

**Past and Present
History**

Unit Title - Me and my family

Key Knowledge - Sense of immediate family

Key Vocabulary - Mummy/daddy/sister/brother/grandad/grandma

Key Skills Developed - Communicate freely and with confidence

**People, Culture and Communities
(Geography and RE (see below for RE unit))**

Unit Title - My house

Key Knowledge - to look at different types of houses

Key Vocabulary - terraced, detached, semi detached, flat

Key Skills Developed - Communicate freely and with confidence about their houses and homes

**Natural World
(Science and Physical Geography)**

Unit Title - Our bodies

Key Knowledge - Parts of body / senses

Key Vocabulary - Leg/arm/elbow/tummy/touch/smell/sight/hear/taste

Key Skills Developed - communicate freely and with confidence

RE

Unit Title - Saying Thank You to God at Harvest Time

Key Knowledge - we (Christians) believe God created the world. we (Christians) believe that we should say thank you to God at Harvest time. we (Christians) celebrate the Harvest Festival with a special service in church.

Key Questions - Why is it important to say thank you? Why do we say thank you to God at Harvest time? Can you think of a way to give thanks to God for his creation and the harvest? Why is it important to help others? What are your favourite foods and why do you enjoy them?

Vocabulary - God, food, creation, harvest, thank you and prayer

Skills Developed - talk about the food they enjoy. talk about harvest around the world. talk about why we celebrate harvest. talk about why it is important to help others, particularly at harvest time.

PE

Key Skills - Fundamentals - Skill development

Key Vocabulary - throw, catch, pass, roll, aim, send, receive, fast, slow

PSED

(PSHCE)

Jigsaw - Being me in my world

Unit Title - Making Friends

Key Knowledge - How to share and take turns / how to work in different areas of the classroom either on own or in a small group

Key Vocabulary - friend, share, take turns, happy, sad, play

Key Skills Developed - Self-confidence and self-awareness to make friends and express their feelings

Nursery

Autumn 1

Can we be friends?

Key Texts - Marvellous Me / Titch

Christian Value - Endurance

Environment Writing and Maths

Try to write some marks on their work to signify it is theirs.

Count up to 5 items in the classroom.

Number nursery rhymes.

Shapes around the classroom.

Enhancement Ops

Grandparent to visit the class

Literacy

Key Texts - Marvellous Me / Titch

Phonics Phase - Phase 1 / Environmental & Instrumental sounds

Key knowledge - listen to stories in small or larger groups. Tune in to sounds around them.

Key vocabulary - listen, repeat, sound, hear

Maths

Focus - Numbers to 5 (Numberblocks) / basic shapes and colours.

Key Knowledge - count objects by lining up and arranging. Learn that lots of things can be counted.

Key Vocabulary - count, point, next, number, colour, shape

**Creating with Materials
(Art and DT)**

Unit Title - Self portraits / Exploring the creative area, experiment with different resources available.

Key Knowledge - To use mirrors to observe own features and copy using correct colours.

Key Vocabulary - Face, eyes, nose, lips, colour

Key Skills Developed - Use a particular colour for a purpose

**Being Imaginative and
Expressive
(Art and Music)**

Unit Title - Singing / Nursery Rhymes

Key Knowledge - To learn new songs and familiar rhymes

Key Vocabulary - Sing/loud/quiet/join/rhyme

Key Skills Developed - To join in with their friends and share songs they already know

Past and Present History

Unit Title- How Time Has Changed.

Learning Priorities

Begin to make sense of their own life-story and family's history.
Begin to comment on images of familiar situations in the past (when mum and dad were little)
Past, history, long ago.

People, Culture and Communities (Geography and RE (see below for RE unit)

Unit Title - Me and My Family.

Key Text- We all have different families by Melissa Higgins, Hands are not for hitting by Martine Agassi.

Learning Priorities

Talk about their immediate family and community, describe family members, understand different types of family members. Name and describe people who are familiar to them. Begin to understand that some places are special to members of their community, ie places of worship. Begin to realise that people have different beliefs.

Natural World (Science and Physical Geography)

Unit Title- Changing Seasons.

Learning Priorities

Explore the natural world around them; begin to identify local tree species; sort leaves by shape and size.
Describe what they see, hear and feel whilst outside; develop new vocabulary to describe leaves- long, spiky, gold, rust, orange, red etc.
Understand the effect of changing seasons on the natural world around them Autumn-Winter; Observe/talk about changing seasons, summer, spring, autumn and winter; changes in autumn, temperature, change, hibernation, darker nights, weather, wind,

RE

Unit Title -Friendship

Key Knowledge - Christians consider themselves to be friends of Jesus. Jesus has 12 special friends called disciples.

