

PSED

Unit Title—I can adapt to everyday changes

Key Knowledge—Learn how to adapt behaviour to different events, social situations and changes in routine. (assemblies / playtimes / lunchtimes)

Key Vocabulary—learn, change, adapt, listen, rules, follow,

Key Skills Developed - Children will be set clear, reasonable and consistent limits so that they feel safe and secure during play and other activities. They will be taught how to find solutions to problems and conflicts, through discussions and reasoning.

Communication and Language

Unit Title—Speaking

Key Knowledge—Begin to use more complex sentences to link thoughts and feelings. Comment and give suggestions about what they can see and hear.

Key Vocabulary—listen, talk, watch, think, question, why, how, next

Key Skills Developed—Children to expand on what they say by using more complex sentences. Ability to use more statements and fewer questions. Ask open ended questions with many possible answers.

Physical

Unit Title—Moving & Handling

Key Knowledge- Opportunities to move in different ways (as mini-beasts, small and large creatures—indoors and outdoors) To move with confidence and awareness of space and others around them. *links with PE focus—athletics

Key Vocabulary—move, slither, shuffle, roll, crawl, walk, run, jump, skip, slide, hop, fast, slow.

Key Skills Developed- Ability to move in different ways, with confidence, freely and with pleasure.

PE

Key Skills—Athletics—running, jumping, skipping

Key Vocabulary—run, jump, skip, slow, fast forwards, backwards, stop, start

Music—Mr Power - Rhythm & Rhyme (pulse, copycat etc)

Action songs (also rhythm & rhyme recap in phonics)

French - Days of the week & colours

RE

Chatterbox—Stories Jesus told & Easter

Children will learn and recall stories that Jesus told. They will learn who he told these stories to and what the stories teach us.

Children will explore the events of Easter ensuring that pupils know it is a celebration of Jesus's death and resurrection.

Key Vocab—Jesus, Bible, gospels, God, love, sacrifice, Easter, disciples, Holy week, Palm Sunday, cross, risen

Nursery - Spring 2 Minibeasts, Growing & Easter

Key Texts—The very hungry caterpillar / The very busy spider / The Tiny Seed

Christian Value—Forgiveness

PSHCE Focus—Healthy Me

Environment Maths

Children to make marks to represent numbers.

Environment Writing

Children to write their own name on work around the classroom such as models they make and all pictures they draw - use name cards to help if needed.

Enhancement Ops

World Book Day (to be celebrated in school on 8th March)

Easter

Literacy

Key Texts-The very hungry caterpillar . The very busy spider / The tiny seed

Phonics Phase- Letters and Sounds Phase 1 / Aspect 4 & 5—Rhyme & Rhythm & Alliteration

Key knowledge—Learn which words rhyme through different games and activities— We will learn to continue a rhyming string. We will listen and spot rhyming words in texts and suggest new rhyming words. Show awareness of alliteration by suggesting words with the same initial letter sound

Key vocabulary—listen, hear, sound, rhyme, rhythm, repeat, same

Maths

Focus—Shape, Space & Measure—Use familiar objects & common shapes to create patterns and build models. Measure and compare.

Key Knowledge—Learn to identify, describe and choose shapes. Identify and use shapes to make repeating patterns, symmetrical patterns and to build models of mini-beasts using construction sets such as k-nex. Learn how to measure in different ways and compare different quantities.

Key Vocabulary—pattern, shape, symmetry, same, match, most, least, length.

Understanding the World

Unit Title—Mini-beasts—Developing an understanding of growth, decay and changes

Key Knowledge—Using books, own knowledge and observation to see and comment on changes in plants & insects as they grow and change.

Key Vocabulary—watch, change, grow, life-cycle, observe, nature, mini-beast.

Key Skills Developed—Children to be encouraged to ask questions to extend their knowledge. Children will take care of seedlings by finding out what they need to survive. Children will explore the local natural environment.

Expressive Arts and Design

Unit Title—Music and sounds / Sunflowers

Artist Focus- Van Gough—Sunflowers

Key Knowledge- Children will experiment with different instruments, listening to the sound they make and finding out how to change the sound the instrument makes by playing it quieter, louder, harder, softer.

Children will experiment with different materials & media to create sunflower pictures.

Key Vocabulary—tap, shake, bang, loud, quiet, slow, fast

Print, stick, mix, colour, seed,

Key Skills Developed- Ability to change the way an instrument sounds by playing it differently and concentrating on what sound is required.

Ability to look at and recreate a picture using resources available.

Understanding the World/Science

Unit Title—Winter to Spring

Key questions—What new plants can you see? What do you notice about the trees? What is the weather like today? How has the weather changed this week? What happens in spring?

Key Knowledge—that there are four seasons in a year, that things grow in Spring, that lots of animals give birth in Spring, the names of different baby animals, how weather changes from winter to spring, know that seeds/vegetables need sun, air, water and nutrients to grow.

Key Vocabulary—spring, winter, seasons, cold, hot, wet, dry, rain, storm

Key Skills Developed—make observations of the natural world, make links and connections based on their own observations, explain what they have noticed about the world around them, know how to follow a sequence of steps to grow a seed/ plant/ vegetable.

Links to Early Learning Goals—know about similarities and differences in relation to places, objects, materials and living things, they make observations of animals and plants and explain why some things occur and talk about changes.

Understanding the World

Unit Title— Animals and plants from around the world/Easter around the world

Key Knowledge— Children will be looking at the similarities and differences between animals and exploring their different habitats, will begin to understand how cultures and beliefs are similar, sharing and discussing of practices, celebrations and experiences.

Key Vocabulary— .animals, plants, habitat, life cycle, country, continent, ocean, world, , Easter, culture, celebrations,

Key Skills Developed — Children will develop observation skills, identify and discuss similarities and differences, select appropriate tools for tasks, identify and recognize different animals, plants and place names. Discuss different cultures and make comparisons to their own experiences and environment, celebrate difference.

Links to Early Learning Goals— The world - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

People and communities - They know about similarities and differences between themselves and others, and among families, communities and traditions.

