and TalkingI can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06aWritingI can convey information,describe events, explainprocesses 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> | WritingI can convey information,describe events, explainprocesses 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> | ReadingTo 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 2-16aTo 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) | WritingBy considering the type oftext I am creating, I canselect ideas and relevantinformation, organise thesein 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 TechnologyI 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> | WritingI am learning to uselanguage and style in a way which engages and/orinfluences 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> | WritingI am learning to uselanguage and style in a way which engages and/orinfluences my reader.ENG 2-27a |
|  | Muggle is the name given to non-magic ‘folk’ – can you make up some more possibilities?(LIT 2-25a) | WritingI can use my notes and other types of writing to help me understand information andideas, explore problems,make decisions, generateand 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> | WritingBy considering the type oftext I am creating, I canselect ideas and relevantinformation, organise these in an appropriate way for my purpose and use suitablevocabulary for my audience.LIT 2-26a |
|  | Comprehension(LIT 2-16a) (ENG 2-17a)<https://drive.google.com/file/d/1J5jCDM5Rv5DHlgSYv-L2NVHNtg5o8Hhf/view?usp=sharing> | ReadingTo 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 2-16aTo 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) | WritingI can use my notes and other types of writing to help me understand information andideas, explore problems,make decisions, generateand develop ideas or create new text.LIT 2-25aDigital LiteracyI can use digitaltechnologies to search,access and retrieveinformation and am awarethat not all of thisinformation will becredible.TCH 2-02aMoneyI can manage money,compare costs from differentretailers, and determine whatI 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> | WritingUsing what I know about the features of different types of texts, I can find, select and sort information from avariety of sources and use this for different purposes.LIT 2-14aArtThrough observing and recording from my experiences across thecurriculum, I can create images and objects whichshow 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) | ScienceHaving explored thesubstances that make upEarth’s surface, I cancompare some of theircharacteristics and uses.SCN 2-17aI have investigated differentwater samples from theenvironment and exploredmethods that can be used to clean and conserve water and I am aware of the properties and uses of water.SCN 2-18aDigital LiteracyI can use digitaltechnologies to search,access and retrieveinformation and am awarethat not all of thisinformation will becredible.TCH 2-02a |
|  | Calculating costs(MNU 2-09a)<https://drive.google.com/file/d/12nVJTO-wBI6XLWjj44bg1du9h4EwLk_B/view?usp=sharing> | MoneyI 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> | MoneyI can manage money,compare costs from different retailers, and determine what I can afford to buy.MNU 2-09aI understand the costs,benefits and risks of usingbank cards to purchasegoods or obtain cash andrealise that budgeting isimportant.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> | ArtThrough observing andrecording from myexperiences across thecurriculum, I can createimages and objects whichshow my awareness andrecognition of detail.EXA 2-04aWritingI consider the impact thatlayout and presentation will have and can combinelettering, 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) | WritingI consider the impact thatlayout and presentation will have and can combinelettering, graphics and other features to engage my reader.LIT 2-24aDigital LiteracyI can extend and enhancemy knowledge of digitaltechnologies to collect,analyse ideas, relevantinformation and organisethese in an appropriateway.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> | ArtI have the opportunity tochoose and explore anextended range of media and technologies to createimages and objects,comparing and combiningthem for specific tasks.EXA 2-02aWritingBy considering the type oftext I am creating, I canselect ideas and relevantinformation, 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> | ScienceI have collaborated ininvestigations to comparemagnetic, 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> | ReadingTo 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 2-16aTo 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> | ReadingTo 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 2-16aTo 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> | WritingI consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24aBy 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 2-26aI 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) | WritingI consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24aBy 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 2-26aDigital LiteracyI can extend and enhancemy knowledge of digitaltechnologies to collect,analyse ideas, relevantinformation and organisethese in an appropriateway.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 TechnologyI am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04aCraft, Design, Engineering and GraphicsI can extend and enhancemy design skills to solveproblems and canconstruct models.TCH 2-09a |