Key Questions - What is a friend? How do we make friends? How do we choose friends? Who are our friends? What makes a good friend? Why are friends important? How does it feel when we have no friends? Why do we trust our friends? Who were Jesus' special friends? What makes you a good friend?

Vocabulary - Friend, Friendship, Trust, Love, Jesus

Skills Developed - recall/retell stories of Jesus with his friends. talk about why friendship is important. talk about their own experiences of friendship.

PE

Key Skills

Balancing and throwing skills

Key Vocabulary

Rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

PSED (PSHCE)

Unit Title- Being Me in My World

Learning Priorities

Understand how it feels to belong and that we are similar and different. Recognise and manage feelings. Following rules. Understand why it is good to be kind and use kind hands. Understand own rights and a right to learn. Learning responsibilities.

Reception

Autumn 1

Follow the Rainbow

Key Texts

The Everwhere Bear, Rainbow Fish by Marcus Pfister, Smelly Louie by Catherine Rayner.

Christian Value

Endurance

Environment Maths

Recognise prime colours

Comparing, ordering and classifying leaves

Environment Writing

Writing own name

Labelling models

Mark making

Letter formation

Labelling patterns

Enhancement Ops

Lollypop Lady visit

Grandparents visit

Literacy

Key Texts- The Everwhere Bear, Rainbow Fish by Marcus Pfister, Smelly Louie by Catherine Rayner.

Learning Priorities

Reading: Comprehension/ Word Reading; Begin to retell and role play simple stories. Expand and use new vocabulary. Re-tell stories to their friends and whole class

Begin to re-read books to improve fluency and show an understanding and enjoyment.

Know to read left- right, being able to count letters/sounds in a word, and build phonological awareness focusing on rhyme & alliteration, initial sounds, oral blending & segmenting.

Writing- Write name correctly. Begin to form correct letter formations. Begin to spell words by identifying the sounds in them. Write labels. Oral rehearsal. Begin to re-read what they have written.

Maths

Focus- Just Like Me!

Number- Match and Sort; Compare Amounts

Measure, Shape and Spatial Thinking- Compare Size, Mass & Capacity, Exploring Pattern.

Key Knowledge

Children will find and match objects which are the same. Learn that objects can be sorted into sets based on attributes such as colour, size and shape. Learn to sort collections into sets, compared and ordered. Understand when making comparisons a set can have more, fewer or the same amount as another set. Learn that objects can be compared and ordered according to their size. Children will copy, continue and create their own simple repeating patterns with at least 3 full units of repeat. Explore AB patterns in a range of contexts including shapes, colours, sizes, actions and sounds. Children will build patterns both vertically and horizontally.

Creating with Materials (Art and DT)

Unit Title- Art With Detail.

Learning Priorities

Creating with Materials- Drawing self- portraits with increasing detail showing different emotions. Exploring with colours and colour mixing. Use and explore with a variety of materials and tools. Explore new techniques. Talk about new creations. Begin to return to and build upon previous learning.

Being Imaginative and Expressive (Art and Music)

Unit Title-Follow The Rainbow

Learning Priorities

Take part in simple pretend play; family/play date role play. Begin to develop more complex stories using small world equipment. Begin to develop storylines in their play. Begin to listen attentively, move to and talk about music expressing their feelings and responses. Begin to watch and talk about dance and performance art. Sing in a group or on their own. Begin to explore and engage in music making and dance.

Science

Unit Title— Exploration topic

Scientist Focus—Louis Braille

Key Knowledge-To describe different textures, To predict how far away you can hear certain sounds, To measure how far a toy car travels down a ramp, To recognise that touch is part of the 5 senses. To know that senses help us to make sense of the world around us.

Key Vocabulary— sense of smell, touch, taste and sight rough flat hot warm prickly woolly dry damp silky smooth bumpy cold spiky scaly wet waxy soaking knobbly. Fingers feet high low fast slow

Key Skills Developed— listening to and asking questions, making predictions. observations, thinking, communicating, interaction skills.

History/Geography

Unit Title—Local area

Key Knowledge— knowledge of Prestwich as the local area. What is in Prestwich in terms of houses, shops, parks, places of work, transport. Where we live in Prestwich-simple maps/3d maps and google maps.

