

PSED

Unit Title—I can do it

Key Knowledge—To show willingness to tackle problems and enjoy self-chosen challenges. Children will become more independent in selecting and completing tasks and challenges within nursery.

Key Vocabulary—challenge, succeed, can, try, tackle, attempt, best

Key Skills Developed - Children will be encouraged to practise more complex skills and use them in the areas of the classroom or in more focussed sessions.

Communication and Language

Unit Title—Imagination

Key Knowledge- Use language to imagine and recreate roles and experiences in play situations.

Key Vocabulary- talk, share, imagine, play, characters, roles

Key Skills Developed—Children will be encouraged to share their experiences and knowledge and show this in their play to extend the learning and experience.

Physical

Unit Title—Moving & Handling

Key Knowledge- To use one handed tools and equipment safely, independently and correctly

Key Vocabulary—hold, grip, correct, letter, round, up, down

Key Skills Developed- Children to develop their skills in using scissors and mark making materials correctly. Forming letters for their name correctly and writing simple letters and words.

PE

Key Skills—Team games - rules, fair-play, techniques, improving own performance

Key Vocabulary—team, help, turns, try, copy, follow

Music—Mr Power to come into Nursery

French - Colours

RE

Chatterbox— What is prayer?

(Stories - Daniel & Jonah)

Children will start on their journey towards understanding what prayer is and the different ways people of faith talk to God.

Children will hear stories about people in the Bible praying to God. Children will hear the story of Jesus teaching his disciples The Lord's Prayer .

Children will explore how we can pray in different ways (speaking, writing, dancing, singing)

Key Vocab—Pray, prayer, God, Jesus, The Lord's Prayer

Nursery - Summer 1 Fairies & Wizards

Key Texts—The princess & the wizard, The elves & the shoemaker, The foggy foggy forest

Christian Value—Compassion

PSHCE Focus—Relationships

Environment Maths

Children to make marks to represent numbers.

Environment Writing

Children to write their name on all work around the classroom, concentrating on correct pencil grip and letter formation.

Enhancement Ops

Children to use sunshine garden and school grounds to collect materials to make fairy houses.

Literacy

Key Texts / games - Metal Mike, chain games, sound lotto.

Phonics Phase- Letters and Sounds Phase 1 / Aspect 6 - Voice sounds (metal Mike, chain games, sound lotto)

Key knowledge—To tune into sounds by distinguishing between the differences in vocal sounds, including oral blending and segmenting.

Key vocabulary—listen, hear, sound, voice, repeat

Maths

Focus—Number problems (potion making)

Key Knowledge—To show an interest in number problems and numerals in the environment. Children will be encouraged to find out how many objects there are, building on their skills of addition and subtraction.

Key Vocabulary—count, add, all together, how many more

Understanding the World

Unit Title—Technology

Key Knowledge—Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

Key Vocabulary—lift, flap, move, press, sound

Key Skills Developed—Children will develop ICT skills as they become familiar with simple equipment such as holding & pressing buttons on a camera. Children will be encouraged to use cameras & voice recorders to record their stories.

Expressive Arts and Design

Unit Title—Imagination

Artist Focus-

Key Knowledge-Engage in imaginative role play, inspired by the texts shared and stories told

Key Vocabulary—imagine, fairy, wizard, home, land, pretend, play

Key Skills Developed- Children to use the props and stories give to extend their play. Children will be encouraged to bring their own ideas and use their imagination.

Understanding the World/Science

Unit Title—Freezing and melting and Changing Seasons.

Key Knowledge—understand water is a liquid, can be frozen to become a solid. Ice will melt when not in the freezer.

Key questions—What do you think will happen to the water?

What happened to the water when we put it in the freezer?

Have you seen ice before?

What do you think will happen to the ice cubes?

Can you tell me what is happening?

What does it feel like?

What happens to the ice cubes as they get warmer?

What do you think will happen if we put the ice cube in the sun? In the fridge? In the cupboard?

What might happen if we put the melted ice cubes back in the freezer?

What words could we use to describe what happened to the ice cubes?

What did you find out?

Key Vocabulary—Water, ice, ice cube, cold, warm, hot, melt, melting, melted, changes, turns, same, different, freezer.

Resources—Ice cube trays, water, food colouring, small jugs, small bowls or cups, **Ice Cube Posters**. (Access to a freezer will also be required.) Learning intention—Children to use the scientific vocabulary and discuss why things happen and how things work.

PE Key Skills—Yoga, To inspire young children to enjoy moving while developing communication & social skills. • Mindful movement, combined with quieter breath & relaxation lay the foundations for self-regulation and coping skills for mental wellbeing.

Key Vocabulary— pose, stretch, movement exercises, relax, breath, warm up, cool down,.

Music

Charanga Unit—Big Bear Funk—
Prayers and hymns

Maths, number and phonics songs,
Songs in French

Vocabulary and learning

Rhythm, tempo, volume, sounds, instruments, lyrics, sing and perform

Reception Summer 1

Freezing and melting/Pakistan

Building—Junk Modelling

The Three Little Pigs, Rani in Search of a Rainbow, The Building Boy,

Maths - To 20 and beyond

RE—What is Prayer? Christian Value—Compassion

PSCHE Focus—Relationships

Environment Maths

Positional language with building bug hotels.

Comparing sizes of plants and trees

Ordering sizes of houses.

Grouping materials

Environment Writing

Sentence writing for illustrations and designing.