Technology - Children can select and use technology for particular purposes.

Expressive Arts and Design

Unit Title—Emma Chichester-Clark

Key Knowledge— that colours can be mixed, that you can make different colours by mixing colours, what colours can be mixed, that artists can hide meaning in pictures, that we can have our own ideas about different pictures

Key Vocabulary—illustrator, water colours, mixing, paint, brush, stroke

Key Questions-what colours can we mix? What colours make....? What could we draw to illustrate this story? Why do you think the artist has painted this picture? Which painting do you like best and why? Thinking questions around art by Emma Chichester-Clark.

Key Skills Developed—colour mixing, brush control, using different tools to paint, matching images to sentences, observational painting

Links to Early Learning Goals—safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; represent their own ideas in art

PE

Key Skills— Dance (Seasons) Racquet Skills

Key Vocabulary— movement, speed, style, copy, repetition, motif, sequence, unison, canon, mirroring, improvise, level, transition, timing, dance, music, idea, action, travel, stimulus

Music— Charanga

Our World - Learn to sing nursery rhymes and action songs including, Incy Wincy Spider and the Hokey Cokey –

Key skills - Children will listen, respond, explore and create using their voices and instruments

Key vocabulary – pulse, rhythm, pitch, melody, notes, lyrics

French

Days of the week and numbers 1-10

Reception

Spring/Weather/Growing/

Illustrations

Key Texts– Eliza and the Moon Child; I Love You, Blue Kangaroo, A

Seed in Need, Seeds, Supertato, Kitchen Disco

Christian Value—Forgiveness

PSCHE Focus—Dreams To Goals- Jigsaw unit 3

Environment Maths

Counting farm animals

Comparing sizes of plants and trees

Ordering sizes of animals

Grouping animals

Environment Writing

Sentence writing for illustration

Writing for forest/garden centre in role play

Label writing for vegetable patch in outdoor area.

Nature collection—sentences about what we have found/created

Book reviews in reading area

Maths area - numeral formation, days of the week, seasons

RE/Literacy area – writing frames retelling stories

Enhancement Ops

Diversity Week

Planting

Nature Walks

Communitree

Role Play – RE/literacy – retelling stories

English Key

Texts– Eliza and the Moon Child, Blue Kangaroo, A Seed in Need,

Seeds, Supertato, Kitchen Disco.

Key questions—What do you think will happen next? What is your favourite toy? Why do you think that this happened? What do you think will happen next? How do they feel? What are the features of a Non- Fiction text?

Key skills— predicting next steps in a story, spotting patterned language, creating narratives, read and understand sentences, use decoding and context to help read unfamiliar words, write simple sentences, spell some irregular words c

Grammatical knowledge developed– finger spaces, capital letters, sentence structure, full stop,

question marks, Writing captions in a list.

Phonics Phase– 3 and 4

Key vocabulary- CL, FS, Finger spaces, Phoneme, Grapheme, diagraph, trigraph, story, setting, character, vowels, clusters, blends

Links to Early Learning Goals—Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events; They develop their own narratives and explanations by connecting ideas or events; use their phonic knowledge to write words in ways which match their spoken sounds, write some irregular common words, write simple sentences which can be read by themselves and others, make phonetic plausible attempts at spelling unknown words.

Maths

Focus – Building 9 and 10

Key questions—Can you count to..? Can you count forward and backwards? Can you count how many..? Which has more /fewer? How many altogether? Can you see/make a pattern? Which shape is this? Which shape is like a....?

Key Knowledge— understanding that number represents quantity and when and how this can stay the same or change. Identifying and naming shapes and recognizing and identifying patterns in number and shapes.

Key Vocabulary— number, numeral, more, fewer, add, subtract, take away, altogether, equals, the same as, short, tall, long, small, big, time, count, 2D and 3D

Key skills developed – counting forwards and backwards, representing number in different ways by separating and grouping, ordering numerals, Representing, comparing and composition of 9 and 10 number bonds to 10, show one more and one less, use of 10 frame, use of part-whole model, using and modelling with 2D and 3D shapes

Links to Early Learning Goals— Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

RE

Unit Title—Stories Jesus Told/ Easter

Key Questions— What was Jesus trying to teach us in this parable? What special symbols do we use at Easter and why? What is love? How do we show that love? How did Jesus show that he loved us? How do Christians worldwide celebrate? What special foods are eaten?

Key Knowledge—Jesus rode into Jerusalem on Palm Sunday. Jesus died on the cross on Good Friday. we (Christians) believe that Jesus rose on Easter Day and is alive today. Easter is the most important time of the year for the Church.

Key Skills Developed—Children understand that Christians believe Jesus died for us because he loves us. Recall and retell the story of Easter. identify symbols associated with Easter. Talk about their own experiences of love and other emotions expressed in the Easter Story. ask questions about the Easter story.

Links to ELG

Understanding the world- Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Communication and language – Children answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

PSED – Children show sensitivity to others’ needs and feelings, and form positive relationships with others.

Science

Unit Title— Plants
Scientist Focus—Katherine Esau (botanist)

Key Knowledge- Identifying parts of a plants, Recognising pictures of common plants,

Name the parts of the flower. Go outside in the school grounds and collect a small sample of leaves and any flowers that are there. To name the flowers and look at the structure of a plant, including trunk. To ask questions about the local area. Sort these into groups, Sort the leaves into groups using round/pointy, name the leaves by using a chart. Learn about the botanist Katherine Esau and why she is known, for the children to recognise men and ladies can be a scientist.

Investigate where the plants grow in the school ground.

Key Vocabulary— leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem.

Key skills-observing, investigating, report writing.

PE-gym

Key Skills— dance movements, Yoga and mindfulness.

Key Vocabulary— high, low, fast slow, together, repeat, copy, calm, relax.

Music—Charanga Unit

Round and round.

Learn the song, recognise the repeated sections, add actions in time to the beat.

Term and Focus—spring 2

Y!

Our country

Key text—poetry and fiction.

Cross-Curricular Maths

Counting the number of plants and making charts in Science.

Cross-Curricular Writing

RE the Easter story.