Key Vocabulary— Library, town, city, country, village. Shopping area, prescient, shopping centre. Tram, cars, buses, train, public transport. Names of shops e.g. bakery. Dentist, doctor, opticians, school etc

Key Skills Developed— collect data about what is in the local area. Interpret data on maps using a simple key, looking at a Prestwich and finding the symbols that are used for the tram/carpark.

Jigsaw— Being me in my world

Key knowledge- I know how to use my Jigsaw Journal

I understand the rights and responsibilities as a member of my class, I understand the rights and responsibilities for being a member of my class

I know my views are valued and can contribute to the Learning Charter

I can recognise the choices I make and understand the consequences

I understand my rights and responsibilities within our Learning Charter

Key vocabulary-Belonging Special Rights Responsibilities

Key questions -Which picture helps you to feel calm? Can you feel your tummy rise and go back in again? Is your mind calm? Does it feel good to be calm and quiet? Does your mind feel ready to learn? How do we know we belong? How does it feel to belong?

Art/Design Technology

Unit Title—Imagery.

Artist Focus— Canadian art.

Key Knowledge— That by changing the art genre paint/charcoal we can change the impression that a finished piece of art gives.

Key Vocabulary— colours, shapes, line, paints, charcoal, tools, brushes, mixing, size.

Key Skills Developed— How to use brushes, charcoal etc. Mixing colours, Using shape, colour and line to change the piece of work.

Outcome— Practise using the bright colours, shapes and different lines to make the owl shape.

PE-gym

Key Skills— travelling, balancing, sequences.

Key Vocabulary— walk, run, jog, hop, skip, forwards, backwards, sideways, high and low. Parts of body.

Music—Charanga Unit

Hey you!

Term and Focus—Autumn 1

Woodland

Key text—Leaf man

Christian Value—Endurance

PSCHE Focus—Being me in my world.

Cross-Curricular Maths

Collect data in Geog-different shops

Ipad-data on simple graph.

Cross-Curricular Writing

Harvest prayer

Science investigation

Enhancement Ops

Harvest festival

Speaker from Clergy in for RE.

Trip to the Local shops

and Library

English

Key Texts— Leaf man and Don't hog the hedge.

Grammatical knowledge developed— What is a sentence both orally and written, CL, FS. Finger/Word spaces, positioning of writing on the page.

Spelling rules—Words with plurals, add s. Ai/oi, ar, ee ea, er, or, ur oa, igh.

Some common exception words including the/ was/ he/ me /she/ my/no/go/so.

Key genres— story-sequence and retell. Questioning. Lists of people and objects in the hedge.

Postcard to characters in don't hog.. Character description.

Key vocabulary— What When Why Who How Where-questions. Capital letter, full stop, word spaces. Colours, touch description word (link to science) and adjectives. Time words and Feeling words. (PSHCE link)

Maths

Focus— Place value

Key Knowledge— Sort, count and represent objects, 1 more, 1 less, count, read and write numbers forwards and backwards 0-10, 1-2-1 correspondence, use the language greater than and less than, equal to, intro more less < > and equals, order objects and numbers, ordinal numbers and know the number line.

Key Vocabulary— ordinal, more than, less than, more/less, most/least, order/compare, count, sort.

RE

Unit Title—My World, Jesus' world 1:9 and Harvest 1:1.

Key Questions—Where did Jesus grow up? What type of clothes/toys/food did he enjoy? Did he go to school? Did he have a mobile phone/computer? (etc) Why do we celebrate Harvest? What food do we like, and where does it come from? How/why should we help those who didn't have a good harvest? Raise awareness that we harvest food all around the world and that we usually have plenty but others do not. To discuss what our response as Christians should be to the need of others.

Key Knowledge—That Jesus lived a long time ago and the world that we live in today is very different. That a harvest happens around the world, but not everyone has enough food, what should we do as Christians. (WWJD)There are Christian charities working worldwide to improve the living conditions of people in third world countries and other areas of poverty. Our food comes from lots of different countries.

Key Vocabulary— Harvest, festival, celebrate, food names, Jesus Jerusalem, Nazareth, in the past, Bible and Bible stories, a long time ago, in the past, compared to today, Christian Aid

Key Skills Developed— Empathise with others. Investigate about Jesus' past and to enquire.