Label making in the small world

Label making for construction

Nature collection—sentences about what we have found

Music—writing lyrics

Enhancement Ops

Planting

Nature Walks

Music

Building homes-Bug hotel.

English

Key Texts— The Three Little Pigs, The Building Boy, Rani in Search of a Rainbow, Countries—Pakistan,

Key questions—What do you think the story might be about? What might happen in the story? What do you think will happen next? How do you think the story might end? What are the characters like? Why did the character do.....(give the situation)? What happened in the story? What did you enjoy about the story? Why?

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, begin to identify fiction and non-fiction texts

Grammatical knowledge developed— finger spaces, capital letters, sentence structure, full stops.

Phonics Phase— 2, 3 and 4. High Frequency words and tricky words.

Key vocabulary- Phoneme, Grapheme, diagraph, trigraph, capital letter, finger spaces, full stops, title, author, illustrator, blurb, story, setting, characters, fiction, non-fiction

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

People and Communities / History or/and Geography

Unit Title—Pakistan

Key questions—Where is Pakistan on the globe or on the map of the world?

What languages are spoken in Pakistan? What do the children learn in Early Years in Pakistan?

Key Knowledge—children will recognise Pakistan on the globe and compare its size to UK. Languages, food, religion and clothing in Pakistan. Children will learn handy phrases in Pakistan (Urdu), for example, hello, bye and how are you?

Key Vocabulary—Flag, Pakistan, Lahore, Urdu, English, similar, different.

Key Skills Developed—Explain what they know about teaching in Pakistan. Explain how we can find out about Pakistan using the internet, books and our sister school in Lahore.

Maths

Focus—Phase 7– To 20 and Beyond; First, Then and Now

Key questions—Can you see how this has been arranged? How else could we sort them? How is it different?

Key Knowledge— Consolidating key skills with subitising and practising counting on and back from 10-20. Children will be building and representing numbers to 20. Spatial reasoning and awareness will be developed through jigsaws and shape arrangements; with opportunities for children to match arrangements of shapes using positional language to describe where they are in relation to each other.

Key Vocabulary— subitising, patterns, sequences, triangles, shapes, squares, rectangles, circles, 2D, 3D,

Links to Early Learning Goals—Count reliably from 1-20, place them in order and say which number is one more or one less than a given number, add and subtract two single-digit numbers; use everyday language to talk about size, recognise, create and describe patterns, explore characteristic of everyday objects and use positional language to describe where they are in relation to each other.

Expressive Arts and Design

Unit Title—Homes Key Knowledge— materials used to build homes and religious buildings around the world.

Key Vocabulary—materials, wood, bricks, metal, water resistant, water proof, past, present.

Key Questions-What are the houses in England made of? What material do you think we should use and why? Why are the houses in England different to the ones in Pakistan?

Key Skills Developed—Measuring, estimate, build, attach, plan, discuss and explain. 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 .

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RE

Unit Chatterbox —What is Prayer?

Key Questions—

What is a prayer? How do people pray? Why do people pray? Where do people pray?

When you talk to God what do you say? How does God listen to and answer our prayers? Can you think of different ways to pray? When do people pray? Can you think of some reasons why people pray? How and where do other faiths pray?

Key knowledge—Jesus taught his disciples (us) the Lord’s Prayer. Prayer is a form of communication with God. Prayer is expressed in a variety of ways. Prayer is expressed in a variety of ways.

Key Skills Developed— start children on their journey towards understanding what prayer is and the different ways people of faith talk to God.

Science

Unit Title— Animals including humans.

Scientist Focus— Steve Irvin Zoologist

Key Knowledge— identify and name a variety of common animals, sort into fish, mammals, amphibians reptiles and birds. Identify common animal /groups, and recognise that some are carnivores, herbivores and omnivores. Describe and compare the structure of the animals-birds compared to fish. Identify, name and draw the basic parts of the human body and link these to the senses. Inv-Which colour bird seed do the birds like the best?

Key Vocabulary— animal, reptile, bird, fish, mammals, amphibians. Common animals and those from Africa.

Key Skills Developed— group, sort and label. Observe, investigation, prediction.

History/Geography

Unit Title— Going on Safari

Key Knowledge— To understand the geographical similarities and differences through studying the human and physical geography of Kenya compared to the UK: to locate Africa and identify Kenya, to understand what a National park is, to explore the climate and weather of Kenya and compare that to the UK, to recognise some of the main animals that live in Kenya, to draw simple maps and use compass points to navigate around a map, look at a very simple key and identify water/mountains/housing etc.

Key Vocabulary—Africa, Kenya continent, country, Safari, climate, National Park, game reserve, savannah, endangered species, habitat, extinct, protect, tourism, migrate, Maasai tribe, culture, tradition, warriors

Key Skills Developed— To use maps, atlases and globes to locate Africa and Kenya. to

Art/DT

Unit Title— Nature Sculptures

Artist Focus— Andy Goldsworthy

Key Knowledge - to know that there are different kinds of nature sculptures and to explore the work of Andy

Goldsworthy.

Key Vocabulary— sculpture, statue, model ,work of Art, 3D, nature, natural objects, materials, sketch books, land art, observations

Key Skills Developed —To make careful observations, to use a variety of natural materials for sculpting and to develop and share their ideas.

PE-dance

Key Skills— following a dance and then creating their own.

Key Vocabulary— body parts, fast/slow, up/down, turn, high/low etc.

Music

Charanga unit-Your imagination

Listen to supercali... Mary Poppins and pure imagination from Willy Wonka. Day dream believer, a whole new world (Aladdin). Rainbow connection-muppets movie.