Science-investigative work.

Enhancement Ops

Disney celebrations

Science week

Diversity

Easter service

World book day.

English

Key Texts– The Tired Bumble Bee, The Bee and Me and Nature’s Tiny Miracle.

Grammatical knowledge developed– using conjunctions to join short sentences.

Spelling rules— look at the words that rhyme having a spelling pattern.

Key genres– poetry, fiction.

Key vocabulary— rhyme, same or similar, sounds the same, last word.

So, but, because, also. High frequency/tricky words. Alternative spellings, grapheme, phoneme, digraph, trigraph.

Maths

Focus— Place value within 50 and length and height and time.

Key Knowledge—To know the numbers in the 100 square and to be able to read and write them. To know that when adding or subtracting one the numbers is usually either side of the number. When adding subtracting 10 the number is above or below. Telling the time to the hour and to the half hour

Key Vocabulary— length, height, measure, cm, mm, less than, more than, before, after, half past, o’clock

RE

Unit Title— Easter celebrating new life

Key Questions—What do you think is the most important part of the Easter Story? In what way is the Easter Story about new life? How do you think people feel when someone they love has died? How does the life cycle of a butterfly reflect the events of Easter? In what way is Easter a new beginning?

Key Knowledge—The story of the events of Holy Week from Palm Sunday through to Good Friday and Easter. Understand the reawakening of nature at springtime, the miracle of new growth, life cycles and the pattern of decay and new life. To understand what an Easter garden is.

Key Vocabulary— Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, resurrection

Key Skills Developed— To retell the story, sequence the events of the Easter story, to understand how people feel when there is a bereavement and how they can help. Make a card to show someone they care. Plan an Easter garden. Find evidence of spring by observing the outside area. Learn about the life cycles of animals.

Computing

Unit Title—technology outside school and E-safety

Key Knowledge— To understand the directional buttons on 2go or the beebots. To understand which direction they need to move if they are being asked to turn a half turn. To key in a number of moves for the beebot. To predict where the beebot will end up when following the inputted instructions. To use diagonal keys in 2go. To create a new background for 2go and explore others work. To revisit the rules for keeping safe.

Key Vocabulary– clockwise/anti-clockwise, left/right,

Key Skills Developed– design skills in 2go, saving and editing, inputting instructions, understanding directions.

History/Geography

Unit Title— Our Country

Key Knowledge— To name the countries in the UK, and their capital city. To know where Prestwich is in England and to identify on the map. To use e keywords to explain what the town and countryside are like. To understand what an aerial view is and what it can look like. To talk about the features of Manchester. Make a simple comparison between Prestwich and London.

Key Vocabulary— England, Ireland, Scotland, Wales, Capital cities, countryside, town, buildings, leisure areas, transport, jobs.

Key Skills Developed— To use a map to identify where we live, from a picture, photograph or google maps. To identify parts of the area that are used for buildings and those that are parks/woods etc.

Jigsaw

Unit title—Dreams and Goals

Key Skills Developed—tell you how I felt when I succeeded in a new challenge and how I celebrated it and know how to store the feelings of success in my internal treasure chest, identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them, know how I feel when I see obstacles and how I feel when I overcome them .

Key Vocabulary—Success, Celebration, Challenge, Internal treasure chest ,Feelings, Goals , Dreams, Garden

Key knowledge—

What does this song help us learn about having dreams and goals?

Why is it important to include everyone in a team?

What is success?

Art/Design Technology

Unit Title— Walt Disney.

Artist Focus— Characters from Walt Disney films.

Key Knowledge– observational drawing, blending and collage work

Key Vocabulary— To record and explore their ideas about some of the characters that are in the Walt Disney films. Look at the characters that have already been drawn and see what the children would draw differently. Take a character and see how it is drawn, starting with the outline, and then filling in the features.

Key Skills Developed– using pastels ,painting pens and collage.

Look at how the colour can be altered by smudging when using the pastels. Talk about the brightness of the colour they want to achieve. Think about any difficulties they come across using the pastels. Look at the differences when using the painting pens compared to the pastels. Is it different to paint on a brush. With collage let the children experiment with overlaying the paper or scrunching in up.

Outcome— Winnie the Pooh as a drawing. Other Walt Disney examples in pastels and painting pens.

Science

Unit Title— Uses of everyday materials

Scientist Focus— Charles Macintosh

Key Knowledge— identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Key Vocabulary— wood, metal, plastic, glass, brick, rock, paper, cardboard, suitable, material, solid, waterproof, opaque, translucent, transparent,

History

Unit Title— Knights and Castles

Key Knowledge— to know about events beyond living memory that are significant nationally or globally (The Battle of Hastings), to know about the lives of significant individuals in the past who have contributed to national and international achievements (William the Conqueror)

Key Vocabulary— Norman, battle, King, Bayeux tapestry, Feudal system, knights, lords, peasants, castle, battlements, moat, drawbridge, motte, bailey, fort, arrow loops, portcullis, barbican

Key Skills Developed—to find out about the past from a variety of sources, to empathise with people from the past

DT

Unit Title— Construction and moving parts: drawbridges

Key Knowledge— to know how to connect different materials, build structures, exploring how they can be made stronger, stiffer and more stable, explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key Vocabulary— draw bridge, lever, wheel, axle, and template

Key Skills Developed— select from and use a range of tools and equipment to perform practical tasks, generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups

Computing

Unit Title— Internet Safety

Key Knowledge— How can we be good digital citizens? Why is it important to have device free moments? What kinds of information should I keep to myself on the internet? What information is OK to have in your digital footprint? How are we all part of an online community? What should you do if someone is mean to you online? How can you give credit for other people's work?

