



# Milne Class – Spring 2

## Around the World



### English

This unit is designed to help pupils understand that grammar, punctuation, and spelling are not isolated skills, but tools that help people communicate clearly, safely, and effectively. Through an engaging Viking narrative, pupils learn how language choices affect meaning, clarity, and impact. They explore how accurate writing helps ideas to be understood, messages to be trusted, and stories to be remembered.

Across the unit, pupils are supported to build confidence in using grammatical structures and terminology, apply these skills in meaningful contexts, and reflect on how their writing improves over time. The curriculum prioritises inclusion, ensuring that all pupils can access learning through modelling, visual support, and structured scaffolding, while also providing opportunities for challenge, creativity, and independence.

By the end of the unit, pupils see themselves as capable writers who understand that careful use of language gives their writing purpose, power, and value beyond the classroom.

### Computing

This unit looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

### Theme - Music

During the spring term, Milne will be continuing their study of musical notation and theory including note identification, rhythm, dynamics and chords. They will also continue their studies of the main major scales, using them in both improvisation and composition, and playing rhythm games, such as Rhythm Relay, to put this theoretical knowledge into practice.

<p style="text-align: center;"><b><u>History</u></b></p> <p>Pupils will build a clear and chronological understanding of ancient history by exploring the story of Cleopatra and her world. They will develop a secure narrative of events, making links between people, power, and change over time, while using appropriate historical vocabulary. Pupils will be encouraged to ask and answer meaningful historical questions about cause, significance, and consequence, and to select and organise information to form informed responses. They will also learn that our understanding of the past comes from a range of historical sources, which may present different viewpoints.</p> <p>As part of this unit, pupils will:</p> <ul style="list-style-type: none"> <li>• Explore who the Ptolemies were and where they came from</li> <li>• Learn about Cleopatra VII and her relationships with her two brothers, who were also her husbands</li> <li>• Understand why Julius Caesar was important</li> </ul>	<p style="text-align: center;"><b><u>Science</u></b></p> <p>This half-term, students will learn about Light Pollution in the Sustainability topic, as well as the Circulatory System and Diet, Drugs and Lifestyle in Biology. In Sustainability, students will explore how artificial lighting affects the environment and living organisms and consider ways to reduce its impact in our communities. In Biology, they will learn about the structure and function of the heart, blood and blood vessels, and understand how diet, exercise, drugs and lifestyle choices affect how the body works. Throughout the unit, students will participate in carefully structured, engaging practical investigations to help them connect scientific knowledge to real-world situations. Lessons will include clear routines, visual support and step-by-step guidance to ensure all students feel secure, supported and confident in their learning.</p>	<p style="text-align: center;"><b><u>PE</u></b></p> <p>This term pupils will be exploring minority games and team building games. Pupils will develop teamwork skills through completion of several challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. They will develop their coordination, accuracy, and control of movements. Pupils will be given the opportunity to work with a range of different equipment. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas.</p> <p style="text-align: center;"><b><u>RE</u></b></p> <p>This term, we will be exploring the big question: "What does it mean to be human, and is being happy the most important thing in life?" We will look at this through Humanist and Christian ideas, as well as the thoughts of some famous philosophers. We will think about what it</p>

to Cleopatra and how their alliance affected Egypt

- Examine the role of Mark Antony in Cleopatra's life and in Roman politics
- Learn how Cleopatra died and what happened to Egypt after her death

means to live a good life, including ideas about happiness, making choices, and doing the right thing. We will learn about ancient Greek philosophers like Aristotle and Epicurus and discover what they believed makes life good, while also meeting Stoic philosophers such as Seneca and Marcus Aurelius.

We will explore Christian beliefs about living a good life by learning about the teachings and example of Jesus, and look at people today who follow these ideas. We will also discover different ways people decide what is right and wrong, including utilitarianism and the ideas of Jeremy Bentham, and think about what works well and what might be tricky about these ideas. Throughout the term, we will reflect on whether doing good things makes us happy, share our thoughts, and develop our own ideas about how to live a good life. We will finish the unit with a special Easter activity to think about Christian beliefs about kindness, hope, and sacrifice.

### **Geography**

In this unit, pupils will learn about different coastal habitats and ecosystems, such as beaches, cliffs, and wetlands. They will explore why these environments are important for wildlife and biodiversity, and learn

### **Art Art and Design:**

In art we will continue experimenting with 'Textures and Structures'. We will explore our tactile senses and make patterns to represent textures. We will be exploring the giant structures of Claes Oldenburg's sculptures, and we will experiment with card to create large shoe structures in his style. We will examine the 'sculptures' he produced and will create large card shoe sculptures and add textures to them.

about some of the threats they face around the world.