Term and Focus—Summer 1

Key text—.

Christian Value—Compassion

PSCHE Focus—Being grateful for what we

Cross-Curricular Maths

Sorting and grouping, graph in Science,

Cross-Curricular Writing

PSHCE and English, with both Rhino

Enhancement Ops

Chester zoo online.

Africa day

Jigsaw-PSHCE

Key questions— What healthy choices do you make? How do you feel if you make a healthy choice? How could children your age make healthy choices? How does a healthy child feel? Does anyone remember the actions for the Healthy Balance Sum?

Key knowledge — understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. know how to keep safe when crossing the road, and about people who can help me to stay safe tell you why I think my body is amazing and can identify some ways to keep it safe and healthy know how to make healthy lifestyle choices

Key Vocabulary — Healthy Unhealthy Balanced Exercise Sleep Safe Safety Green Cross Code Eyes Ears Look Listen Wait

English

Key Texts— One plastic bag Isatou Ceesay, Rhino's horn, Ronald the Rhino-twinkl, non-fiction african animals.

Recognise the spelling patterns and where the rhyme is, draw and retell the story, alter the storyline by changing character/setting/event, look at beginning middle, end of story. Look at non-fiction to fiction. Write using the past tense.

Spelling rules—more on ed, ing, tion, sion

Phonics— Phase 5 wk 13— revise the phase 5 phonics and the alternative sounds e.g ere for air.

Key genres— fiction, non-fiction, rhyme.

Key vocabulary— blurb, non/fiction, storyline, beginning, middle and end.

Maths

Focus—Number: Multiplication and Division, Fractions and Geometry: Position and Direction

Key Knowledge— Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.

Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for: lengths and heights

Geometry: Describe position, direction and movement, including whole, half, quarter and three quarter turns

Key Vocabulary— multiples, arrays, doubles, sharing, grouping, divide, heavy/light, heavier than, lighter than, capacity and volume, full/empty, more than, less than, half, half full, quarter, fractions, turns

RE

Unit Title— 1:8 Joseph and 1:4 Jesus was special.

Key Questions—How do we know God was with Joseph?

I wonder how Joseph was feeling?

I wonder why Joseph was a Bible hero?

I wonder what we can learn from this story?

What does special mean?

Jesus was special. How? Why? What made Jesus special?

Who were the special friends of Jesus and how did they try to follow his teachings?

How do we make and build friendships?

Key Knowledge— explore one of the most well-known epic stories of the Old Testament. Help pupils to talk about the actions and feelings of the characters and relate them to their own experiences. Consider what we can learn from this story. Learn more about the nature and characteristics of God.

Key Vocabulary— Joseph, Jacob, brothers, dreams, coat, Egypt and forgiveness

Key Skills Developed— Empathise, Interpret, Reflect

Computing

Unit Title—1:7 spreadsheets.

Key Knowledge— To understand what a spread sheet is, explain rows/columns etc, enter data into the cells correctly, add images to the spreadsheet and use the image toolbox, use the speak and count tools in 2calculate.

Key Vocabulary— column, row, cell, data, spreadsheets, sort, group.

Key Skills Developed— To use technology to sort and organise, to manipulate and retrieve data.

Science

Unit Title— Plants

Scientist Focus— Jane Colden

Key Knowledge— observe and describe how seeds grow into mature plants, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Key Vocabulary— root, leaf, stem, flower, bud, seed, bulb, germination, sprout, shoot, seed dispersal, sunlight, water, temperature, nutrition,

Key Skills Developed— performing simple tests, identifying and classifying, asking simple questions, observing closely using a variety of equipment

PE

Key Skills— Athletics

Key Vocabulary— running, jumping, skipping, hurdling, javelin, shot-put, discus, relay

Music

Great fire of London songs and glockenspiels

Year 2

Summer 1

Fire, Fire!

Key text— The Great Fire of London- Gillian Clements

Christian Value— Compassion

PSCHE focus— Relationships

History

Unit Title— The Great Fire of London

Key Knowledge— to know about events beyond living memory that are significant nationally or globally (The Great Fire of London), to know about the lives of significant individuals in the past who have contributed to national and international achievements (Samuel Pepys)

Key Vocabulary— Thomas Farriner, Samuel Pepys, King Charles II, Sir Christopher Wren, fire hooks, Thames, monument, significant, sequence

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

Cross-Curricular Maths

DT— accurate measuring of ingredients

Science— presenting results

Computing— Position and direction

Cross-Curricular Writing

RE— Description of Galilee

History— Samuel Pepys fact file, diary, newspaper report, leaflet

Enhancement opportunities

Y2 visit to church

Baking bread

Virtual lesson from the British Museum

PHSCE

Learning Intentions— I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.

I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.

Social and emotional development— I accept that everyone's family is different and understand that most people value their families, I am comfortable accepting appreciation from others

English

Key Texts— The Great Fire of London- Gillian Clements

Grammatical knowledge developed— use the present and past tenses correctly and consistently including the progressive form; to recognise and use nouns, adjectives, verbs, adverbs

Spelling rules— days of the week, months of the year, spell common homophones: -el, -le, -al, -il; continued work on suffixes, apostrophes for contraction

Key genres— description, leaflet, diary, poem, newspaper report

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

Maths

Focus— Measurement: Time, Mass, Capacity; Reading scales, position and direction, problem solving and efficient methods

Key Knowledge— choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels; compare and order lengths, mass, volume/capacity and record the results using >, < and =; compare and sequence intervals of time; tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times; know the number of minutes in an hour and the number of hours in a day.