Key Vocabulary— data, device, digital, digital footprint, online

PE

Key Skills— Hockey

Key Vocabulary— Hockey, team, pass, defend, attack

Music

Medieval music and dancing

Year 2

Spring 2

Knights and castles

Key text— Tell me a dragon- Jackie Morris

The Egg- M. P. Robertson

Christian Value- Forgiveness

Cross-Curricular Maths

PE- keeping score and timing

Science- presenting results and measuring

DT- measuring accurately

Cross-Curricular Writing

ICT- PowerPoint presentation

History- Knight wanted

Enhancement opportunities

World Book Day PJ day

Making dragon eyes

Knight tournament

PHSCE

Learning Intentions- I know what I need to keep my body healthy, I can show you what relaxed means, I know how medicines work, I can sort food into the correct food groups, I can make some healthy snacks, I can decide what foods to eat to keep my body healthy.

Social and emotional development- I am motivated to make healthy lifestyle choices, I feel positive about caring for my body.

English

Key Texts- Tell me a dragon- Jackie Morris; The Egg- M. P. Robertson

Grammatical knowledge developed-subordination (using when, if, that, or because) and co-ordination (using or, and, or but), commas in lists, sentence types

Spelling rules— spell common homophones; add suffixes to spell longer words,

Key genres- description, narrative, instructions, explanation,

Key vocabulary- text, fiction, non-fiction, description, setting, character, personality, appearance, noun, adjective, verb, adverb, capital letter, full stop, question mark, apostrophe, possessive, contraction, comma, suffix, exclamation, question, command, statement, past tense, present tense, homophone

Maths

Focus— Measurement: Length, Height,

Key Knowledge— choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); using rulers, scales, thermometers and measuring vessels; compare and order lengths and record the results using >, < and =, recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, calculate mathematical statements for division within the multiplication tables and write them using the division (÷) and equals (=) signs, show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot, solve problems involving division, to solve problems involving fractions of shapes and numbers, to recognise some equivalent fractions

Key Vocabulary— metre, centimetre, length, width, height, ruler, tape measure, divide, division, share, group, inverse, fraction, half, quarter, third, whole, equivalent

RE

Unit Title— Easter: How do Symbols help us to understand the story?

Key Questions— How do symbols help us to understand the meaning of the Easter story? Why is Easter the most important festival in the Christian calendar? What has saving people and rescue got to do with Jesus and Easter?

Key Knowledge— I know: that there are different objects and symbols used to help explain and understand the meaning of Easter; that the Easter story is central to Christian belief; why the Easter story is central to Christian belief; that we (Christians) believe that Jesus died to save humankind and this is part of God's salvation plan.

Key Vocabulary— Cross, crucifix, Paschal candle, resurrection, Last Supper, Eucharist, symbol, Light of the World, sacrifice and celebration.

Key Skills Developed— I can: identify and name some of the symbols of Easter e.g. Cross, bread and wine. retell the Easter story; describe simply what the symbols of Easter mean; describe briefly why Christians people celebrate Easter; talk about my own experiences of Easter celebrations; explain what I think is the most important thing about Easter; between the way a person behaves and what that person believes.

Science

Unit Title—Plants

Key Knowledge—Children will learn the names of different parts of plants, and the jobs they do. They will work scientifically and collaboratively to investigate what plants need to grow well, and will present their findings to their classmates. Furthermore, they will have chance to predict what will happen in an exciting investigation into the transportation of water within plants. They will work in a hands-on way to identify the parts of a flower, and will explore the different stages of the life cycle of a flowering plant.

Key Vocabulary—Roots, stem, trunk, leaves, flowers, anchor, nutrients, transport, seeds, carbon dioxide, sunlight, absorb, air, light, water, nutrients, soil, investigate, explore, predict, observe, conclusion, evaporate, compare, temperature, petals, sepal, stamen, anther, filament, stigma, style, ovary, ovule, pollen tube, pollination, fertilisation, dispersal, germination, life cycle, stages.

Key Skills Developed—To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers by labelling the parts of a plant; To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) by investigating what plants need to grow well; To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables by observing and recording plant growth; To report on findings from enquiries, including oral and written explanations and presentations of results and conclusions by presenting findings to the class; To investigate the way in which water is transported within plants by observing the transport of food colouring through a flower stem; To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by understanding pollination and fertilization; To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by ordering and describing the stages of the life cycle of a flowering plant.

History

Unit Title— Vikings and Anglo-Saxons

Key Knowledge—know when and where the Vikings came from and why they raided Britain, compare significance of Anglo-Saxon kings during the Viking period, know who King Ethelred II was and say when and why Danegeld was introduced, know some aspects of Viking life: clothes and jewellery; religion and gods; houses and food; rhyme and writing; art and craft, know how the legal system worked in Anglo-Saxon and Viking Britain; including crime and punishment, know how the last Anglo-Saxon kings shaped Britain.

Key Vocabulary— Viking, raid, invade, Denmark, Norway, Sweden, Norse, King, kingdom, Alfred the Great, King Athelstan, chronology, change, cause, similarity, difference, significance, influential, King Ethelred II The Unready, Danegeld, Saga, runes, Odin, Frigg, longhouse, longboat, Thing, outlaw, outlawed, law speaker, criminal, justice, defendant, court, ordeal, wergild, Edward the Confessor, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings

Key Skills Developed—order dates chronologically, compare significance/impact of historical figures, select and organise relevant historical information, compare legal systems in historical periods, distinguish between historically accurate and inaccurate events.

Art/Design Technology

Unit Title—Vikings— Design and Technology

Artist Focus—Anthony Gormley

Key Knowledge— Children will learn that Viking art focused on jewellery and weapons, while later craftsmen were known for their silver work and runestones. Viking art tends to be more symbolic and functional rather than contemplative or expressive; there was hardly a material to hand which Viking craftsmen had not stopped to beautify or enhance. Children will explore examples of Norse art using ICT and compare and contrast these ideas with the works of Anthony Gormley and his famous sculptures.

Key Vocabulary—construct, assemble, overlapping, stitching, weaving, mould, print, embossed patterns, layering, colour, shape, texture.

Key Skills Developed— Explore the roles and purposes of artists, craftspeople and designers working in different times/cultures. Compare ideas, methods and approaches in their own and other's work and say what they think and feel about them. Construct a simple clay base for extending and modelling other shapes. Use ICT to investigate art, craft and design in a variety of styles, genres and traditions. Print using a variety of materials, objects and techniques.