REDO- Computing

Unit Title—1:2 Group and sorting, 1:3 pictograms with touch of e-safety

Key Knowledge— Count to 10, separate into colours or shapes, what a pictogram shows. How to turn on iPad, how to open purple mash, input password. Use of search button. Understanding of e safety.

Key Vocabulary— sort, organise, the same, colour, shape, groups, image, picture, data, information, pictogram.

Key Skills Developed— Independence with turning on, inputting password and searching for program. Use the click and drag when moving objects. Understanding on screen instructions. Shutting down the computer.

Science

Unit Title— Living things and their habitats

Scientist Focus— Rachel Carson

Key Knowledge— the differences between living, dead and never alive, know how living things are suited to their habitats, identify and name a variety of plants in their habitats, understand basic food chains

Key Vocabulary— habitat, micro-habitat, living, dead, MRS GREN, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition, food chain

Key Skills Developed— observe plants, animals and habitats, carry out a simple experiment following instructions and note observations

History/Geography

Unit Title— Beside the seaside

Key Knowledge— understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Southport), understand and use key vocabulary

Key Vocabulary— physical features, beach, cliff, coast, hill, mountain, sea, ocean, river, soil, vegetation, season and weather
human features, city, town, village, port, harbour, pier

Key Skills Developed— Use key words to describe locations, sort physical and human features, recognise features on an aerial photograph and map, devise a simple map

Art/Design Technology

Unit Title— Sea creature batik

Artist focus— Jayne Huskisson

Key Knowledge— how to use wax resist techniques, about the work of Jayne Huskisson

Key Vocabulary— batik, wax resist, ink, paint, colour, line, sketch,

Key Skills Developed— Use different wax resist techniques, to use the work of an artist to design their own artwork, use colour effectively

Computing

Unit Title— Using the internet

Key Knowledge— how to use a one word search term, how to stay safe online, what is a blog and how to use it

Key Vocabulary— internet, search engine, blog, content, website

Key Skills Developed— logging in, using one word search terms, using a search engine, creating content, blogging

PE

Key Skills— invasion games and teamwork

Key Vocabulary— running, jumping, catching, throwing, team, invasion games

Music

Charanga Unit— Hands, feet, heart

Year 2

Autumn 1

Oh, I do like to be beside the seaside

Key text— The Lighthouse Keeper's Lunch

Christian Value— Endurance

PSHCE

Focus— Being Me in My World

Key Objectives— Hopes and fears for the year, Rights and responsibilities, Rewards and consequences, Safe and fair learning, environment, Valuing contributions, Choices, Recognising feelings

Cross-Curricular Maths

Geography— compass directions, position and direction

Art— accurate measuring

Science— presenting results

Cross-Curricular Writing

RE— Prayer, writing from the point of Mary Jones

Geography— Leaflet about Southport

Computing— blogging

Enhancement opportunities

Harvest festival,

Visit to the seaside

English

Key Texts— The Lighthouse Keeper's Lunch, The Lighthouse (literacy shed visual text)

Grammatical knowledge developed— using capital letters, full stops, and question marks; use and recognise expanded noun phrases; recognise nouns, verbs, adjective and adverbs

Spelling rules— phase 5 phonics recap, spell common exception words;

Key genres— description, narrative, book review, instructions

Key vocabulary— text, fiction, non-fiction, description, setting, character, personality, appearance, expanded noun phrase, noun, adjective, verb, adverb, capital letter, full stop, question mark, common exception words

Maths

Focus— Place value, Addition and subtraction

Key Knowledge— count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward; recognise the place value of each digit in a two-digit number (tens, ones); identify, represent and estimate numbers using different representations, including the number line; compare and order numbers from 0 up to 100; use <, > and = signs; read and write numbers to at least 100 in numerals and in words; use place value and number facts to solve problems.

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

RE

Unit Title— Why is the Bible such a special book?

Key Questions— Why is the Bible special?, Why does the vicar/minister think that the Bible is special?, Which Bible stories do you enjoy?, Who uses the Bible?, The Bible is in two parts which are different. Why/how are they different?

Key Knowledge— The Bible is the Christian holy book, The Bible is made up of a library of books, The Bible is in two sections- the Old Testament and the New Testament, Owning a Bible is very important to Christians, The Bible contains God's big story from the beginning through to the kingdom of God, People of other faiths have different holy books.

