

## PSED

Unit Title—I can talk to my friends

Key Knowledge—To initiate conversations, attends to and takes account of what others say.

Key Vocabulary—talk, listen, opinion, respond, friends.

Key Skills Developed - Children will learn to talk openly to their friends within the class by sharing experiences and taking turns. Children will be given the opportunity to share their opinions, joining in with various activities and talking to different people. Children will be encouraged to talk about what makes a good friend.

## Communication and Language

Unit Title—Why and how questions

Key Knowledge - We are learning to talk about what we are doing and reflect and explain events, using more complex words and detail.

Key Vocabulary—listen, talk, question, reflect, think, learn

Key Skills Developed— Children will be encouraged to listen, watch and join in with practical activities by responding to questions and thinking ahead about what might happen.

## Physical

Unit Title—I can write

Key Knowledge- Holds pencil near point between first two fingers and thumb and uses it with good control to write name and other words.

Key Vocabulary—hold, grip, control, write,

Key Skills Developed- Children will learn skills of how to use tools and materials effectively and safely. Children will have lots of opportunities to practise using and holding mark making tools correctly to write their name and other words.

## PE

Key Skills—Games - skill development and reinforcement.

Key Vocabulary—run, jump, fast, slow, catch, throw, turn, team,

Music—Charanga - Mr Power in Nursery

French - Hello, Goodbye, My name is .....

## RE

Chatterbox— Friendship

Stories - The miraculous catch of fish / The calming of the storm (links with The Rainbow Fish)

Children will explore the meaning of friendship, how we make friends, and why friends are important.

Children will learn about Jesus making friends, how he made friends and who he chose. They will learn that Christians consider themselves to be friends of Jesus and that Jesus has 12 special friends called disciples.

Key Vocab—friend, friendship, trust, love, Jesus

## Nursery - Summer 2 Under the sea & space (below & above us)

Key Texts—The rainbow fish, Sharing a Shell, Whatever next

Christian Value—Hope

## Environment Maths

Children to write numbers they see around them or represent them in different ways

## Environment Writing

Children to write their name on all work they do around the classroom. Write words & names on models they make.

## Enhancement Ops

CommuniTree

## Literacy

Key Texts /games - Toy talk, which one

Phonics Phase- Letters and Sounds Phase 1 / Aspect 7 - Oral blending and segmenting.

Key knowledge—The ability to segment words into sounds and to blend sounds into words

Key vocabulary—listen, hear, sound, blend, segment, say, repeat

## Maths

Focus—Separate a group of objects and start to represent numbers.

Key Knowledge—Learn how to separate a group of objects in different ways, beginning to recognise that the total is still the same. Learn that we can represent numbers in lots of different ways.

Key Vocabulary—separate, count, accurately, objects, different, same, total, mark, record

## Understanding the World

Unit Title—What is out there?

Key Knowledge—To ask questions about aspects of their familiar world such as the place where they live or the natural world.

Key Vocabulary—watch, notice, world, living, sea, ocean, above, below, space

Key Skills Developed—Children will be encouraged to describe what they can or have seen, what they think and what might be.

## Expressive Arts and Design

Unit Title—Being imaginative

Artist Focus- The rainbow fish

Key Knowledge- To create simple representations of events, people, animals, characters and objects

Key Vocabulary—look, recreate, imagine, copy, ideas

Key Skills Developed- Children will learn to gain confidence in their own way when representing ideas. Various materials will be accessible so that children can develop projects and ideas. There will be opportunities to use new skills and explore new concepts.

## Understanding the World/Science

Unit Title—Animals in the country and animals in towns.

Key questions—What are the differences in a town and a country? Why do certain animals prefer the town to the country and visa versa? What do these animals live on? Trees, flowers, nest, pond and hedge are some animal homes. Do we have any of these “homes” at our school? Which ones? Can you guess what wildlife might live in each one? Can you think of a way that we can help birds in our school grounds?

Key Vocabulary--Town, country, village, city, country, farm, house, pros, cons, different, similar.

Resources--[https://www.rspb.org.uk/globalassets/downloads/kids--schools/teaching-resources/gnah-teachers-notes\\_ppl.pdf](https://www.rspb.org.uk/globalassets/downloads/kids--schools/teaching-resources/gnah-teachers-notes_ppl.pdf) Pallets, bricks, rubble, soil, mud and bird seeds.

## People and Communities / History or/and Geography

Unit Title—Differences and similarities between a town and a country.

Key questions—What are the key differences between a town and a country?

What are the similarities in a town and a country?

Key Knowledge—Understand the differences between a ‘town’ and the ‘countryside’. Use key words about the town and countryside. Name the countries of the UK. Locate the UK using a map.

Key Vocabulary—United Kingdom, Globe, Atlas, Map, country, town, place

Resources—Globe, flags, maps,

Key Skills Developed—Map reading, listening, understanding, discussing, retaining information, computing skills, Bug hotel/ Den building.

## Expressive Arts and Design

Continue, Unit Title—Food-Simple cakes

Key Knowledge— Hygiene, names of basic utensils, following instructions.

Key Vocabulary—Wash, clean , Stir, bake, combine, weigh, tip, fold.

Key Questions-Why do I need to have clean hands and utensils? Why do we need to follow the instructions in the correct order? Why do we need to have an adult to help us? Why do we need to weigh the ingredients?

Key Skills Developed—Listening, measuring, weighing, prediction, 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.