|  | Design and create your own card for inside a chocolate frog. What would it say about you?(LIT 2-26a) | WritingBy 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 ProcessesHaving determined whichcalculations are needed, Ican 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> | ReadingTo 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 2-16aTo 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> | ReadingTo 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 2-16aTo 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> | ReadingTo show my understandingacross different areas oflearning, I can identify andconsider the purpose andmain 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> | ArtInspired by a range of stimuli, I can express and communicate my ideas, thoughts andfeelings 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> | ArtInspired by a range of stimuli, I can express and communicate my ideas, thoughts andfeelings 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) | MusicI 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) | MusicI 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> | WritingI consider the impact thatlayout and presentation will have and can combinelettering, 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 WellbeingI 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> | ReadingTo 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 2-16aTo 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> | WritingBy 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> | ScienceI have collaborated inactivities which safelydemonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials aremade.SCN 2-19a |
|  | **IDL opportunity (at school or at home)**Write a recipe for rock cakes Cook your rock cakes(LIT 2-26a) (TCH 2-04a) | WritingBy 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 2-26aFood TechnologyI 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> | MoneyI 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> | MeasurementI can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.MNU 2-11bWritingBy considering the type oftext I am creating, I canselect ideas and relevantinformation, 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 ProcessesHaving determined whichcalculations are needed, Ican 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> | ReadingTo 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 2-16aTo 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) | WritingBy considering the type oftext I am creating, I canselect ideas and relevantinformation, 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(LIT 2-26a) (ENG 2-31a) | WritingBy considering the type oftext I am creating, I canselect ideas and relevantinformation, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.LIT 2-26aHaving explored theelements 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> | WritingUsing 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 2-14aArtThrough observing and recording from my experiences across thecurriculum, I can create images and objects whichshow my awareness and recognition of detail.EXA 2-04a |
|  | Prediction – What do you think the three headed dog is guarding?(LIT 2-26a) | WritingBy considering the type oftext I am creating, I canselect ideas and relevantinformation, organise these in an appropriate way for my purpose and use suitablevocabulary for my audience.LIT 2-26a |
|  | Comprehension(LIT 2-16a) (ENG 2-17a)<https://drive.google.com/file/d/1I0immIogiZ5kf2vxXBwJb54uKWT2kyVH/view?usp=sharing> | ReadingTo 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 2-16aTo 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> |  ArtI have the opportunity tochoose and explore anextended range of media and technologies to createimages and objects,comparing and combiningthem 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> | WritingUsing 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 2-14aArtThrough observing and recording from my experiences across thecurriculum, I can create images and objects whichshow 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(LIT 2-26a) (HWB 2-23a) (HWB 2-24a) | WritingBy considering the type oftext I am creating, I canselect ideas and relevantinformation, organise these in an appropriate way for my purpose and use suitablevocabulary for my audience.LIT 2-26aPhysical Education While working and learning with others, I improve my range of skills, demonstratetactics and achieve identified goals.HWB 2-23aBy reflecting on my own and others’ work and evaluating it against shared criteria, I canrecognise 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> | ScienceI have collaborated ininvestigations to comparemagnetic, 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> | ScienceI have collaborated inactivities which safelydemonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials aremade.SCN 2-19a |
|  | Comprehension(LIT 2-16a) (ENG 2-17a)<https://drive.google.com/file/d/1xuzmwH5-w1we7uWQ5_ThU3va-rZDDnbO/view?usp=sharing> | ReadingTo 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 2-16aTo 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(HWB 2-21a)<https://drive.google.com/drive/folders/1GDiiLlUPP09L0-CZq2ZbKfdoT75-ziA8?usp=sharing> | Physical EducationAs 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) | ArtThrough observing and recording from my experiences across thecurriculum, I can create images and objects whichshow my awareness and recognition of detail.EXA 2-04a |