Key Vocabulary— mass, kilograms, grams, capacity, litres, millilitres, temperature, thermometer, Celsius, time, second, minute, hour, add, subtract, efficient, total, equals, clockwise, anti-clockwise, turn, quarter, half, three quarters,

RE

Unit Title— Why is the church a special place or Christians?

Key Questions— What makes a place special? Where is your special place? What do you think makes a Church a special place? Why is the church a special place for Christians? Why/when do people go to Church? What happens in the Church? What makes a place holy/sacred?

Key Knowledge— that the church is a special place where Christians meet to worship and pray. It is also the body of people and not just the building. that for Christians the church is a holy blessed space. the story of Moses and the people of God building the tabernacle (tent of meeting) to house the ark of the covenant. that people of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there.

Key Vocabulary— Church, Vicar, Minister, pews, font, altar, stained glass, worship, holy, sacred,

Key Skills Developed— ask good questions that reveal understanding about the church and what happens there. connect the features of the church to Bible Stories. use religious vocabulary to name and describe the features of a church building.

DT

Unit Title— Bread: Pudding lane recipes

Key Knowledge— use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from.

Key Vocabulary— bread, bake, dough, flour, knead, design, evaluate, recipe, ingredients

Key Skills Developed— design purposeful, functional, appealing products for themselves and other users based on design criteria, select from and use a wide range of ingredients, according to their characteristics, explore and evaluate a range of existing products evaluate their ideas and products against design criteria

Computing

Unit Title— Programming Turtle Logo and Scratch

Key Knowledge— use technology purposefully to create, organise, store, manipulate and retrieve digital content,

Key Vocabulary— algorithms, instructions, commands, move, turn, repeat, turn

Key Skills Developed—Turn the turtle using rt 90 and lt 90, Draw squares and rectangles, Create simple algorithms using a number of different blocks. Use the repeat and green flag blocks to control algorithms.

Science

Unit Title-Magnets and Forces

Scientist Focus-

Key Knowledge-They will learn about forces in the context of pushing and pulling, and will identify different actions as pushes or pulls. The children will work scientifically and collaboratively to investigate friction, by exploring the movement of a toy car over different surfaces. They will work in a hands on way to identify magnetic materials. Furthermore, they will conduct an investigation into the strength of different types of magnet. The children will have chance to explore the way magnetic poles can attract and repel in an exciting activity, making their own compass and using it to find hidden items. The children will use their understanding of magnetic attraction to design and create their own magnetic game. They will develop their scientific enquiry skills, making observations, predictions and conclusions.

Key Vocabulary– force, push, pull, friction, surface, magnet, magnetic, attract, magnetic field, pole, north, south, repel, compass, direction.

Key Skills Developed– Identify the forces acting on objects. Investigate how a toy car moves over different surfaces. Sort magnetic and non-magnetic materials. Investigate the strength of magnets. Explore magnetic poles. Observe how magnets attract some materials.

Geography

Unit Title– Somewhere to Settle

Key Knowledge– know what a settlement is, know important features of a settlement site, know things settlers needed from a settlement site and why they develop in certain locations, know settlements have been built at different times in history, know different types of land use,

Key Vocabulary– village, town, city, countries, settlement, site, location, invaders, map, atlas, globe, land use, transport and trade links, key, symbols, route, eight compass points, 4 and 6 figure grid references, Ordnance Survey maps, natural resources (energy, food, minerals and water),

Key Skills Developed- know how to identify features/land use on a digital map, use a key and symbols to identify transport links on maps, use an atlas to find a route between two places, draw a map of a settlement, create a key for a map, use 8 compass points and 4 and 6 figure grid references

Art/Design Technology

Unit Title-Under The Sea.

Artist Focus– David Hockney, Katsushika Hokusai and Julie Shackson.

Key Knowledge-Children will learn, research and compare the works of these three influential artists and use them as a basis when creating their own pieces of art. They will explore Hokusai's wood block print "The Great Wave" which led to the master artist shaping the course of the Impressionist Movement in Europe. Children will then look at Hockney's pieces depicting water and the reflections which are created. They will learn how he was an important contributor to the Pop Art Movement of the 1960's and is considered to be one of the most influential British artist's of the 20th Century. Children will then finally move on to explore the work created by Julie Shackson who is a modern day artist that creates textiles inspired by water.

Key Vocabulary– colour, shape, pattern, texture, tone, blocking, thickened, primary colours, secondary colours, impressions, reflections.

Key Skills Developed-Children will select and record from first hand observation and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Experiment with different effects and textures, including, blocking in colour, washes and thickened paint. Talk about processes used to produce a simple print. Explore pattern and shape creating designs for printing.

Outcome– Children will use their sketchbooks to record observations of water and reflections made by light. Children will explore the works of Hockney focusing on "Seascape 1989" and "Water rings" and improve their mastery of art techniques, including drawing, painting and layering using thickened paint to recreate these pieces. Ch will explore "The Wave, A Lithograph 1990" and the use of comb printing. Ch will then produce their own imitations using different tools and techniques. Hokusai's Great Wave will then be explored and children will imitate this piece using printing techniques. Julie Shackson's works will then be explored and recreated using layering and collage materials.