## 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— Classical music—Reflect, Rewind and Replay  
Hymns, number songs and songs in French

## Reception Summer 2

Fairy tales told in a different perspective,  
Town and country, Food

Key Texts— The Three Little Wolves and the Big Bad Pig is a children's picture book written by Eugene Trivizas, Mr Wolf's Pancakes, Goldilocks and Just One Bear Book by Leigh Hodgkinson and The Town Mouse And The Country Mouse Story, Percy The Park Keeper.

Christian Value—Hope  
PSCHE Focus—Being safe

## Environment Maths

Counting flags and people

Comparing sizes countries and towns

Ordering sizes and measuring quantities of Mr Wolf's Pancakes

Grouping flags with similar patterns and colours

## Environment Writing

Sentence writing for illustrations

Label making and adding speech bubbles in the small world

Writing words, captions or sentences that you would like characters to use.

Sentences about the differences and similarities of the Fairy tales.

Recipe/ ingredient lists and instructional writing.

## Enhancement Ops

Visitors, trips and speakers

Create a play using the different Fairy tale story and act it out for Year1.  
Parents and carers invited in to speak to the children making right from past wrongs.

Communitree—Den building.

## English

Key Texts— The Three Little Wolves and the Big Bad Pig is a children's picture book written by Eugene Trivizas, Mr Wolf's Pancakes, Goldilocks and Just One Bear Book by Leigh Hodgkinson and The Town Mouse And The Country Mouse Story, Percy The Park Keeper.

Key questions—What is different about this book in comparison to the original story? Which one do you prefer and why? How would you change the end of the story and 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, Include and Capital letters, Finger spaces and full stops in sentences, use and include connectives to add more description.

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

Phonics Phase— 4 and 5.

Key vocabulary- CL, FS, Finger spaces, Phoneme, Grapheme, diagraph, trigraph, story, setting, character, noun, adjectives, connectives.

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—doubling, halving, odds and evens, length, height, distance, weight, capacity.

Key questions—how many dots? How many doubles can you make? Can you make a ladybird that is not double and tell me why? Ask the children to get into pairs. Can they do this? Why not? Does this mean there is a even number of children in today or a odd number?

Key Knowledge— how to double, half, measure, weigh.

Key Vocabulary—double, halve, odd, even, measure, length, weight, scales, capacity.

Links to Early Learning Goals—Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They solve problems, including doubling, halving and sharing.

## RE

Unit Title—Special Times

Key Questions—How do we celebrate special times? When are your special times? How are special times celebrated? What makes time special? Where do people go for their special times of prayer? Why does the church celebrate Pentecost?

Key Knowledge—the arrival of the holy spirit is remembered at Pentecost. People of faith have special times of prayer. Special times create memories and celebrating special times is important.

Key Vocabulary—Anniversary, Christening, Baptism, wedding, celebration, Holy Spirit, funeral, birthday and prayer.

Key Skills Developed—Develop pupils understanding of Special times. Increase their knowledge of how special times are celebrated.

**Science**

Unit Title—continue animals for 2 weeks..

Weather, including seasonal change

Scientist Focus—Christopher Wren and Robert Hooke

Key Knowledge— Animals-molluscs. Look at humans as mammals and the 5 senses recap. To be able to describe the weather. Chart to look at rainfall on a set day in Prestwich. I can take the temperature in/outside each day, look at different types of thermometers. I can describe it the weather in each season and talk about seasonal changes that happen. Look at clothing for different seasons. Compare weather in other countries.

Key Vocabulary— rainfall, rain, rain gauge, meteorologist, weather, Christopher Wren, Robert Hooke, temperature, oC, thermometer.

**History**

Unit Title— Prestwich Carnival

Key Knowledge—to know about significant historical events in their own locality (Prestwich carnival) to know about changes within living memory . Compare photographs, stalls , floats, May Queen. Look at the event being during Wakes week and the link to the Church through the rush bearing. History of Morris men. Use websites, photographs, staff with experience.

Key Vocabulary— carnivals, processions, floats, parade, traditions, costumes, religious festivals, charities, volunteers, Caribbean ,Notting Hill Carnival, culture, community

Key Skills Developed— to find out about the past from a variety of sources and to ask and answer questions to show that they know and understand key features of events.

**Art/Design Technology**

Unit Title—Bunting

Artist Focus—N/A

Key Knowledge-How to join paper bunting compared to material. To know how to connect fabric in the context of using running stitch to join fabric, to select materials to design bunting. Use brusho and collage.

Key Vocabulary—bunting, evaluate, design, graphics, templates, trace, thread, seam stitch,, material, fabric, textiles, join, staple,

Key Skills Developed— design purposeful, functional appealing products (bunting) for themselves and other users based on design criteria, select from and use a range of materials, explore and evaluate existing products, evaluate their ideas and products against design criteria .

**PE**

Key Skills—gymnastics. Making up and following a simple routine. High/low, direction, speed.

Key Vocabulary—roll, mirror, follow, partner, travel, jump.

**Music—Charanga Unit**

Reflect, rewind and revisit.

Composition.

Y1: Term and Focus—Summer 2

Key text—The Smartest Giant in town.

Christian Value—Hope

Worship focus-You are God’s treasure

**Cross-Curricular Maths**

Graphs and charts for Science weather recording.

Money on carnival stalls.

Time line with dates.

**Cross-Curricular Writing**

Hist— carnivals around the world.

Prestwich carnival leaflets

Scientist— writing

**Enhancement Ops**

J.West visitor

DT carnival stalls

Links to other carnivals

**Jigsaw-Changing me**

Key Knowledge-know that changes are OK and that sometimes they will happen whether I want them to or not, understand that growing up is natural and that everybody grows at different rates, respect my body and understand which parts are private, understand that every time I learn something new I change a little bit, start to understand the life cycles of animals and humans

Key questions- What changes have already happened to you? How do you feel about these? What changes might be coming up for you? How do you feel about those? Why are some changes better than others? What feelings might somebody get if the change was a sad one? What could they do to make themselves feel better?