|  | **IDL opportunity (at school or at home)**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) | WritingBy considering the type oftext I am creating, I canselect ideas and relevantinformation, organise these in an appropriate way for my purpose and use suitablevocabulary for my audience.LIT 2-26aDigital LiteracyI can extend and enhancemy knowledge of digitaltechnologies to collect,analyse ideas, relevantinformation and organisethese in an appropriateway.TCH 2-01aDramaI can create, adapt andsustain different roles,experimenting withmovement, expression andvoice 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> | ArtThrough observing and recording from my experiences across thecurriculum, I can create images and objects whichshow my awareness and recognition of detail.EXA 2-04aScienceI have collaborated inactivities which safelydemonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials aremade.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> | ReadingTo 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 2-16aTo 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 GraphicsI can extend and enhancemy design skills to solveproblems and canconstruct models.TCH 2-09aI can recognise basicproperties and uses for avariety of materials andcan discuss which onesare most suitable for agiven task.TCH 2-10a |
|  | Design your own jumper(EXA 2-03a)<https://drive.google.com/file/d/1SCn5e-M8MVx_pnMKlTEVtNdOyuflrJNH/view?usp=sharing> | ArtI can create and presentwork 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) | WritingBy 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 2-26aFood TechnologyI 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) | WritingBy considering the type oftext I am creating, I canselect ideas and relevantinformation, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.LIT 2-26aHaving explored theelements 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> | WritingBy considering the type oftext I am creating, I canselect ideas and relevantinformation, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.LIT 2-26aArtI can create and presentwork 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> | ReadingTo 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 2-16aTo 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) | ArtI have the opportunity tochoose and explore anextended range of media and technologies to createimages and objects,comparing and combiningthem 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) | WritingI consider the impact thatlayout and presentation will have and can combinelettering, graphics and other features to engage my reader.LIT 2-24aArtI can create and presentwork that shows developingskill in using the visualelements and concepts.EXA 2-03a |
|  | Comprehension(LIT 2-16a) (ENG 2-17a)<https://drive.google.com/file/d/1UWajWKQKUSdwCEnKpe6tv5bMbdJVyZMO/view?usp=sharing> | ReadingTo 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 2-16aTo 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> | ArtI have the opportunity tochoose and explore anextended range of media and technologies to createimages and objects,comparing and combiningthem 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) | ArtThrough observing and recording from my experiences across thecurriculum, I can create images and objects whichshow my awareness and recognition of detail.EXA 2-04aWritingBy considering the type oftext I am creating, I canselect ideas and relevantinformation, 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> | ReadingTo 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 2-16aTo 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 talkingwith others for differentpurposes, I can:• share information,experiences andopinions• explain processes andideas• identify issues raised andsummarise main pointsor findings• clarify points by askingquestions or by askingothers 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> | WritingUsing 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 2-14aArtThrough observing and recording from my experiences across thecurriculum, I can create images and objects whichshow 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) | ArtI have the opportunity tochoose and explore anextended range of media and technologies to createimages and objects,comparing and combiningthem 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 talkingwith others for differentpurposes, I can:• share information,experiences andopinions• explain processes andideas• identify issues raised andsummarise main pointsor findings• clarify points by askingquestions or by askingothers 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 talkingwith others for differentpurposes, I can:• share information,experiences andopinions• explain processes andideas• identify issues raised andsummarise main pointsor findings• clarify points by askingquestions or by askingothers 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) | WritingBy considering the type oftext I am creating, I canselect ideas and relevantinformation, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.LIT 2-26aArtI can create and presentwork 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 StudiesI can use primary and secondary sources selectively to research events in thepast. SOC 2-01aI can interpret historical evidence from a range of periods to help to builda picture of Scotland’s heritage and my sense of chronology. SOC 2-02aDigital LiteracyI can use digitaltechnologies to search,access and retrieveinformation and am awarethat not all of thisinformation will becredible.TCH 02-02a |