Outcome—Jewellery (brooch, arm ring) out of clay. Viking coins made from embossed foil patterns and cardboard. Viking bag/pouch for coins from felt, twine and stitching. Viking longboat through collage and overlapping. Fabric mother's day cards.

PE-Gymnastics: Movement

Key Skills—perform a range of jumps accurately, perform forward and backward rolls, perform a squat on a vault, perform a lunge into handstand and cartwheel, perform a chassis step, straight jump half-turn & cat leap, create gymnastics sequence with a partner

Key Vocabulary—squat, lunge, chassis step, cat leap

Music—Charanga Unit— The Dragon Song (Pop)

Term and Focus—Y3 Spring 2

Key text—How to Train Your Dragon

Christian Value—Forgiveness

Class Worship— Thinking of Lent

PSCHE Focus— Healthy Me

Cross-Curricular Maths

History— reading 3 and 4 digit numbers/dates

Cross-Curricular Writing

World Book Day writing opportunities

R.E— poetry, diary, interview, newspaper headline/report, write prayers

History— poetry, descriptive writing

Enhancement Ops

World Book Day

PSHE Unit Title— Healthy Me

Key knowledge- how exercise affects my body and know why my heart and lungs are such important organs, that the amount of calories, fat and sugar I put into my body will affect my health, knowledge of and attitude towards drugs, identify things, people and places that I need to keep safe from, know some strategies for keeping myself safe, who to go to for help and how to call emergency services, identify when something feels safe or unsafe, understand how complex my body is and how important it is to take care of it

Key vocabulary— oxygen, energy, calories, heartbeat, lungs, fitness, labels, sugar, fat, saturated fat, drugs, healthy, anxious

English

Key Texts—Viking Invasion, I was there; How to Train Your Dragon

Grammatical knowledge developed— possessive apostrophe with regular and irregular plurals, paragraphs, pronouns, clauses, adverbials and fronted adverbials, inverted commas/punctuating direct speech, time conjunctions

Spelling rules—homophones and near homophones, prefixes bi and re, gue and que words, sh sound spelt with ch, y3/4 statutory spellings, suffixes and applying spelling changes previously taught

Key genres— narrative; settings, character and plot, recount: letter writing, description,

Key vocabulary—narrative, possessive apostrophe with regular and irregular plurals, paragraphs, pronouns, clauses, adverbials and fronted adverbials, inverted commas/punctuating direct speech, suffix, simile, prediction, inference (from details stated and implied), summarise

Maths

Focus—Measurement—Length & Perimeter; Number: Fractions

Key Knowledge— Children will measure, compare, add and subtract; lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes.

Children will count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise and use fractions as numbers; unit fractions and non unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non unit fractions with small denominators. Solve problems that involve all of the above.

Key Vocabulary—Measure, length, centimetres, millimetres, metres, rulers, tape measures, metre sticks, trundle wheels, equivalent, descending, ascending, converting, tallest, shortest, perimeter, height, 2D, shape, rectangle, square, hexagon, triangle, pentagon, tenths, divide, equal, unit fractions, non-unit fractions, denominator, decimals, whole, numerator.

RE

Unit Title— 3.4 Exploring the sadness and joy of Easter

Key Questions— Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not? Is the cross a symbol of sadness or joy? How do the services held in churches during Holy Week and Easter reflect the sadness and joy? Is Good Friday the beginning or the end? Is Easter Sunday the end or the beginning?

Key Knowledge— know that the events of Holy week reveal what Jesus came to earth to do— God's salvation plan, the church remembers and marks the events of Holy Week in a variety of ways, the events of Palm Sunday, Holy Week and Easter are a combined mixture of emotions of joy and sadness.

Key Vocabulary— Palm Sunday, temple, last supper, Gethsemane, Good Friday, crucified, Easter Sunday and resurrection

Key Skills Developed— Investigate, empathise, interpret, reflect

Computing

Unit Title— Digital Citizenship

Key Knowledge— know how can we be good digital citizens, know why is it important that we have device-free moments in our lives, know what kinds of information should be kept to ourselves when we use the internet, know what information is OK to have in your digital footprint, know how are we all part of an online community and know what you should do if someone is mean to you online.

Key Vocabulary— digital citizens, device, well-being, private, digital trails, digital footprint, online community, cyberbullying and hate speech.

Science

Unit Title—Living things and their habitats

Scientist Focus—Gerald Durrell

Key Knowledge— To know how to group things in a variety of ways. Know how to generate questions to use in a classification key and create a classification key. Know how to identify invertebrates. Know how to recognise positive and negative changes to the local environment and describe environmental dangers to endanger species.

Key Vocabulary—organism, sort, group, criteria, venn/carroll diagram, variation, classification, vertebrates, invertebrates, specimen, thorax, abdomen, antenna, segmented, wingcase, mandible, forest floor, understory layer, canopy layer, emergent layer, habitat, diet, river, Amazon, Sherwood forest, species, natives, tribes, woodland, hearthland, deforestation, soil erosion.

Key Skills Developed—Will be able to use a range of methods to sort living things. The children can identify vertebrates by observing their similarities and differences. Can use evidence to identify an invertebrate. The children can show the characteristics of living things in a table and a key. They can record their observations in different ways and present their findings orally and in writing

History/Geography

Unit Title— The legacy of the Ancient Greeks

Key Knowledge— In the context of learning about the Ancient Greek Empire: understand how it grew and why. Know how the political system worked in Ancient Greece. To know how the Olympics have changed over time but how some features have remained the same. To identify the different architecture styles and variety of columns. Make connections, draw contrasts, analyze trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses of the Battle of Marathon

Key Vocabulary— chronology, empire, timeline, BC / AD, locate/location, country, city state, democracy, democratic, ancient, modern, politics, ruling, ruler, boule, ekklesia, Polis, sprint, wrestling, boxing, long jump, javelin, discus, chariot racing, pentathlon, city states, battle, Marathon, eye witness, Sparta(n), Athens(ian), Persia(n), battle formation, hoplite, defensive, strategy, retreat., architecture: Doric, Ionic, and Corinthian

Key Skills Developed— Explain the chronology of a timeline. Compare the Ancient Greek political system with our modern day parliament. Use secondary sources to learn about the past from sources including art. To recognize the influence of Greek architecture in their own surroundings. To make connections with modern sporting events, like the Olympic games and the London marathon and their origins in Ancient Greece.