Key Vocabulary- Male, Female, Vagina, Penis, Testicles, Baby, Growing up Adult Mature Change Life cycle

**English**

Key Texts— The Smartest Giant in Town— Julia Donaldson.

Grammatical knowledge developed-suffix and prefix, conjunctions. Spelling rules—the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Phonics-other alternative ph 5 spellings and common words. Prefixes and suffixes, -ed, -ing endings.

Key genres— fiction, includes myths and legends (The Giant’s causeway story), rhyme.

Key vocabulary— Giant, smartest, cleverest etc Beginning, middle and end, plot, spelling patterns. Verb, adjective, adverb, conjunctions.

For after if and but so because

**Maths**

Focus—Number: Place value to 100, Measurement—Money and Time

Key Knowledge— Count to 100, forwards and backwards from any given number, count read and write numbers to 100 in numerals, identify one more and one less than given numbers.

Money: Recognise and know the value of different denominations of coins and notes

Time: Sequence events in chronological order using language, recognise and use language relating to dates, including days of the week, weeks, months and years, tell the time to the hour and half past the hour, compare , describe and solve practical problems for time, measure and begin to record time

Key Vocabulary—equal to, more than less than, most, least, forwards, backwards, coins, notes, value, sequence, chronological, before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening, weeks, months, years, hours, minutes seconds, quicker, slower, earlier, later

**RE**

Unit Title—What do Christians believe God is like?

Key Questions—  
 What do we know and believe about God the creator of the world?  
 I wonder how God felt when he had made the world?  
 How have the actions of people spoilt the world?  
 What do you feel about the wonder of creation?  
 What are your favourite things that God created?

Key Knowledge—talk about ways in which we can all help to take care of the world. talk about how creation shows the power and wonder of God. talk about being creative and what I enjoy doing when I am creative. look around me and wonder how amazing God’s creation is. talk about what I enjoy most in creation. provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world.

Key Vocabulary—God, Creation, Genesis, pollution, world, environment, psalm and hymns.

Key Skills Developed—Investigate Reflect Interpret

**Computing**

Unit Title—1:7 coding

Key Knowledge—To explain what coding means, and that to make something happen, the computer has to be given instructions, explain a block of code, use/design character and backgrounds in design mode, use 2code to make the character move, input events and add a sound. Look at Beebots for directions and giving a set of directions.

Key Vocabulary— code, blocks of information, up/down/left/right,

Key Skills Developed—edit or debug code, create code, use logical reasoning, use technology to organise and store.

## Science

**Unit Title**— The environment

**Scientist Focus**— James Blythe and John Brown Co (wind turbines)

**Key Vocabulary**— endangered, renewable, energy, turbine, solar, reduce, reuse, and recycle,

**Key Skills Developed**— Compare two different measurements. Draw a simple conclusion from the results of a test. Identify the material of an object. Suggest ways to reduce, reuse and recycle. Take a survey using a tally. Think of a way to teach people to use less energy. Communicate ideas to other people. Use different sources to find out answers to questions. Label the animal groups. Measure an amount of water in ml. Record the amount of water measured. Answer questions about an animal they have researched.

## History

**Unit Title**— WW2- Life on the home front

**Key Knowledge**— to know about events beyond living memory that are significant nationally or globally (WW2), significant historical events, people and places in their own locality (how was Greater Manchester affected by the war?) the lives of significant individuals (Gracie Fields)

**Key Vocabulary**— WW2, allies, axis, home front, Blitz, Anderson shelter, Morrison shelter, propaganda, evacuees, rations

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

## Art

**Unit Title**— Dame Laura Knight and propaganda art

**Key Knowledge**— to know that art can be used to make people feel in a certain way, about the work of Dame Laura Knight and why it was so important.

**Key Vocabulary**— Dame, Laura Knight, propaganda, persuasive, complementary colours, contrasting colours

**Key Skills Developed**— sketching a design, mixing and blending colours, drawing out a design on a larger scale, using contrasting and complementary colours to make a design stand out.

## Computing

**Unit Title**— Using and applying

**Key Knowledge**— how to use the variety of computer programs taught this year.

**Key Vocabulary**— Vocab from the year

**Key Skills Developed**— find and open software for creating computer art; add text and images to a presentation; retrieve/open a file from a saved location; select a relevant backdrop and character within Scratch; add a second character and position on the backdrop within Scratch.

## PE

**Key Skills**— End of year games

**Key Vocabulary**— Reinforcement of all previously taught concepts

## Music

Listening to and performing music from WW2 (Gracie Fields, Vera Lynn, Louis Armstrong, Ella Fitzgerald)

## Year 2

### Summer 2

### WW2

**Key text**— The Lion and the Unicorn- Shirley Hughes

**Christian Value**— Hope

## Cross-Curricular Maths

**PE**- keeping score and timing

**Science**- presenting results and measuring

**History**- measuring to make gas mask box

## Cross-Curricular Writing

**History**- Evacuee diary, evacuee letter

## Enhancement opportunities

VE day celebration

Communitree 'Dig for Victory' day

## PHSCE

### Changing Me

**Learning Intentions**- I can recognise signs of life in nature, I can tell you about the natural process of growing, I can recognise how my body has changed since I was a baby, I can appreciate that some parts of my body are private, I can identify what I am looking forward to when I move to my next class

**Social and emotional development**- I can understand that some changes are outside of my control, I can identify people I respect, I feel proud about becoming more independent, I can start to think about the changes I will make when I am in year 3.