|  | Comprehension(LIT 2-16a) (ENG 2-17a)<https://drive.google.com/file/d/1a14SMYObHn6ASKrhQssPsAqU_tbh2Vsw/view?usp=sharing> | ReadingTo 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 2-16aTo 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) |  WritingUsing 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 2-14aArtThrough observing and recording from my experiences across thecurriculum, I can create images and objects whichshow 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) | MusicI can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.EXA 2-17aScienceBy collaborating inexperiments ondifferent ways ofproducing sound fromvibrations, I candemonstrate how tochange the pitch of thesound.SCN 1-11aCraft, Design, Engineering and GraphicsI can recognise basicproperties and uses for avariety of materials andcan discuss which onesare most suitable for agiven task.TCH 2-10a |
|  | Design and create a winged key(TCH 2-10a) (EXA 2-02a) | Craft, Design, Engineering and GraphicsI can recognise basicproperties and uses for avariety of materials andcan discuss which onesare most suitable for agiven task.TCH 2-10aArtI have the opportunity tochoose and explore anextended range of media and technologies to createimages and objects,comparing and combiningthem 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 GraphicsI can recognise basicproperties and uses for avariety of materials andcan discuss which onesare most suitable for agiven task.TCH 2-10aWritingBy considering the type oftext I am creating, I canselect ideas and relevantinformation, 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) | WritingHaving explored theelements 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> | ReadingTo 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 2-16aTo 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> | WritingUsing what I know about the features of different types of texts, I can find, select and sort information from avariety of sources and use this for different purposes.LIT 2-14aArtThrough observing and recording from my experiences across thecurriculum, I can create images and objects whichshow my awareness and recognition of detail.EXA 2-04a |
|  | Write the note telling students not to use magic over the holidays (LIT 2-26a) | WritingBy considering the type oftext I am creating, I canselect ideas and relevantinformation, 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> | WritingI consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24aBy 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 2-26aI 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> | ReadingTo 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 2-16aTo 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 TransformationI can accurately measureand draw angles usingappropriate equipment,applying my skills toproblems 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 differentmethods 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 ProcessesHaving explored the need for rules for the order ofoperations in numbercalculations, I can applythem 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 theeveryday contexts in which simple fractions, percentagesor 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 TransformationThrough practical activitieswhich include the use oftechnology, I have developed my understanding of the linkbetween 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> | MoneyI can manage money,compare costs from different retailers, and determine what I can afford to buy.MNU 2-09aEstimating and RoundingI can use my knowledge ofrounding to routinelyestimate the answer to aproblem then, aftercalculating, decide if myanswer is reasonable,sharing my solution withothers.MNU 2-01a |
| Probability(MNU 2-22a)<https://drive.google.com/drive/folders/1bjBpWz8XHaDRk7HTlgLwpev2JOpIih7E?usp=sharing> | Ideas of Chance and UncertaintyI can conduct simpleexperiments involvingchance 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> | TimeI can use and interpretelectronic 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 ProcessesHaving determined whichcalculations are needed, Ican 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> | ArtI have the opportunity tochoose and explore anextended range of media and technologies to createimages and objects,comparing and combiningthem 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> | ArtThrough observing andrecording from myexperiences across thecurriculum, I can createimages and objects whichshow my awareness andrecognition of detail.EXA 2-04a |
| Other - Drama | Scenarios(EXA 2-12a)<https://drive.google.com/file/d/1WmsxnvGFOU3pAQza660vtubg3Ma5_d9e/view?usp=sharing> | DramaI can create, adapt andsustain different roles,experimenting withmovement, expression andvoice 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 PackChapters 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 PackChapters 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 PackChapters 11-14<https://drive.google.com/drive/folders/1VVkW7d9RykjR7jeDmhvcI92_FlFaOVyY?usp=sharing> | * Spelling -able -ible -ably -ibly
* Adverbial prompts
* Parenthesis
* Comprehension
 |
| Hertfordheath Literacy PackChapters 15-17<https://drive.google.com/drive/folders/1bb6eh1x6gi3KUfjKhdPO5DZM_n6tMJXr?usp=sharing> | * Spelling -fer
* Cohesive devices
* Conjunctions
* Prepositions
* Adverbs
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