Children will also use geographical enquiry skills to research and present information about coastal places. This will include looking at how tourism can affect coastal environments and the communities that live there.

Finally, pupils will explore how coastlines may change in the future, particularly as a result of climate change. They will discuss what people can do to protect and care for coastal environments, helping them understand the importance of looking after our planet.

### **Relationships and Sex Education & PSHE**

Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition.

### **Home Learning ideas**

- Exploring their emotions, identifying how they feel and what strategies they can use to get into the green zone
- Art and craft activities
- Going shopping

### **Independence**

#### **Cooking/ Shopping**

Cooking is a wonderful way for our pupils to build confidence and independence in a practical, meaningful way. Through simple, structured recipes, the children will practice following instructions, measuring ingredients, organising their workspace and completing a task from start to finish.

These sessions also support communication, maths skills (such as measuring and timing), fine motor development, and important life skills like hygiene, responsibility and resilience. Most importantly, they help pupils feel proud of what they can achieve independently.

All activities are carefully planned, supported with visual instructions, and closely supervised to ensure safety. We will be making a range of simple, healthy recipes suited to the children's abilities.

## Animal Care

As the weather begins to change, we'll be using all our senses to experience the burst of energy that comes with Spring. The children will spend time observing the trees, local bird life, and the natural world around us as everything begins to come back to life

We'll also be learning about how the needs of our animals change with the season. Together, we'll explore what adjustments we need to make in how we care for them to keep them healthy and happy as the weather warms and their routines shift.

This term, we will be looking closely at animal families, different life cycles, and where our school animals come from. The children will discover how Spring plays a key role in growth and renewal in the natural world.

We will also continue to develop important practical and personal skills, including:

- teamwork and sharing
- kindness and empathy
- confidence in caring for our animals
- responsibility and respect for living things
- being a thoughtful, decent human being

## DT

This term, students will be learning about the basics of the iterative design process and how to use freehand sketching efficiently and the skills associated with it. Students will use the skills they have learned to design their own beach hut, before learning how to use a hot glue gun to make their design using different types of materials. Students will begin to learn about the properties of different materials and how they fit into their own material families.

The children will have plenty of hands-on opportunities as they help look after the animals at school and learn how their actions make a positive difference.

### **Outdoor Education**

This term at Forest School pupils will be exploring our little woodland as habitats for insects, mammals, birds and amphibians. We'll be looking at nocturnal and diurnal animals, and whether they hibernate or migrate in the winter months. Pupils will also be using saws and bush knives to craft and build.

### **Horticulture**

As we move away from the colder months and into warmer days, we shall look more closely at what is happening to the plants around us, how they are changing as the days lengthen and the temperatures rise.

During the next half term, we shall be looking at how our hardwood cuttings are progressing and look for the first signs of roots.

As the sap starts to rise as sunlight hours increase, the older classes shall be preparing rootstocks and scion wood ready for grafting new fruit trees.

We will be revisiting our early planted seedlings and seeing how they have progressed despite being sown out of season. Hopefully, the seedlings have progressed well and will now be able to be planted out.

We will as always be propagating herbs and sowing seeds ready for planting up in the spring.

Classes will also be helping to plant up the new ink and dye bed that we have created outside the polytunnel to grow plants which will hopefully be utilised during some art lessons later in the school year.

### **Maths**

This term, pupils will develop their understanding of fractions, decimals and their relationships through practical, visual and problem-solving activities. They will begin by comparing and ordering fractions where the denominators are multiples of the same number, helping them recognise patterns and develop confidence in understanding fraction size and value. Pupils will explore equivalent fractions, learning to identify, name and write them using visual models such as fraction walls, bar models and diagrams, with a particular focus on tenths and hundredths.

As their knowledge progresses, pupils will be introduced to mixed numbers and improper fractions, learning how to recognise these forms and convert between them. They will apply their understanding by adding and subtracting fractions with the same

denominator, as well as denominators that are multiples of the same number, using concrete resources and pictorial representations to support reasoning.

Pupils will also extend their multiplication skills by multiplying proper fractions and mixed numbers by whole numbers, using practical materials and diagrams to support conceptual understanding. Alongside this, they will strengthen connections between fractions and decimals by reading and writing decimal numbers as fractions, for example recognising that 0.47 is equivalent to  $\frac{47}{100}$ . Finally, pupils will be introduced to thousandths and will explore how these relate to tenths, hundredths and their decimal equivalents, deepening their understanding of place value and number relationships.

Throughout the term, pupils will be encouraged to explain their reasoning, use mathematical vocabulary accurately and apply their learning to solve a range of fluency, reasoning and problem-solving tasks.