## English

**Key Texts**- The Lion and the Unicorn- Shirley Hughes

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

**Spelling rules**— spell common homophones; add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly,

**Key genres**- narrative, letter, diary, instructions

**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**— Consolidation of number work, revision

**Key Knowledge**— solve problems with addition and subtraction, recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100, add and subtract; a two-digit number and ones, a two-digit number and tens, two two-digit numbers, show that addition of two numbers can be done in any order and subtraction of one number from another cannot, recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems, recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value, find different combinations of coins that equal the same amounts of money, solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

**Key Vocabulary**— number, digit, place value, ones (units), tens, hundreds, place holder, equal, greater than, less than, fewer, more, dienes, number line, value, partition, bar model, whole part model, add, subtract, minus, take away, pence, pound, money, amount, total,

## RE

**Unit Title**— What happened at the Ascension and Pentecost?

**Key Questions**— Why is Ascension a special celebration in the church year? What happened at Pentecost? Why is Pentecost often called the Birthday of the Church? How does it feel when we say goodbye?

**Key Knowledge**— Christians believe that 40 days after the resurrection, Jesus ascended into heaven. Christians believe that God is three in one - Father, Son and Holy Spirit. the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still. the events of Pentecost still impact on the church today.

**Key Vocabulary**— Ascension, Pentecost, Holy Spirit, disciples, power, heaven and Trinity.

**Key Skills Developed**— retell the stories of Jesus' ascension and the events of Pentecost. talk about their ideas of heaven. connect the gifts of the spirit with the school's Christian values. describe the symbols of the Holy Spirit.

### Science- Unit Title-Scientists and Inventors

Scientist Focus-Marie Curie, George Washington Carver, William Smith, Inge Lehmann.

**Key Knowledge**–the men and women who risked their lives to find new plants and will design their own new plant, thinking about its requirements for life, about Marie Curie and her work on radiation, how she developed the medical use of x-rays and create their own x-ray model. Children will consider what plants need to grow well through exploring the life and discoveries of George Washington Carver. They will find out about William Smith and how he learnt that the fossils found inside rocks can be used to tell the age of the rocks as well as the modern-day applications of this. They will use his ideas to design their own island. They will learn about Inge Lehmann, the woman who discovered that the Earth's core is solid. The children will have chance to investigate how images change in convex and concave mirrors and will hear about the inventions and devices that use convex and concave mirrors. Children will complete a timeline of the first electromagnets, create their own electromagnet and test its strength. They will develop their scientific en-quiry skills, making observations, predictions and conclusions.

**Key Vocabulary**- Plant, grow, water, light, air, heat, requirements, explore, expedition, botanist, radiation, element, chemistry, physics, x-ray, bones, support, protection, movement, agriculture, crops, nutrients, soil, crop rotation, sedi-mentary, fossil, strata, geology, core, seismology, earthquake, magma, molten, liquid, solid, concave, convex, reflect, image, light, rays.

**Key Skills Developed**- Find out about the way new plants arrived in our country, explain how Marie Curie's work on x-rays helps us identify bones, explain how George Washington Carver helped farmers to grow crops, explain how fossils can be used to find the age of rocks, describe what Inge Lehmann discovered about the Earth's core, investigate how images change in concave and convex mirrors, explore how electromagnets attract some materials and identify inven-tions and discoveries from all over the world linked to scientific ideas.

### History

Unit Title– Ancient Egypt

**Key Knowledge**– know where Egypt is on a map, know when the Egyptians lived, understand what was important to people during ancient Egyptian times, know about ancient Egyptian life, know about the ancient Egyptian ritual of mummification, understand that different evidence from the past can give us different answers about it, know about the tomb of Tutankhamun, know about the use of hieroglyphs as a form of communication and recording, know about the powers of different Egyptian gods

**Key Vocabulary**– BC, AD, Ancient, Egypt, Egyptian, artefacts, kingdoms, wealth, exhibit, cultural, historical, riverbanks, Nile, source, mouth, valuable, minerals, fertile, crops, desert, burial, amulets, organs, mummified, preserved, soul, afterlife, obsidian, purified, canopic, natron, scarab, linen, sarcophagus, resin, Book of the Dead, pharaoh, tomb, treas-ures, crown and sceptre, archaeologist, hieroglyphs, hieroglyphics, decode, translate civilisation, culture, embalming, shroud, mummification, Ra, Ma'at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth or Sekhmet, sources of evidence

**Key Skills Developed**-use maps to locate Egypt, find out about ancient Egyptian life by looking at artefacts, compare and contrast the powers of different Egyptian gods, select and organise relevant historical information

### Art/Design Technology

Unit Title– Ancient Egypt (Art) / Smoothies (Design Technology)

**Key Knowledge**- Children will design and make a smoothie in a small group. They will design and create their own Egyptian death mask.

**Key Vocabulary**– design, taste test, evaluate, create, blend, texture, complement, ingredients, model, sculpt, sculpture, features.

**Key Skills Developed**– Children will state their preferences for smoothie ingredients. They will create a smoothie with complementary ingredients and will then evaluate their final product.

Children will research the purpose of Egyptian death masks and will look at a variety of designs. They will then use these as inspiration to create their own design. They will create a face shape and sculpt facial features using card and Modroc. They will then paint their design and add any extra details.

