

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.

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/1rMWpMXHpEbNx50QI0VTXMFC46gN2UWG-?usp=sharing	<u>IDL opportunity (at school or at home)</u> Visualisers of Mr. and Mrs. Dursley (LIT 2-14a) (EXA 2-04a) https://drive.google.com/file/d/1NTkq2wAIGAd_lvdMNkM-9EwnKQt_VRPI/view?usp=sharing		<u>Writing</u> 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 <u>Art</u> 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
	<u>IDL opportunity (at school or at home)</u> Visualiser of Dumbledore (LIT 2-14a) (EXA 2-04a) https://drive.google.com/file/d/1swuZH_cSGVNBdMxv_czjg4s-yRpb_b/view?usp=sharing		<u>Writing</u> 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 <u>Art</u> 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)	<u>Art</u> 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)	<u>Art</u> 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/1wvdZZRrb5ECdeFR3crl_wTlzGeJQ4BTC/view?usp=sharing	<u>Reading</u> 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_BjVISMjpmF2EBSYqIG/view?usp=sharing	<u>Art</u> I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a

	<u>IDL opportunity (at school or at home)</u> Visualiser of Harry Potter (LIT 2-14a) (EXA 2-04a) https://drive.google.com/file/d/1HijSHRBce_gZRmlkN9iK1_HvHwv8pLc/view?usp=sharing	<u>Writing</u> 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 <u>Art</u> 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
	<u>IDL opportunity (at school or at home)</u> Visualiser of Dudley (LIT 2-14a) (EXA 2-04a) https://drive.google.com/file/d/1qJPW0KD6nlgYvDa9qhHkzphsgnp5jv4o/view?usp=sharing	<u>Writing</u> 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 <u>Art</u> 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)	<u>Listening and Talking</u> 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)	Reading To show my understanding across different areas of learning, I can identify and consider the

	https://drive.google.com/file/d/1nKkOiBe1eXTvRofTcVRg3_3Z8OE7uN1/view?usp=sharing		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/1ImIDP2jQg51ehVGrbg07aPBSC0SDKm1B/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
	<u>IDL opportunity (at school or at home)</u> 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/199tlsqlta4V0Hcil-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		<u>Writing</u> 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		<u>Writing</u> 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)		<u>Writing</u> 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_Si7rMPEBLI5x9lhLjWYwaJZ0NBDHwvf/view?usp=sharing		<u>Writing</u> 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		<u>Reading</u> 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)	<u>Writing</u> 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 <u>Digital Literacy</u> 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 <u>Money</u> I can manage money, compare costs from different retailers, and determine what I can afford to buy. MNU 2-09a
	<u>IDL opportunity (at school or at home)</u> Goblin Visualiser (LIT 2-14a) (EXA 2-04a) https://drive.google.com/file/d/1qWVbZAf_47JyqRPGtBrM30yElscXgklw/view?usp=sharing	<u>Writing</u> 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 <u>Art</u>

		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)	Money I can manage money, compare costs from different retailers, and determine what I can afford to buy.

	https://drive.google.com/drive/folders/1QmBCVAzc0-CWJfvQOSAlwH0Qf_NLwf5A?usp=sharing	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
	<u>IDL opportunity (at school or at home)</u> 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	<u>Art</u> 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 <u>Writing</u> 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
	<u>IDL opportunity (at school or at home)</u> Create an advert for one of the shops (could be written or recorded or both) (LIT 2-24a) (TCH 2-01a)	<u>Writing</u> 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 <u>Digital Literacy</u> 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
	<u>IDL opportunity (at school or at home)</u>	<u>Art</u> I have the opportunity to

	Make your own wand using a range of media and write description (EXA 2-02a) (LIT 2-26a) https://drive.google.com/drive/folders/12Wn59TnxS22UoERv52mVr2yHb6VWbslO?usp=sharing	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 <u>Writing</u> 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	<u>Science</u> 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/1JyYIfkqT8TlhUcQAceK4P8jLZL3wx679?usp=sharing	<u>Reading</u> 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_BwOfd3TvxAVroXXnllWTX?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/1KQIzimdPdabi0_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...		Writing I consider the impact that layout and presentation will have and can combine lettering, graphics

	(LIT 2-24a) (LIT 2-26a) (TCH 2-01a)		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 <u>Digital Literacy</u> 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/1vNG1WIWHIRyshGq5MmZ0kJTxIJEcnxwC?usp=sharing	<u>Food Technology</u> I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a <u>Craft, Design, Engineering and Graphics</u> 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)		<u>Writing</u> 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	Sort students into the correct house and crossword puzzle (comprehension). (LIT 2-16a) https://drive.google.com/file/d/11RDo7AGfT61hO_B2IIA-LNIf5-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.