Art/Design Technology

Unit Title—Design technology—Tasting and creating Greek food.

Artist Focus— N/A

Key Knowledge— Have a sound understanding of appropriate terms used in food preparation and food products. Can identify important aspects of personal hygiene before handling food *e.g. washing hands, keeping long hair tied back, wearing an apron.* Know which foods should be kept in a fridge and why some foods are high risk

Key Vocabulary—table cloths, cleaning material, tools/ equipment, oven, knives, graters, chopping boards, bowls, juicers, food processors, olives, pitta, feta, *Spanakopita*

Key Skills Developed— Identify the different food groups in the ‘balanced plate’. Use sharp tools correctly to ensure safety and accuracy. Work through a sequence of tasks produce a Greek dish, making appropriate modifications

PE –Mini Olympics/Basketball

Key Skills -Hitting and Striking games (SJ) Basketball .Athletics (K.H)

Key Vocabulary— hand eye co ordina- tion, competing, fair play, dribble

Music—Charanga Unit – Lean On Me

French—Catherine Cheater

Term and Focus—Spring 2

Christian Value– Forgiveness

PSCHE Focus– Healthy Me

Worship– Respectful relationships

Cross-Curricular Maths

D.T—weighing / measuring ingredients.

P.E—Measurement of distance discus is thrown

Cross-Curricular Writing

RE—Diaries and letters

History— balanced argument

Science – leaflets

Enhancement Ops

World Book

Day

English

Key Texts— Aesops fables— Michael Morpurgo and Emma Chichester Clark Great Greek myths by Diane Redmond and Julian Mosedale.

Grammatical knowledge — identifying noun phrases, modifying adjectives and nouns, determiners before modifiers, prepositional phrases, using expanded noun phrases. Suffixes –word families based on common words showing how words are related in form and meaning.

Spelling rules—words with the ‘s’ sound spelt with ‘sc’ e.g. science, words with a ‘soft c’ spelt ‘ce’ e.g. centre, words with a ‘soft c’ spelt ‘ci’ e.g. circle, word families based on common words showing how words are related in form and meaning e.g. real– reality.

Key genres– explanation text, historical Story – problem and resolution, play scripts, song writing/poetry, fables.

Key vocabulary—title, chronological order, present tense, time conjunctions, technical vocabulary, diagrams, illustrations, cause and effect conjunctions, conclusion, passive voice, impersonal tone, problem, resolution, standard and no standard English, brackets, cast list, stage directions, dialogue, scenes.

Maths

Focus— Fractions and decimals

Key Knowledge— Recognize and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognize that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator. Recognize and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths

Key Vocabulary—fractions, numerator, denominator, equivalent, quantity, halves, quarters, thirds, fifths, decimals, tenths, hundredth, decimal points..

RE

Unit Title— Exploring Easter as a story of betrayal and trust

Key Questions—What is trust? How do we show trust? Who do we trust? Why is trust important? Why did Judas betray Jesus? What does it mean to betray someone? How does it feel to be betrayed? What is forgiveness? Have you ever forgiven someone? Have you experienced being forgiven?

Key Knowledge— To know the incidents of betrayal and trust in the Easter story are significant to the outcome. That the events of Holy Week and Easter are key to understanding what Jesus came to earth to do – God’s salvation plan. That we (Christians) believe that they can trust Jesus.

Key Vocabulary— Trust, betrayal, forgiveness, Judas, loyalty, Peter, Gethsemane and Jerusalem, empathize, analyze, investigate.

Key Skills Developed— Identify and explain the significance of the incidents of betrayal and trust in the Easter story. Use religious vocabulary to make links between Christian beliefs and the stories of Lent Holy Week and Easter. Use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity. Describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.

Computing

Unit Title – Digital citizenship

Key Knowledge— What makes a healthy media choice? What information about you is O.K to share on line? How does our online activity affect the digital footprint of ourselves and others? How to be positive and have fun while playing on line games and help others to do the same. How to be up standers when we see cyberbullying. What rights and responsibilities

Key Vocabulary– Online, cyberbullying, e-Safety, search engine, keywords, synonyms, results, plagiarism, citation/cite, social media, account, register, private, public. account, digital citizenship, responsibility.

Key Skills Developed – .Media balance and well-being. Privacy and security and personal information. Digital footprint and identity. Relationships and communication. Cyberbullying, digital bullying and hate speech. News and media literacy.

Science

Unit Title—Forces Focus—Isaac newton, Galileo

Key Knowledge— This ‘Forces’ unit covers forces such as gravity, friction, water resistance and air resistance. Children will also learn about the use of mechanisms such as levers, gears and pulleys. The children will identify forces and find out about Isaac Newton and his discoveries. The children will look for patterns and links between the mass and weight of objects, using newton meters to measure the force of gravity. They will also work collaboratively to investigate air and water resistance, participating in challenges to design the best parachute and boat. They will have the opportunity to work in a hands-on way to explore friction, developing their own brake pad for a tricycle or scooter. During some of the practical science work, the children will discuss how variables other than the one being tested can be kept the same to help make a test fair. Finally, they will find out about different mechanisms, including levers, gears and pulleys, and will design their own marvellous machine

Key Vocabulary— Force, push, pull, air resistance, gravity, buoyancy, upthrust, friction, water resistance, drag, balanced, equal, variable, investigate, material, rough, smooth, grip, lever, gear, pulley, pattern, fair test, Newton (N)

Key Skills Developed—Identify and explain the different forces acting on objects; explain Newton’s role in discovering gravity; accurately measure an object’s weight and mass; explain how to increase the effects of air resistance; explain Galileo’s ‘Tower of Pisa’ experiment into gravity and air resistance; identify streamlined shapes; explain how friction is used in brake pads; investigate the effects of friction; explain how different mechanisms work.