### PE– Striking and fielding (rounders & cricket)

**Key Skills**– throwing (inc bowling) and catching accurately, striking, fielding effectively, team work

**Key Vocabulary**– bowling, bowler, no ball-high, low, wide; 1st, 2nd, 3rd, 4th base, backstop, fielding

### Music—Charanga Unit-

Reflect, Rewind and Replay

French—Catherine Cheater

### Y3 Summer 2 Focus– Egypt

Key text– The Time Travelling Cat

Christian Value-Hope

PSCHE Focus– Changing Me

Worship– You are God's treasure

### Cross-Curricular Writing

Computing– research and take notes on an ancient Egyptian artefact and produce a museum exhibit card for it.

### Enhancement Ops

School Sports Festival

Communitree Egypt Day

Class Egyptian Day

### PSHE

Learning intentions- understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby, understand how babies grow and develop in the mother's uterus, understand what a baby needs to live and grow, understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies, identify how boys' and girls' bodies change on the outside during this growing up process, identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up, start to recognise stereotypical ideas I might have about parenting and family roles, identify what I am looking forward to when I move to my next class.

### English

Key Texts– The Time Travelling Cat, various non-fiction texts about Egypt

Grammatical knowledge developed– headings, subheadings, direct speech/inverted commas, vowel and consonant letters, a or an, prepositions, word families, main clause, paragraphs, time conjunctions, present tense, past tense, present perfect tense, adjectives, verbs

Spelling rules– al suffix, sure, ture, silent letters

Key genres– narrative, diary entry, non-chronological reports, explanation and instruction texts, playscript, formal letter writing

Key vocabulary-facts and opinions, simile, index, contents, glossary

### Maths

Focus-Geometry: Properties of Shape Measurement: Mass and Capacity.

**Key Knowledge**-Recognise angles as a property of a shape or a description of a turn. Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.

Measurement: Mass and Capacity

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

**Key Vocabulary**-angles, measure, turn, clockwise, anti-clockwise, straight, parallel, 2-D, 3-D, quarter, minute, north, south, east, west, spinner, complete turn, orientations, horizontal, vertical, acute, obtuse, greater than, less than, centimetre, millimetre, symmetry, perpendicular, circular, curved, faces, edges, vertices, mass, scales, kilograms, grams, intervals, weigh, heavier, lighter, litres, millilitres, capacity, volume, increments, estimate.

### RE

Unit Title– 3.5 Which rules should we follow? (Christianity, Judaism, Islam, Sikhism and Buddhism)

**Key Questions**– What are rules? Why do we have rules? Who makes the rules? Who keeps the rules? Is there a difference between rules and laws? Who makes the law? What would happen if there were no rules/laws? Are the 10 commandments still as relevant today? Why did Jesus bring a new commandment? Why do religions have rules?

**Key Knowledge**– know that: the Old Testament contains the stories of the people of God, Moses rescued the people of God from Egypt and brought the Ten Commandments down from Mount Sinai, Christians try to live out the commandments given by God and Jesus, the commandments are the foundation of Christian and Jewish societies, other faiths have rules to follow that have been given to them a long time ago.

**Key Vocabulary**– rules, laws, Moses, commandment, Mount Sinai, Covenant, Old and New Testament

**Key Skills Developed**– reflect, apply, enquire, analyse

### Computing

Unit Title— Using and applying skills

**Key Knowledge**— Children will choose from a variety of software to design and create an electronic information presentation about an Egyptian God/Goddess, including word processing, drawing and desktop publishing before presenting their work to the class.

**Key Vocabulary**– research, plan, design, layout, evaluate, images, import, copy, paste and present.

**Key Skills Developed**— collecting and presenting data and information, drawing or designing images and importing them into other software, researching and using appropriate information and images from the Internet and using effective design and layout in a presentation.

Science

**Unit Title**—Forces and Magnets (A unit missed in Y3 due to lockdown)

**Scientist Focus**— Marie Curie

**Key Knowledge**— Identify the type of force required to carry out an action. • Investigate the force of friction produced by different surfaces. • Explain that magnets produce an invisible pulling force. • Identify magnetic materials. • Identify different types of magnet. • Investigate the strength of different magnets. • Identify when magnets will repel or attract based on their poles. • Construct a bar chart of their results. • Explain their predictions and conclusions using key words or prompts.

**Key Vocabulary**—Force, push, pull, friction, surface, magnet, magnetic, attract, magnetic field, pole, north, south, repel, compass, direction.

**Key Skills Developed**— The children will They develop their scientific enquiry skills, making observations, predictions and conclusions

History/**Geography**

**Unit Title**—Rainforest

**Key Knowledge**—Can describe animals and plants living in the rainforest. To know about the key aspects of physical geography and how to tell the difference between weather and climate. Know how to label a map to show countries where rainforests are found. To know some animals that live in each layer of the rainforest. To know the geographical similarities and differences through the study of human and physical geography of the UK and South America.

**Key Vocabulary**—rainforest, temperate, tropical, boreal, deciduous, ~~caniferous~~, climate, tropics, forest, forest floor, understory layer, canopy layer, emergent layer, habitat, diet, species, natives, tribes, woodland, heathland.

**Key Skills Developed**—Can use maps and atlases to find rainforests, can describe key aspects of a tropical climate, can describe and understand the features of the layers of the rainforest, Can compare the Amazon rainforest with an English forest (Sherwood). Can explain the effects humans are having on the rainforest

**Art/**Design Technology

**Unit Title**—Rainforest art

**Artist Focus**— John Dyer

**Key Knowledge**— Evaluate and analyse the creative works of John Dyer, using the language of art, craft and design. Know about great artist, and understand the cultural development of their art works. Children will learn and research the work of John Dyer, especially the Spirit of the Rainforest, and ~~King~~—At one with nature. Looking at the inspirations and techniques used to create his painting.