PE– Street dance fusion

Key Skills & vocabulary– bhangra, hype, locking, house, ballet, fusion, repetition, freestyle, isolations, sequence, partner work, unison, mirroring, counts, creativity, travel, jack, pas de bourrée, stomps, retreat, shuffle, tick-tack-toe, skate, happy feet, dip n jack, jack in the box, canon, duet, B-boying, groove, toprock, salsa step, pose, crossover step, Indian step, get down, six step, choreography

Music—Charanga Unit-Bringing Us

Together

French—Catherine Cheater

Y3 Summer 1 – Under the Sea

Key texts– Dolphin Boy, The Pearl Diver

Christian Value– Compassion

PSCHE Focus– Relationships

Worship– Caring For The World

Cross-Curricular Maths

Digital mapping

Using 8 compass points and 4 and 6 figure grid

Cross-Curricular Writing

Computing– make a powerpoint presentation about a sea creature, produce a non-chronological report using word processing skills previously taught

Enhancement Ops

Visit local area to explore how land is used.

PSHE– Relationships

Learning intentions- identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females, identify some of the skills of friendship eg. taking turns, being a good listener, know strategies for keeping myself safe online, explain how some of the actions and work of people around the world help and influence my life, understand how my needs and rights are shared by children around the world and can identify how our lives may be different, know how to express my appreciation to my friends and family

English

Key Texts- Dolphin Boy, The Pearl Diver

Grammatical knowledge developed- verbs, adverbs, adjectives, similes, metaphors, direct and reported speech, past and present perfect tenses, apostrophes for contraction and possession, pronouns, first and third person narratives, paragraph, prepositions, clause, subordinate clause, conjunctions,

Spelling rules-ary, short u sound spelt with o, ou that sounds like u, struct, uni, scop, spect, press and vent word families

Key genres– narrative, non-fiction: information text, explanation, non-chronological report, Kenning poetry

Key vocabulary– summarise, predict, improvise, empathise, setting, character, Kenning, heading, sub headings

Maths

Focus– Number: Fractions and Measurement: Time.

Key Knowledge-Recognise and show using diagrams, equivalent fractions with small denominators. Compare and order unit fractions and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole ($5/7+1/7=6/7$). Solve problems that involve all of the above.

Time

Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12 hour and 24 hour clock. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as O'Clock, a.m/p.m, morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events (for example, to calculate the time taken by particular events or tasks).

Key Vocabulary- , Divide, equal, unit fractions, non-unit fractions, denominator, decimals, whole, numerator, equivalent, add, subtract, time, analogue, roman numerals, seconds, minutes, hours, days, weeks, months, year, leap year.

RE

Unit Title– 3.3 Jesus the man who changed lives

Key Questions– What does change mean? How can our lives be changed? Is it easy to change? How did Jesus change lives? When did/does Jesus change lives? What happens when Jesus changes a person's life?

Key Knowledge– know that Christians believe Jesus has/had the power to change people's lives, choosing to follow Jesus is not necessarily an easy way of life, people's lives today can be transformed by becoming a Christian and choosing a different way of life.

Key Vocabulary-Jesus, Mother Theresa, Levi, Zacchaeus, saint, disciples, Christian Aid, Cafod, forgiveness, humility, service

Key Skills Developed– analyse, investigate, empathise

Computing

Unit Title– **Presentation Skills** – link to a sea creature

Key Knowledge- Children will develop their use of presentation software (Microsoft Powerpoint). They will create their own power point presentation about a sea creature, which will include a theme, slide transitions, animated objects, hyperlinks and audio and video.

Key Vocabulary– branching, slides, template, hyperlinks, embed, theme, transitions, animation, presentation, audio, video, layout, file format, action settings, text box and image.

Key Skills Developed– Children will learn how to plan a branching story, how to create slide templates and organise slides with hyperlinks, how to add theme, transitions and animation to a presentation, how to use action settings, how to insert audio and video and how to evaluate slide layouts and make improvements.

Science

Unit Title—Electricity

Scientist Focus— Thomas Edison and Garrett Morgan

Key Knowledge- To explain ways that electricity is generated. Identify electrical appliances and the types of electricity they use. I can identify complete and incomplete circuits. Identify and sort materials into electrical conductors or insulators. To explain how a switch works and why they are needed.

Key Vocabulary— Electricity, charge, flow, current, generate, power, appliance, energy, source, renewable, non-renewable, mains, batteries, safety, danger, precautions, home, school, battery, batteries, cell(s), battery holder, crocodile clips, wires, bulb, bulb holder, test, visualise, complete, incomplete, circuit, conductor, insulator, conduct, insulate, , electrons, free electrons, buzzer, motor, slide switch, push button switch, pull switch, selector switch, key switch, paddle switch, toggle switch, dimmer switch.

Key Skills Developed—make and explain predictions, compare conclusions to predictions. Record and report on an investigation

History/Geography

Unit Title— The Roman Empire and its impact on Britain

Key Knowledge— To know about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius. To know why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made. Know about the resistance of Queen Boudicca and understanding different perspectives. Describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. To know what a Roman bathhouse is and who used them.

Key Vocabulary— Invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, Roman road, camber, highway, Boudicca, rebellion, Hadrian, turret, milecastle, fort, Picts,

thoughtful selection and organisation of historical knowledge by knowing when, how and why Hadrian's Wall was built. I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall

Key Skills Developed— Create a poster or timeline to show how the Roman empire spread from 800 BC to AD 305. Label maps to show some Roman roads. Create a model to show a cross-section of a Roman road.. To write in role to show understanding of how the Roman empire might have affected different people. Act in role as a character from Roman Britain and show how that person would have felt and behaved. Describe and draw features of Hadrian's Wall.