-gbui7cJAm4RKPAjsIMTa wR?usp=sharing		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/1wii8aDanJMg154WeZwnltr0UdV9YuWnF/view?usp=sharing	<u>Art</u> 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/1ZHHzHJqW4LBIMXn2KbMzG_hbISxHSTy8g/view?usp=sharing	<u>Art</u> 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)	<u>Music</u> 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)	<u>Music</u> 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)	<u>Writing</u> 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

	https://drive.google.com/file/d/1pX53fpZ7hvSvFBHw2r7HBozAvVfk8Pom/view?usp=sharing		
	Which House would you be in? Sorting Hat Quiz (HWB 2-10a) https://drive.google.com/file/d/1rdGmsqSwOwySyWFtbGxe1Ttld3MGZxIX/view?usp=sharing		<u>Social Wellbeing</u> 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/1ToQrRaIG5NngEBNEgccjVMvdScTLQApV/view?usp=sharing		<u>Reading</u> 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	<u>Writing</u> 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		<u>Science</u> 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_XT528FeLbYRITVLHVN4Mkjf?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		Number and Number Processes Having determined which

	(MNU 2-03a) https://drive.google.com/drive/folders/1MeeVG3e-oEvcCruYCTko4yHHT6KA mGsO?usp=sharing		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		<u>Reading</u> 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/1UluTtuxFCCI BmKIRADDuc3a1N2ynxqgn?usp=sharing	Look at P156-157 and write broomstick instructions (LIT 2-26a)		<u>Writing</u> 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)	Write story at home (LIT 2-26a) (ENG 2-31a)	<u>Writing</u> 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

	https://drive.google.com/file/d/1eXsNn5LeYn_xzMsjmHlxkffrg14dwFb/view?usp=sharing		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
	<u>IDL opportunity (at school or at home)</u> Visualiser of Three Headed Dog (LIT 2-14a) (EXA 2-04a) https://drive.google.com/file/d/1IKIYfhcUvf8HKNKkTCdfSDuf_C04UR2_/view?usp=sharing		<u>Writing</u> 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 <u>Art</u> 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)		<u>Writing</u> 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/1I0immlogiZ5kf2vxXBwJb54uKWT2kyVH/view?usp=sharing		<u>Reading</u> 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-swCeJflaoe1S_/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) 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-NvyeaeYIDsN5gur18ifEN4enrm/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/19LIITcb39Htmjy5akSYWR9ELFyhvxNV8?usp=sharing	Follow the rules to play a game of Quidditch (after social distancing) (HWB 2-21a) https://drive.google.com/drive/folders/1GDiiLIUPP09L0-CZq2ZbKfdoT75-ziA8?usp=sharing		<u>Physical Education</u> 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)		<u>Art</u> 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)		<u>Writing</u> 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 <u>Digital Literacy</u> 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 <u>Drama</u> 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/1UAhORYyZXuYwN9fvU0sWa6YwTtuYLmIF/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		We discover that crackers at Hogwarts are not like those of	Craft, Design, Engineering and Graphics I can extend and enhance

https://drive.google.com/drive/folders/1fMJZUjOVvwUpdTQ1Pxqm5s9NAu-R8bPe?usp=sharing		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)	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_pnMKITEVtNdOyufIrJNH/view?usp=sharing		Art I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a
	<u>IDL opportunity (at school or at home)</u> 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/1pw6kRpM47t9VlaJnHIKvBgZ5t7emYSUU/view?usp=sharing		<u>Writing</u> 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 <u>Art</u> 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/1THMBjTVVcQslnXytUjw4lwKqAlwRI0Cc/view?usp=sharing https://drive.google.com/file/d/1FQXbLKnEPOdF9WU3oVMTFJQlxyFJ0IZz/view?usp=sharing		<u>Reading</u> 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		Use materials of your choice to make a replica Philosopher's Stone	<u>Art</u> I have the opportunity to choose and explore an extended range of media and technologies to create

https://drive.google.com/drive/folders/1qyxBhazKGq5rRbxBEEQstzgoLnITd4l2?usp=sharing		(EXA 2-02a)	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)		<u>Writing</u> 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 <u>Art</u> 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		<u>Reading</u> 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/1CkmvjKAE1	Make your own dragon egg (EXA 2-02a) https://drive.google.com/file/d/1ePUFDARHq53Wy5ftxEuP_IFxlzXuvGo1/view?usp=sharing		<u>Art</u> 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

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	Draw your own dragon and create a factfile – what type of dragon, size, age, special talents etc... (EXA 2-04a) (LIT 2-26a)		<u>Art</u> 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 <u>Writing</u> 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/1hjSRT11sAKm8B-qLM-L8uc5VjdQQtSgk/view?usp=sharing		<u>Reading</u> 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/1qyfs5rILFXbk7j58oXpAfjCrY2xdhdp?usp=sharing	Discuss What do you think was hunting the unicorn?		<u>Listening and Talking</u> When listening and talking with others for different purposes, I can: • share information, experiences and opinions • explain processes and