**Key Vocabulary**—imaginary, colours, contrast, paints, collage shape, pattern, texture, tone, primary colours, secondary colours, layering, brush strokes.

**Key Skills Developed**—Children will use sketchbooks to record observations of John Dyer's paintings/drawings and be encouraged to imitate and create their own painting in his style. They will improve their mastery of art techniques, including drawing, painting, and using collage. They will use a mixture of painting and collage to create their own John Dyer inspired rainforest picture

**Outcome**— Produce creative work, exploring their ideas and recording their experiences. Evaluate and analyse creative works using the language of art, craft and design. Understand the cultural development of the art form of John Dyer

PE—~~rounders~~/tennis/swimming

Key Skills/ team work, bowling, back stop, fielders, batters, fore hand, back hand, volley, serve.

Freestyle, breaststroke, ~~backstroke~~, float

Music—~~Charanga~~ Unit

Review, rewind, replay

French—Catherine Cheater

Term and Focus—Summer 2

Christian Value-Hope

PSCHE Focus- Changing Me

Worship- Gifts of the Spirit

Cross-Curricular Maths

Geography—Graphs and charts

Science—tally charts measurement

Cross-Curricular Writing

R.E—prayer writing

Science —report writing

Geography —fact file

Enhancement Ops

Swimming

Visit to church linked with R.E unit —

What is prayer

~~Community~~ day —Rainforest

Transition day

English

**Key Texts**— The Great Kapok Tree by Lynne Cherry, Vanishing rainforest by Richard Platt and Journey to the River Sea by Eva Ibbotson

**Grammatical knowledge developed**— Consolidating—determiners, coordinating conjunction, subordinating conjunctions, adverb, prepositions, speech, tenses, noun types, root words, fronted adverbials, apostrophes, writing paragraphs.

**Spelling rules**— Adding the suffix—~~qu~~ (no change to root word). Adding the suffix—~~qu~~ (No definitive root word) - ~~qu~~ (words ending in 'y' become 'i' and words ending in 'our' become 'or'). Adding the suffix—~~qu~~ (words ending in 'e' drop the 'e' but not 'ge'). Adverbials of frequency and possibility. Adverbials of manner.

**Key genres**-non chronological report, recount, letters, poems, balanced arguments.

Maths

**Focus**— Statistics Geometry —properties of shapes, position and direction

**Key Knowledge**— Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Identify acute and obtuse angles and compare and order angles up to 2 right angles by size, compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes, identify lines of symmetry in 2D shapes presented in different orientations, complete a simple symmetrical figure with respect to a specific line of symmetry. Describe positions on a 2-D grid as co ordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/down.

**Key Vocabulary**— interpret charts, comparison, sum, difference, line graphs, angles, triangles, quadrilaterals, lines of symmetry, position, grid, movement,.

RE

**Unit Title**— What is prayer?

**Key Questions**—What is prayer? How do people pray? When do people pray? Why do people pray? Where do people pray?

**Key Knowledge**—That prayer is the way in which believers communicate with God. Prayer is connected to faith. Christian beliefs are revealed in the content of prayers.

**Key Vocabulary**— Pray, prayer, collect

**Key Skills Developed**—Able to talk about the similarities and differences in the ways people of faith pray. Talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer.

Computing

**Unit Title**— Presentation Skills

**Key Knowledge**—Know how to select, use and combine a variety of software on a range of digital devices. Know how to combine a variety of software (including internet services). Know how to ~~analyse~~ evaluate and present data and information.

**Key Vocabulary**— branching, story, plan, link, image, picture, audio, video, template, textbox, title, theme, transition, animation, slide, object, link, hyperlink, button, shape, action setting, audio sound, embed, format, evaluate, text.

**Key Skills Developed**—Planning a story, create slide templates and organise with hyperlinks. Can add themes, transition and animation to a presentation. The children can use action settings, inset audio and video, as well as evaluate slide layout and make improvements.

## Science

Unit Title—Scientists and Inventors

**Key Knowledge**— They will learn about the life and work of David Attenborough, and create a documentary about a living thing of their choice. The children will learn about how CSI technicians use scientific techniques to analyse evidence and prove or disprove theories. They will use chromatography to analyse the ink used to write a note, and use this evidence to support their own theories. Children will find out about Margaret Hamilton and her invention of the software&computer code that was used to take Apollo 11 to the Moon. They will create an interactive flap book about her life and her achievements. Furthermore, they will learn about Leonardo da Vinci’s ideas about the proportions of the human body seen in his work The Vitruvian Man. The children will measure their height, arm span and other measurements to see whether da Vinci’s theories about proportion were accurate. The children will explore the Eva Crane’s research into bees and the children will find out about the scientific theories surrounding the construction of Stonehenge.

**Key Vocabulary**— Documentary, CSI, DNA, techniques, prove, disprove, theory, chromatography, computer code, software, Vitruvian man, arm span, proportion, evidence, support, refute.

**Key Skills Developed**—Describe the life and work of David Attenborough. Describe how evidence is used to solve crimes and use chromatography to separate mixtures. To describe Margaret Hamilton’s life and work. Carry out an enquiry to answer a question. Use my results to make new predictions. Describe Eva Crane and her work with bees. Identify evi-

## History/Geography

Unit Title—Enough for everyone

**Key Knowledge**—In Enough for Everyone, children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.

**Key Vocabulary**— planet, resources, natural, conservation, finite, carbon footprint, impact, energy, eco, settlement, electricity distribution, renewable, origin, food miles, food wastage, global shortage, import, export, CO2, human geography, economics, politics

**Key Skills Developed**—Explain what settlers need, To explain how electricity is generated and distributed, to explain where electricity is generated in the UK, To explain renewable sources of electricity, To explain where our food comes from, To use digital maps to calculate food miles, To understand the importance of conserving food, water and energy supplies, To understand that access to natural resources varies in different countries.