Art/Design Technology

Unit Title—Design technology—Roman money bags

Artist Focus— N/A

Key Knowledge— To know how different fastening work for a purpose. To place the object in its historical setting-its use and purpose.

Key Vocabulary—textiles, fastening, zips, buckles, buttons, Velcro, material, fabric, cord, beads, scissors, needles, eyelets, thread

Key Skills Developed— To be able to design a purse in the style of a Roman purse. To have used a variety of tools and techniques to make a purse. To evaluate their finished product.

Outcome— A Roman money bag of their own design and fastening.

PE

Key Skills— Roman soldier fitness training and formations. Athletics (SJ)

Key Vocabulary— running, jumping and throwing. Speed, strength and stamina

Music—Charanga Unit -The Beatles—
Blackbird

French—Catherine Cheater

Term and Focus—Summer 1

Christian Value- Compassion

PSCHE Focus- Relationships

Worship- Fruits of the spirit

Cross-Curricular Maths

Science—presentation of results.

History -Using Roman numerals.

D.T—measuring lengths of fabric

Cross-Curricular Writing

RE— Information leaflet about a place of worship.

History—Diary entry of Celt leader

Science -Script for electricity television show

Enhancement Ops

Roman day in school

English

Key Texts— The Roman News by Andrew Langley and Philip De Souza/ First News (weekly children's newspaper)

Grammatical knowledge -Standard English—forms for verb inflections instead of local spoken forms -were or was/ did or done/I or me/Have not of/these or those not them.

Use of paragraphs to organise ideas around a theme • Draft and write by organising paragraphs around a theme • Draft and write by in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Spelling rules—Adding the prefix—inter-anti -auto -ex -non

Words ending in ar and er.

Key genres— newspaper reports, narrative; eye-witness account; advertising (persuasive language) Non Chronological report.

Key vocabulary—headline, pun, alliteration, subtitle, rhyme, report, 5WS, chronological report and non-chronological report, captions, third person, past tense, direct and reported speech, title, opinion, fact, rhetorical questions.

Maths

Focus— Decimals, measurement -money and time

Key Knowledge—Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to 1 4 , 1 2 and 3 4 Understand 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

Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places. Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Key Vocabulary—decimal, whole, compare, halves, quarters, estimate, order, round, tenths, hundredths, digits, pounds, pence, hours, minutes, seconds, years, months, weeks, days, analogue, digital..

RE

Unit Title—Are all places of worship the same? Do people worship God in the same way? Non-Christian Faith Unit - Places of Worship

Key Questions -What does 'church' mean? Are all churches the same? What does it mean to belong to a church?What makes this place special? What makes this place Holy? To whom is this place special? Why do people gather here to worship?

Key Knowledge—That not all church buildings are the same but have similar features according to denomination. That Peter and the disciples 'built' the church after the events of Pentecost. That the Bible gives guidance to the church about behaviour and attitudes and I can talk about what that guidance is. That Christianity is a world-wide multi-cultural faith. that people of other faiths have different places of worship and I can name the buildings, key features and the worship that takes place there.

Key Vocabulary— church, chapel, cathedral, sacrament, vicar, curate, priest and minister, Islam, mosque, imam, Quran.

Key Skills Developed—Use religious vocabulary to name features of the church building, talk about their significance and link to the Bible. Identify similarities and differences between churches and denominations worldwide. Ask good questions about the similarities and differences between different denominational practices. Make links between values and beliefs and behaviour. Talk knowledgeably about other places of worship. The features of the building and the worship that takes place there.

Computing

Unit Title—Programming - Turtle Logo.

Key Knowledge— In the context of using Turtle Logo know how to create and debug a procedure. Knowhow to use Turtle Logo to create and debug an algorithm that uses steps. Know how to create and debug an algorithm with different colours. Know how to create and debug an algorithm to fill areas with colour. Know how to create and debug an algorithm to write text. Know how to create and debug an algorithm to draw arcs.

Key Vocabulary- laptop, turtle logo, application, debug, algorithm, procedure, setpos, arc, commands

Key Skills Developed - Create and debug an algorithm to create a procedure. Create and debug an algorithm that uses setpos to draw shapes. Create and debug an algorithm with different colours. create and debug an algorithm to fill areas with colour. Create and debug an algorithm to produce text. Create and debug an algorithm to draw arcs.

Science

Unit Title—Properties and Changes of Materials

Key Knowledge— This ‘Properties and Changes of Materials’ unit will teach your class about different materials, their uses and their properties, as well as dissolving, separating mixtures and irreversible changes. The children will sort and classify objects according to their properties. They will explore the properties of materials to find the most suitable material for different purposes. The children will work scientifically and collaboratively to investigate the best thermal insulator, making predictions and forming conclusions. Furthermore, they will have chance to find the best electrical conductor, in the context of making floodlights brighter. They will have the opportunity to work in a hands-on way to explore dissolving, identifying the different variables in their own investigations. They will find out about different ways to separate mixtures of materials, using filtering, sieving and evaporating. Finally, they will learn about irreversible changes, and participate in two exciting investigations to create new materials, including casein plastic and carbon dioxide.

Key Vocabulary— Material, property, separating, dissolve, soluble, insoluble, thermal conductor, insulator, reversible, irreversible, solid, liquid, gas, magnetic, non magnetic, particles, structure, filter, sieve, carbon dioxide.