History/Geography

Unit Title—Exploring France

Key Knowledge—In this unit, children have the opportunity to explore France. Firstly, they will learn about the countries of Europe. They will then look in more detail at some of the contrasting areas of France, finding out about the landscape, climate and locations in each area. Children will bring together their learning about one area of France and create information booklets to share what they have found out. In the final lesson of the unit, children will find out more about Toulouse and our twin school.

Key Vocabulary— Europe, France, continent, region, landscape, climate, contrasting, traditions, land use, trade links, physical/human geography

Key Skills Developed—Use an atlas to find names of cities; identify similarities and differences between a place in France and where I live; identify similarities and differences between the climate of a places in France and where I live; explain the difference between human geography and physical geography; identify similarities and differences between the human geography of a place in France and where I live; find information about flights, accommodation and tourist destinations using the Internet; plan a trip to and research the are of Toulouse and our twin school.

Art/Design Technology

Unit Title—Art—French Impressionism Monet

Key Knowledge– Use light and colour to create an impression, recognise and discuss impression art works, Understand the importance of light and colour, Understand the contribution Claude Monet made to art, Recognise impressionist artworks and the impressionist style.

Key Vocabulary— impression, impressionism, Monet, light, colour, tone, shade, pastel, blend, hue, water colour, acrylic, sketch, Paris ,France,

Key Skills Developed– Explore how artists use light and colour, I can discuss and evaluate the work of myself and others, to investigate the painting style of an artist, paint a scene in an impressionist style, develop a clear understanding of the term ‘impressionism.

PE

Key Skills—Hitting and Striking games
(SJ) Basketball (JP)

Key Vocabulary— hand eye co ordina-
tion, competing, fair play, dribble

Music—Violins Mr Price

French—Catherine Cheater

Term and Focus—Spring 2

Easter

Clockwork—Philip Pullman

Christian Value—Forgiveness

Enhancement Ops

World Book Day (08/03/21)

Easter crafts

Cross-Curricular Links

Balanced argument

Letter writing

Setting description

PHSCE –Healthy Me

Key knowledge –I can make an informed choice about smoking and know how to resist peer pressure. I can make an informed decision about whether I choose to drink alcohol and know how to resist peer pressure. I know how to keep calm in emergencies, I can reflect on my own body image and know how important that this is positive and I accept and respect myself, I respect and value my body, I am motivated to keep myself healthy and happy.

Key skills developed—I know the health risks of smoking and how tobacco affects the body, I know some of the risks of misusing alcohol and how alcohol affects the body, I can put into practice basic emergency aid procedures and know how to get help in an emergency, I understand how the media and celebrity culture promote certain body types. I can explain the role food plays in peoples lives and how some people develop eating disorders, I know what makes a healthy lifestyle and how to make healthy choices.

English

Key Texts– Clockwork or al wound up—Philip Pullman

Grammatical knowledge using and recognising relative pronouns and relative clauses. Using modal verbs.

Spelling rules—Twinkl Y5 2B word list. Using or sound spelt or, using or sound spelt au and converting nouns and adjectives into verbs using suffixes.

Key genres– Fantasy narrative, Non fiction texts (Forces)

Key vocabulary— Fantasy, prediction, apprentice, suspense, plot, balanced, biased, viewpoint, argument, debate, disease, ailments, justification, suffix, relative pronoun, relative clause, modal verbs.

Maths

Focus—Fractions, decimals and percentages

Key Knowledge—Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number, add and subtract fractions with the same denominator and denominators that are multiples of the same number, multiply proper fractions and mixed numbers by whole numbers supported by materials and diagrams, read and write decimal numbers as fractions, solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates, read write, order and compare numbers up to 3 d.p. Recognise and use thousandths, round decimals with 2 d.p., solve problems with number up to 3d.p., recognise the % symbol and use percentages as a fraction with a denominator 100 and as a decimal and solve problems which require knowing percentage and decimal equivalents.

Key Vocabulary— Fraction, improper fraction, top heavy fraction, mixed number, numerator, denominator, simplest, simplify, tenth, hundredth, thousandth, place value, decimal point, round, place holder, percentage, % equivalent scale, compare

RE

Unit Title—Why do Christians believe the Easter is a celebration of Victory?

Key Questions—Why do Christians believe that Easter is a celebration of victory? In what ways is Christ’s death and resurrection a victory? What is Jesus victorious over and why? How does his victory affect us today? What did Jesus do to save human beings?

Key Knowledge— That Christians believe Christ’s resurrection is a victory over death and talk about it with understanding, that Christians believe that the death and resurrection of Jesus restored the relationship between God and people and that the Easter Story is the very heart of Christian belief.

Key Vocabulary—Victory, triumph, resurrection, sacrifice, salvation and redeemer.

Key Skills Developed—Retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians, talk about and describe feelings in relation to situations of victory, ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions and describe the impact of belief in the Easter story on a person’s life.

Computing

Unit Title— Computer safety unit (Common sense media)

Key Knowledge—Learn the What/When/How much framework for media choices, Identify the reasons why people share information online, know the difference between private and public information, define the term ‘digital footprint’ & know the activities that contribute to it, describe the positives and negatives of social interaction in online games, Recognise cyberbullying,

Key Vocabulary– media, media choices, media balance, hardwired, personal information, private information, digital footprint, fossil, inference, responsibility, digital media, social interaction, grieving, cyber bullying, digital citizen

Key Skills Developed– Begin to develop their own definition of a healthy media balance, Explain why it is risky to share private information online, understand what responsibility they have for the digital footprint of themselves and others, reflect on the characteristics that make someone an upstanding digital citizen

Science

Unit Title—Human Body including the circulatory system

Scientist Focus—William Harvey

Key Knowledge—know and identify the main parts of the circulatory system, explain the different functions of the heart, lungs and blood vessels, explain how the digestive system breaks down nutrients, explain what constitutes a healthy lifestyle, understand the processes of how water and nutrients are transported around the body, understand the connection between circulatory and digestive system