## Art/Design Technology

Unit Title—Art—Wildlife birds

**Key Knowledge**— This wildlife themed unit of art work will teach the children how to pencil, white pencil, print, make clay tiles, and model to create quality art work that shows a progression in skills. The children will explore the work of the sculptor Brancusi and the paper designer Richard Sweeney.

**Key Vocabulary**— sketch, detail, observe, sculpt, sculpture, exhibition, technique, form, roller, print, block, architect, designer, papier mache, texture.

**Key Skills Developed**– To draw details accurately, To use a sketchbook to produce observational drawings, print patterns based on their own observations, soften clay/make textures in clay and produce a 3D model, Talk about the models of artists Brancusi, apply and use a papier mache technique.

## PE

**Key Skills**—End of year games/skill development (SJ) Rounders (JP)

**Key Vocabulary**— tactic, plan, control, accuracy, possession, skillset

**Music**—Violins Mr Price

**French**—Catherine Cheater

**Term and Focus**—Summer 2

The last wild—Piers Torday

Christian Value—Hope

**PSCHE Focus**—Being safe, your body, puberty talk

**Cross-Curricular Maths**

**Geography** — Food miles, calculating distances and journeys.

**Science** — DaVinci’s measurements of the Vitruvian man

**Cross-Curricular Writing**

**Persuasive writing**

**Advertisements**

**Biographies/Obituaries**

**PHSCE**– Changing Me

**Key knowledge**—I am aware of my own self image, I can describe and explain how boys’ and girls’ bodies change during puberty, I understand that sexual intercourse can lead to conception and that is how babies are usually made, I can identify what I am looking forward to about coming a teenager and identify these responsibilities, I can identify what I’m looking forward to about Year 6.

**Key skills developed**—I can develop my own self esteem, know puberty is a change that everyone goes through and is natural, express my feelings about puberty, I can appreciate how amazing the human body is and can reproduce in these ways, I can cope with the changes of growing up and think about the changes of next year.

## English

**Key Texts**– The Last Wild—Piers Torday

**Grammatical knowledge** using brackets, commas and dashes to indicate parenthesis. Recognising, using and creating expanded noun phrases.

**Spelling rules**—Twinkl Y5 3B word list. Unstressed vowels, Adding verb prefixes. Converting nouns/verbs into adjectives.

**Key genres**– Adventure narrative, Biographies/Non chronological reports (Famous Scientists & Inventors)

**Key vocabulary**— Adventure, equality, ethical, narrative, biography, parenthesis, comma, brackets, dashes, expanded noun phrases, concise, unstressed vowel, prefix

## Maths

**Focus**—Geometry: Property of shape, Geometry: Position & Direction, Measurement: Converting Units, Measurement: Volume

**Key Knowledge**—Know angles are measured in degrees, estimate and compare acute, reflex and obtuse angles. Draw given angles and measure them in degrees. Identify angles at a point and one whole turn, angles at a point on a straight line and half a turn and other multiples of 90. Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed. Convert between different units of metric measure. Understand and use approx. equivalents between metric and common imperial units. Solve problems involving converting between units of time. Estimate volume and capacity. Use all 4 operations to solve problems including measure.

**Key Vocabulary**— angle, degrees, protractor, straight line, point, acute, obtuse, right angle, reflex, quarter, half, turn, measure, estimate, polygon, 3D, line, edge, closed, regular, irregular, equal, line of symmetry, reflection, translation, x axis, y axis, graph, co ordinate, quadrant, negative, convert, metric, imperial, kg, g, mm, m, cm, pound, inch, foot, timetable, volume, capacity, cm2, m3, ml, l

## RE

Unit Title—Exploring loss, death and Christian hope

**Key Questions**—What is death? What does it mean when something or someone dies? Is death an ending or a beginning? What happens when we die? Where do we go? Where is heaven? What is heaven like?

**Key Knowledge**— To know we (Christians) believe that through the death and resurrection of Jesus we have the promise of living forever with God (eternal life). To know we (Christians) believe that when you die your spirit goes to be with God in heaven.

**Key Vocabulary**—Life, death, heaven, eternal life, funeral and hope

**Key Skills Developed**—To make links between what the Bible says about death and heaven and Christian beliefs. To identify Christian beliefs about God and heaven found in prayers and worship songs. To give their own opinion about what happens when you die. To talk about what they think heaven is and what heaven will be like. To show understanding of the similarities and differences between religions on the subject of death and heaven. To use appropriate religious vocabulary to show understanding of Christian beliefs about heaven. To talk about what the Bible says and what Christians believe heaven will be like.

## Computing

Unit Title Internet Safety

**Key Knowledge**—Children will learn about email safety with a focus on preventing and dealing with spam. They will consider the importance of strong passwords and learn how to create them. Children will build on their knowledge of plagiarism and fair use of people’s work by learning how to write citations and references for websites they may use. They will scrutinise photographs that they see online & learn how easy it is to manipulate and present them as reality.

**Key Vocabulary**– spam, junk mail, folder, cite, source, character, strong, alphanumerical, special character, hack, manipulate, plagiarism, reality, scrutinise, respectful, acceptable, unacceptable, consequences

**Key Skills Developed**– To identify spam and what to do with it, to write citations for the websites I use for research, To create strong passwords, To recognise when, how and why online photographs may have been edited, To apply online safety knowledge to real life scenarios.