Key Skills Developed—Compare materials according to their properties, Investigate thermal conductors and insulators, investigate which electrical conductors make a bulb shine the brightest, investigate which materials will dissolve, Use different processes to separate mixtures, Identify and explain irreversible chemical changes.

History/Geography

Unit Title—Magnificent Mountains

Key Knowledge—In this Unit, children find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region.

Key Vocabulary— Valley, summit, foot, slope, region, climate, mountainous, lava flow, magma, tectonic plates, fold mountain, features, mountain range, fault line, Earth’s crust, mantle, core, tourism, plateau.

Key Skills Developed—Use an atlas and map to find counties, identify key mountain ranges around the world, locate key areas of higher ground around the UK, Use a map to find and describe key features of mountains, Explain how different types of mountains are formed, Describe a mountainous climate, Describe how tourism affects mountainous regions.

Art/Design Technology

Unit Title—Art—Repeating patterns and OP art—Bridget Riley, MC Escher

Key Knowledge— Use simple OP art for effect, Use straight neat lines in art and colour neatly for effect, sketch faint lines with accuracy that can guide work produced,

Key Vocabulary— Optical illusion, tessellation, shape, interlocking, colour, light, tone, shade, pattern, flashing, moving, tricks, Bridget Riley, MC Escher, trompe l’oeil, abstract, confuse, 3D, contrast, vertical, horizontal, effect.

Key Skills Developed— Create own abstract patterns to reflect personal experiences and expression, Create pattern for purposes, Explore how artists use light and colour, I can discuss and evaluate the work of myself and others, to investigate the work and style of an artist.

PE

Key Skills—Athletics (SJ) Fitness linked to move challenge (JP)

Key Vocabulary— technique, javelin, stamina, relay, shot, distance running

Music—Violins Mr Price

French—Catherine Cheater

Term and Focus—Summer1

Roof toppers—Katherine Rundell

Christian Value—Compassion

Enhancement Ops

Bikeability 20th-23rd April

Move for St Mary’s fitness challenge

Cross-Curricular Links

Radio script—the drama in dialogue

Creating a musical Detective work

Human rights & liberties

PHSCE –Relationships

Key knowledge –I know how to keep building my own self esteem, I can recognise when an online community begins to feel unsafe or uncomfortable, I can recognise when an online community is helpful or unhelpful to me, I can identify things to do that reduce my screen time so my health isn't affected, I can recognise and resist pressure to use technology in ways that may be risky or cause harm to myself or others.

Key skills developed—I have an accurate picture of who I am as a person, I know belonging to an online community has positive and negative consequences, I understand there are rights and responsibilities in an online community, I know there are rights and responsibilities when playing games online, I can recognise when I’m spending too much time online (screentime), I can explain how to stay safe when using technology to communicate with friends online.

English

Key Texts– Rooftoppers—Katherine Rundell

Grammatical knowledge Parenthesis, Expanded Noun phrases, tenses

Spelling rules—Twinkl Y5 3A word list. Words using the letter string ‘ough’. Adverbials of time and place, words with an ‘ear’ sound spelt ‘ere’, statutory list.

Key genres– Narrative, Scripts (Computing)

Key vocabulary— Narrative, guardian, eccentric, connection, plane of experience, contempt, justice, liberties, orphanage, Victorian/Edwardian, suspense, critical, debate, dialogue, mood, context, relationship, background beliefs, scholar, experiences.

Maths

Focus—Decimals, Geometry: Properties of shape

Key Knowledge—Adding decimals within 1, Subtracting decimals within 1, compliments to 1, Adding decimals crossing the whole, Adding and decimals with the same number of decimal places, Adding and subtracting decimals with a different number of decimal places, Adding and subtracting wholes and decimals, decimal sequences, multiplying decimals by 10,100 and 1000, dividing decimals by 10, 100 and 1000, Identifying angles, compare and order angles, Measure angles in degrees and with a protractor, Drawing accurately, calculating angles on a straight line and around a point, triangles, quadrilaterals, calculating angles and lengths around and in shapes, regular and irregular polygons, reasoning about 3D shapes

Key Vocabulary— Place Value Chart, PVC, place value counters, decimal place, decimal point, wholes, fractions, tenth, hundredth, thousandth, equivalent, exchange, column method, written method, efficient method, rounding, sequence, rule, angle, turn, acute, right, obtuse, reflex, straight line, protractor, degree, point, polygon, non polygon, 3D regular, irregular, reasoning

RE

Unit Title—Exploring the lives of significant women in the old testament

Key Questions— What can I learn from this story? Why is this a significant moment? Why is this women important? In which values and beliefs are the actions of the women rooted? Did she do the right thing? Where does this story fit into God’s big story?

Key Knowledge— That there are significant women in the Bible who made incredible choices that have an impact on God’s big story. Worship can be expressed in a variety of different ways including prayer, dance, compassion, and self sacrifice. Sometimes people of faith face great challenges and remain true to their face.

Key Vocabulary—Ruth, Esther, Purim

Key Skills Developed—Make links between their own values and the values of others (i.e. the women in the Bible) Ask important and relevant questions about the lives of the women in the Bible, Ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments. Reflect on the the lives of the women in the Bible and describe the features that inspire them.

Computing

Unit Title— Radio Station (Recording sound)

Key Knowledge—Computer and safety knowledge when using the internet and a PC, recording sound using digital devices and software, applying a creative approach to make adverts, interviews, podcasts and jingles, present, listen to, record and evaluate their own and others work including professional examples.