Key Vocabulary—circulatory system, heart, lungs, blood vessels, blood, artery, vein, pulmonary, alveoli, capillary, digestive, transport, gas exchange, villi, nutrients, oxygen, enzymes, proteins, pancreas, liver, kidney

Key Skills Developed— Identify and explain the variables they will control in an investigation, choose the most appropriate graph to present data, decide on most appropriate type of investigation for a question, report the degree of trust that they have in their results

History/Geography

Unit Title (Geography)—The Kingdom of Benin

Key Knowledge—To have a coherent narrative of Africa’s past; Benin’s history is connected to broader trends and connections with particular reference to Africa and Britain; Benin’s past is constructed from a range of sources including artefacts; Benin was taken over by Britain in 1897 during the ‘Scramble for Africa’; Benin’s power at the height of its power in the 16th and 17th centuries; Traders arrived there from Europe during the ‘Voyages of Encounter’ from the 15th and 16th centuries; Benin’s past is constructed from written sources were produced by Europeans who went together with archaeological remains, objects and traditional oral stories.

Key Vocabulary—discovery, encounter, Oba (King), big picture, source, evaluate, compare

Key Skills Developed—understand how our knowledge of the past is constructed from a range of sources; to construct informed responses that involve thoughtful selection and organisation of relevant historical material; Constructing accounts including investigation, selection, organisation, effective communication including summarising information; Understand some of the ways in which we find out about the past and identify ways in which it is represented

Art/Design Technology

Unit Title—Upcycle, Recycle

Artist Focus—NA

Key Knowledge—to link work in geography on land use to the need to recycle product; how to create and follow a design brief considering target consumer; how to market a product; how to evaluate a product

Key Vocabulary—recycle, reuse, budget, upcycle, create, plan, target consumer, marketing, advertise

Key Skills Developed— follow a plan through from product design, manufacture, marketing and sale; evaluate a product against a design brief; use recycled materials to create a new product; create list of resources needed to create a product

Outcome—Creation of variety of products for sale made from recycled materials

Term and Focus

Spring 2—Y6

Macbeth –

William Shakespeare

Christian Value—Forgiveness

PSCHE Focus—Healthy Me

Cross-Curricular Maths

Science—presentation of results

Enhancement Ops

This will be decided depending on the return to school of pupils currently remote learning

Music and French will be a key focus when all pupils return to school

PE

Key Skills—yoga, cross country running

Key Vocabulary—endure, relax, calm, mindful, breath, stretch, flexible, prepare, warm up, stride, posture, build up

Cross-Curricular Writing

RE—Eye Witness Account

History—Historical Report on Sources

Science—Write up of investigations

English

Key Texts—Macbeth– William Shakespeare

Grammatical knowledge developed—using colons and semi-colons within a list; recognising formal and informal language; using and recognising the subjunctive in formal writing

Spelling rules—adding suffixes beginning with vowels to words ending in –fer; ie or ei; word families based on common words; statutory spelling challenging words

Key genres—diary; narrative; newspaper report; poetry; debate

Key vocabulary—playscript, simile, metaphor, imagery, personification, characterisation, alliteration, poetic device, rhyming couplet, dialogue, stage directions, interpretation

Maths

Focus—measure, area, perimeter and volume, ratio, angles

Key Knowledge—Metric measures; convert metric measures; calculate with metric measures; miles and kilometres; imperial measures; area and perimeter of rectangles, parallelograms and triangles; area of compound shapes; volumes of cuboids; using ratio language; ratio and fractions; ratio symbols; calculating ratio; using scale factors; calculating scale factors; ratio and proportion problems; measure using a protractor; missing angles; vertically opposite angles; angles in a triangle; angles in a quadrilateral

Key Vocabulary—litres, millilitres, grams, kilograms, tonnes, millimetres, centimetres, metres, kilometres, seconds, minutes, hours, convert, miles, pounds, ounces, stones, feet, inches, fluid ounces, pints, gallons, area, perimeter, formula, rectangle, parallelogram, triangle, compound shape, ratio, scale factor, angle, degree, turn, right angle, obtuse, acute, reflex

RE

Unit Title—Who was Jesus? Who is Jesus?

Key Questions—Who was Jesus? Who is Jesus? Who did Jesus say he was? Was Jesus the Messiah?

Key Knowledge— Jesus is given a variety of names to describe his character and purpose, there is a strong connection between Christmas and Easter and the concepts of incarnation and salvation, that we (Christians) believe Jesus was/is the Messiah and what that means

Key Vocabulary—Messiah, Prince of Peace, Saviour, resurrection, redeemer, servant

Key Skills Developed—express their own and the opinion of others in response to the question ‘Who was Jesus?’, use appropriate religious vocabulary to show they understand Christian beliefs about Jesus, ask relevant questions in order to discover the answer to the question ‘Who was Jesus?’, use the Bible as a source to discover the answer to the question ‘Who was Jesus?’

Computing

Unit Title—Building a Website

Key Knowledge—understand some of the programming behind a webpage; use some very basic html; make aesthetic decisions about font, colour and layout; understand some of the key parts of a web page and their purpose

Key Vocabulary— layout, display, font, colour, language, publish, html, divi,

Key Skills Developed—pupils will use their previously learnt presentation skills eg embedding images, changing fonts, moving content around a page to create their own webpage to display their work and photography

PSHCE

Learning Intentions: I can take responsibility for my health and make choices that benefit my health and well-being ; I know about different types of drugs and their uses and their effects on the body particularly the liver and heart; I understand that some people can be exploited and made to do things that are against the law; I know why some people join gangs and the risks that this involves; I understand what it means to be emotionally well and can explore people’s attitudes towards mental health/illness; I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse

Social and emotional development: I am motivated to care for my physical and emotional health; I am motivated to find ways to be happy and cope with life’s situations without using drugs; I can suggest ways that someone who is being exploited can help themselves; I can suggest strategies someone could use to avoid being pressurised; I know how to help myself feel emotionally healthy and can recognise when I need help with this; I can use different strategies to manage stress and pressure