	What do you think the unicorn blood is made from? (LIT 2-09a)		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
	<u>IDL opportunity (at school or at home)</u> Centaur Visualiser (LIT 2-14a) (EXA 2-04a) https://drive.google.com/file/d/1davSHdvtuTuokoKkdsHCWRXn_7t7ZpgX/view?usp=sharing		<u>Writing</u> 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 <u>Art</u> 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)		<u>Art</u> 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)		<u>Listening and Talking</u> 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)		<u>Listening and Talking</u> 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
	<u>IDL opportunity (at school or at home)</u> 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)		<u>Writing</u> 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 <u>Art</u> I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a
	<u>IDL opportunity (at school or at home)</u>		<u>Social Studies</u> I can use primary and secondary sources selectively to research events in the

	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/1PLmnvgLsv1rO0ByXMNef4IM_PdF3mPdT/viiew?usp=sharing	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 <u>Digital Literacy</u> 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/viiew?usp=sharing	<u>Reading</u> 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	<u>IDL opportunity (at school or at home)</u> Draw Fluffy falling asleep (LIT 2-14a) (EXA2-04a) https://drive.google.com/drive/folders/1MmTwa00V3D6JUhyeaUCzbCI7pGDGaz6R?usp=sharing	<u>Writing</u> 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 <u>Art</u> 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
	<u>IDL opportunity (at school or at home)</u> Create a song/instrument to send Fluffy to sleep (EXA 2-17a) (SCN 2-11a) (TCH 2-10a)	<u>Music</u> I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. EXA 2-17a <u>Science</u> 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 <u>Craft, Design, Engineering and Graphics</u> 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)	<u>Craft, Design, Engineering and Graphics</u> 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 <u>Art</u> 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
	<u>IDL opportunity (at school or at home)</u> Create your own board game with instructions (TCH 2-10a) (LIT 2-26a)	<u>Craft, Design, Engineering and Graphics</u> 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 <u>Writing</u> 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)	<u>Writing</u> 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	<u>Reading</u> 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/1uwlnsCt3nwW6QwXD6RYmqEGzOp2Uk1B?usp=sharing	<u>IDL opportunity (at school or at home)</u> Voldemort Visualiser (LIT 2-14a) (EXA 2-04a) https://drive.google.com/file/d/1THy8iDLk_MHRRHGAYfJzu0QCQTr_XMLp/view?usp=sharing	<u>Writing</u> 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 <u>Art</u> 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)	<u>Writing</u> 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	<u>Writing</u> 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_ZOcPxd9MAWZSIBYeb0IFJ/viaw?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	Angles (MTH 2-17b) https://drive.google.com/drive/folders/1BePxFNbXCGXHxokNxp1VInbnHmcNERI?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)		Measurement I can explain how different methods can be used to find the perimeter and area of a simple

	https://drive.google.com/drive/folders/1Zcb7ypTn3wM8YR2xIA7IGGZSOnI71c-m?usp=sharing		2D shape or volume of a simple 3D object. MNU 2-11c
	Code Cracking (MTH 2-03c) https://drive.google.com/drive/folders/1kDAWxEryBpcjS-ol0vee0ZEXLA3A1ci-b?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-l1GPMcWHgRxTfzYU?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)		Money I can manage money, compare costs from different retailers, and determine what I can afford to buy. MNU 2-09a

	https://drive.google.com/drive/folders/1F8xjOXFwJtBVPTlq897FsXheSxU2BKQJ?usp=sharing		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/1bjBpWz8XHaDRk7HTlgLwpev2JOplih7E?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-TExp0uJY Mm?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/1q8n3DJ0Q2ompEIXJ0I6hLwDkvu2Tiws9?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)		Art I have the opportunity to choose and explore an extended range of media and technologies to create

	https://drive.google.com/file/d/1Xt9uS6QvQOcpExvBCGh2U08xu1eHcBSK/view?usp=sharing https://drive.google.com/file/d/1bubWT-QLr_JLzmW6ZNcZtrXSR_w9u1mk/view?usp=sharing		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/1NMRcmP6k0UblcURcHzac3lhymz6Avv-F/view?usp=sharing		<u>Art</u> 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/1Wmsxn vGFOU3pAQza660vtubg3Ma5_d9e/view?usp=sharing		<u>Drama</u> 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	• Spelling -cious or -tious • Word class – noun, verb, adjective, adverb, preposition, determiner, pronoun, conjunction • Complete sentences • Punctuation • Subject, verb or object? • Comprehension		

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Hertfordheath Literacy Pack Chapters 5-7 https://drive.google.com/drive/folders/1hoTQggE6SHQ0PLctEIPo6_norZczmOJI?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/1VVkW7d9RykjR7jeDmhvcl92_FIFaOVyY?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
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