Key Vocabulary— e safety, anti-virus, software, collecting, analysing, choosing, recording software, audacity, content, digital, jingle, podcast, evaluate, research, interviewer, advert

Key Skills Developed– I can use software to create my own sounds by recording, editing and playing, I can combine audio effects to create an original radio jingle, I can research and plan digital content for a podcast, I can use software to create and present digital content for a radio podcast, I can design and record a persuasive radio advert, I can present and evaluate audio content.

Science

Unit Title—Light

Scientist Focus—Isaac Newton

Key Knowledge—that light travels in straight lines, that objects are seen because they give out or re-lect light, light travels from light sources to our eyes or form light sources to objects and then our eyes,

Key Vocabulary—shadow, light, filter, colour, reflect, absorb, refract, spectrum, wavelength, prism, visible, lens, angle, incidence, straight, ray, beam, wave, photon, energy, source, opaque, size, distance, change, tilt, see, transparent, rainbow, bend, focus, focal point, normal, periscope, travel, vacuum,

Key Skills Developed—identify scientific evidence that has been sued ot support or refute ideas or arguments, carry out investigations to test scientific theories by using prisms, mirrors and colour wheels to investigate how light reflects, refracts and travels

History/Geography

Unit Title (Geography)—Trade and Economics

Key Knowledge—understand why countries trade with each other, explain what the trade links are between the UK and China (with a focus on Datong), explain the global supply chain, explain what fair trade is and why it is important, explain Manchester’s part in the future global economy

Key Vocabulary—globalisation, trade, import, key, China, Fairtrade, trading, global supply chain, export, water, population, waste, housing, demographics, energy, food, minerals

Key Skills Developed—map reading and place location using a variety of different types of maps, explain geographical similarities and differences, make reasoned judgements using a variety of sources, describe different types of settlement and land use

Art/Design Technology

Unit Title—Cams and Followers

Artist Focus—NA

Key Knowledge—that there are different mechanisms in mechanical toys; how cams and followers work; how to follow a design brief; ways in which a structure can be made more secure

Key Vocabulary—cam, follower, mechanism, structure, join, strengthen

Key Skills Developed—accurate measuring; use of tools eg saws, Stanley knives; following the investigate, create brief, design, create, evaluate process; using different joins to create a firm structure; creating a functioning toy with working mechanism using a cam and a follower

Outcome—3D model of a animal created with working parts using cams and followers

Term and Focus

Summer 1—Y6

Frank Cottrell Boyce –The Un-forgotten Coat

Christian Value—Compassion

PSCHE Focus—Relationships

Cross-Curricular Maths

Science—presentation of results

Enhancement Ops

Bikeability

Music—Livin’ On a Prayer

French—Catherine Cheater

PE

Key Skills—yoga, athletics

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

Cross-Curricular Writing

Geography—Letter to Mayor of GM

Science—Write up of investigations

English

Key Texts-Macbeth– The Unforgotten Coat

Grammatical knowledge developed-cohesive devices eg relative clauses, fronted adverbials, pronouns in fiction and non fiction

Spelling rules—Y5 and Y6 spelling lists

Key genres-diary; poetry, flashback, descriptive writing

Key vocabulary—refugee, suspense, first person, dialect, dialogue, memory, polaroid

Maths

Focus—angles,

Key Knowledge—measure using a protractor; missing angles; vertically opposite angles; angles in a triangle; angles in a quadrilateral,

Key Vocabulary—angle, degree, turn, right angle, obtuse, acute, reflex

We will then take mock tests in week four to ascertain what areas need to be recovered

RE

Unit Title—Ascension and Pentecost

Key Questions—Why are these two events so important? What is the impact of these events then and now? In what ways do these events and beliefs make Christianity distinctive?What do Christians believe about the nature and character of the Holy Spirit?

Key Knowledge—Ascension and Pentecost are key events in Christianity; Christians believe that people’s lives can be inspired and transformed by the Holy Spirit; the events of the Ascension and Pentecost are connected to distinctive Christian beliefs.

Key Vocabulary—Ascension, Pentecost, Trinity, Holy Spirit and inspiration

Key Skills Developed—retell the stories of Ascension and Pentecost connecting them with Christian beliefs; describe what Christians believe is the impact of the Holy Spirit on people’s lives. talk about the ways in which these events help answer questions about God.

Computing

ComputingUnit Title—Kodu

Key Knowledge—explain how simple algorithms work; that algorithms can be debugged to solve problems; that errors need to be detected to be solved; that code can be analysed and deconstructed; how to use Kodu to create worlds and program characters

Key Vocabulary—world, smooth and flatten, raise, Kodu, start, finish, program, environment, acceleration, bump, obstacle, object, track, path, node, character, tool palette

Key Skills Developed—use a programming tool to create their own game; understand how different pro-grams use different language; how to debug and analyse code

PSHCE

Learning Intentions: I know that it is important to take care of my mental health; I know how to take care of my mental health; I understand that there are different stages of grief and that there are different types of loss that cause people to grieve; I can recognise when people are trying to gain power or control; I can judge whether something online is safe and helpful for me; I can use technology positively and safely to communicate with my friends and family

Social and emotional development: I understand that people can get problems with their mental health and that it is nothing to be ashamed of; I can help myself and others when worried about a mental health problem; I can recognise when I am feeling those emotions and have strategies to manage them; I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control; I can resist pressure to do something online that might hurt myself or others; I can take responsibility for my own safety and well-being