**Science**

Unit Title—Properties of Materials

Scientist Focus—Spencer Silver, Leo Baekeland, John McAdam, Ruth Benerito, Harry Brearly

Key Knowledge—that changes can be reversible or irreversible, that some materials are thermal conductors, that some materials are electrical conductors, that some materials are better electrical conductors than others, that some materials will dissolve and how this happens, that materials can be classified by their properties,

Key Vocabulary—material, dissolve, insoluble, conductor, suspension, chemical, irreversible, reversible, physical, solution, separate, mixture, translucent, transparent, flexible, permeable, soluble, magnetic, property, liquid, solid, gas, filter, thermal, electrical

Key Skills Developed—make and explain predictions, compare conclusions to predictions, identify controlled, dependent and independent variables, make and record accurate observations, interpret results in a variety of graphs and charts

**History/Geography**

Unit Title (Geography)—Our Changing World

Key Knowledge—know different types of weathering, describe how physical, chemical and biological weathering changes rocks, know how different coastal features are formed, know and identify famous coastal features of the UK, understand and explain how coasts change over time, understand how human activity could affect the earth by 2050

Key Vocabulary—physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion, border, invasion, empire, union, political, colony, development, regeneration, protection, physical changes, human changes

Key Skills Developed—field work skills using coast at Prestatyn as point of observation, making observational drawings and photos, collecting data (eg tide times), comparing different coast lines, using aerial and landscape photographs

**Art/Design Technology**

Unit Title—Street Art

Artist Focus—Banksy

Key Knowledge—know key facts about the supposed identity of the artist Banksy, understand the purpose of street art, understand some of the key facets of graffiti art

Key Vocabulary—graffiti, street art, digital media, rollers, ink, paint, stencil, cut

Key Skills Developed—how to use stencilling in their work, how to create graffiti writing

Outcome—own street art design with a moral message

**PE**

Key Skills—dance (as part of show), tennis

Key Vocabulary—routine, steps, sequence, develop, hit, volley, serve

Music—Preparation for end of year show

French—Catherine Cheater

**Term and Focus—Summer 2—Year 6**

Little Freak—Literacy Shed

Christian Value—Hope

**Cross-Curricular Maths**

Science—presentation of results

Geography—interpretation of data

**Cross-Curricular Writing**

RE—report of ideas of God in other faiths

Geography—Report on Britain 2050

Science—write up of investigation

Enhancement Ops

End of Year Show

Wales Trip

Leavers' Service

Confirmation Preparation

Transition Work

**English**

Key Text—Little Freak—Video from Literacy Shed

Grammatical knowledge developed—revision of key concepts for use in writing

Spelling rules—word families based on common words, words that can be nouns or verbs, words with long /o/ sound spelt 'ou' or 'ow', words ending in ible or ibly

Key genres—narrative, letter, recount (memory writing)

Key vocabulary—character, inverted commas, ISPACEd, DADWAVERS, cohesion

**Maths**

Focus—investigations and revision

This unit will take the form of using different investigations including: NRich investigations on place value, rounding, negative numbers, dicey operations and Fibonacci numbers. We will also be recovering ground that the pupils have found tricky through the year.

Vocabulary—explain, evaluate, engage, process, sequence, logical, trial, elaborate, pattern

Key Skills Developed—pupils will be able to try different approaches to problem solving, pupils will be able to recognise that a problem can have different outcomes, pupils will use their number knowledge (eg factors, equivalence) to spot and describe patterns, pupils will build resilience in their mathematical working

**RE**

Unit Title—Ideas About God (links with Islam and Hinduism)

Key Questions—What words would you use to describe God? What is the nature and character of God? What images do you have of God? How is it possible for God to be visible and yet invisible? Where is God? How old is God? What is God's name? What makes God happy? What makes God sad? What does God do all day? Does God really know everything? How do you know?

Key Knowledge—Bible stories help to deepen our knowledge and understanding of God; we (Christians) believe God is three in one, the Trinity; God is given many names by Christians and members of non-Christian faiths. These names describe His nature and characteristics; Bible texts are used to answer questions about the characteristics and nature of God; other faiths believe in a creator God; what the significance of the first pillar of Islam is

Key Vocabulary—God, Father, Son and Holy Spirit, Trinity and Celtic, Allah, Brahman, Islam, Hinduism, pillars

Key Skills Developed—use religious language to show they are developing an understanding of the Trinity; identify the elements in Christian worship that express Christian beliefs about God.; ask big questions and express their own views.

**Computing (linked to Art)**

Unit Title—Year Book Project

Key Knowledge—that there are a variety of programs that can be used to create leaflets and books, that designing is a process and themes/colour schemes need to be considered, that work needs to be evaluated against design criteria and improved

Key Vocabulary— design, aesthetic, evaluate, font, embed, image, text box, shadow, effect, enhance

Key Skills Developed—adding text boxes, embedding picture files, adding effects to pictures, text and other objects, transferring pictures to own work

**PSHCE**

Learning Intentions: I am aware of my own self-image and how my body image fits into that; I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally; I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born: I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend; I am aware of the importance of a positive self-esteem and what I can do to develop it; I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

Social and Emotional Development: I know how to develop my own self esteem; I can express how I feel about the changes that will happen to me during puberty; I can recognise how I feel when I reflect on the development and birth of a baby; I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to; I can express how I feel about my self-image and know how to challenge negative 'body-talk'; I know how to prepare myself emotionally for the changes next year.