Key Vocabulary— Bible, Books, Old Testament, New Testament

Key Skills Developed— Opportunity to look at and handle many different Bibles; Look at the Bible as a library; Listening to stories from both Testaments and know where they can be found.

Science

Unit Title— Animals including Humans

Key Knowledge— The importance of the right type and amount of nutrition as well as the functions of skeletons and muscles.

Key Vocabulary— Plants, animals, skeletons, bones, teeth, nutrients, food groups, diet, muscles, support, protection, movement, organs

Key Skills Developed— Understand that plants and animals obtain food in different ways. Identify the right types and demonstrate they understand the right amount of nutrients for animals including humans. Name the different types of skeletons as well as identifying and categorizing animals based on the type of skeleton it has. Identify the main bones in the body and how a skeleton protects, supports and helps the body to move. Explain how pairs of muscles work together to enable movement.

History/Geography

Unit Title— The UK

Key Knowledge— know the countries that make up UK, know the flags of these countries and how they contribute to union jack flag, know how these countries are split into regions, counties, cities, towns, villages etc, know geography of UK, including physical features of mountains, seas, cities, counties, regions, know how the UK has changed over time particularly in capital cities (population growth)

Key Vocabulary— capital cities, counties, regions, countries of the UK, peak, population, atlas, map, seas, rivers, 8 compass points

Key Skills Developed— use atlas and maps to locate capital cities in UK, counties, regions, countries, seas, rivers label a map with features, find the height of mountains on a map, use 8 compass points for direction

Art/Design Technology

Artist Focus— **L. S. Lowry**

Key Knowledge- Children will learn about and research the work of LS Lowry . They will find out about his inspirations and the techniques he used to create his painting “Britain At Play”.

Key Vocabulary— colour, shape, line, pattern, texture, tone, primary colours, secondary colours, perspective, colour palette.

Key Skills Developed—use sketchbooks to record observations of L. S. Lowry’s paintings/ drawings, imitate Lowry’s style (figures and buildings), explore his choice of colour palette, learn about Lowry’s use of perspective, observe our local environment/landscape to create their own drawing inspired by Lowry

PE– Netball

Key Skills—passing, catching, marking, pivot footwork, dodging, shooting, zone play, attacking, defending, team play

Key Vocabulary— names of passes, pivot

Music—Charanga Unit (Let your spirit fly)
French—Catherine Cheater

Term and Focus— Y3 Autumn 1
Key text— Anthony Browne books
Christian Value— Endurance, thankfulness (harvest)
PSCHE Focus— Being me in my world

Cross-Curricular Maths
Geography– population data

Cross-Curricular Writing
Computing– create an information leaflet about author Anthony Browne

Enhancement Ops
Harvest Festival
Artwork inspired by Anthony Browne
Lowry Museum visit

PSCHE

Unit title—Being me in my world

Key knowledge— recognise my worth and identify positive things about myself and my achievements, make responsible choices and ask for help when I need it, understand why rules are needed, understand that my actions affect myself and others.

Key Vocabulary— positive, goals, challenges, rewards, consequences

Key skills developed— know how to make someone else feel welcome and valued, work cooperatively in a group, understand that my behaviour brings rewards/consequences.

English

Key Texts— Anthony Browne author focus (Gorilla, The Zoo)

Grammatical knowledge developed– statement, question, exclamation & command sentences, verbs, adjectives, sentence openers, conjunctions, commas, apostrophes for contraction and singular possession, paragraphs, synonyms for said, past and present tense, present perfect tense,

Spelling rules— long a spelt as: ei, ey, ai; ur spelt as ear, homophones and near homophones, suffixes ed, ing and er, ly ily

Key genres-narrative, interview, diary, balanced argument, acrostic poetry

Key vocabulary— prediction, summarise, story plan, draft, edit, full stop, question mark, exclamation mark, infer,

Maths

Focus—Place Value

Key Knowledge— Children build on their understanding of tens and link this to hundreds. Children will identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number, recognise the place value of each digit in a three digit number (hundreds, tens and units). Compare and order numbers up to 1000, read and write numbers up to 1000 in numerals and words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100. Add and subtract 1 digit from a 2 digit number. Add and subtract 2 digits from a 3 digit number.

Key Vocabulary— multiples, digits, more/less than, base 10, hundreds, tens, units, even, odd, place value grid, > < =

RE

Unit Title— Unit 3.6 Harvest

Key Questions— Why and how and when do we celebrate harvest? What do we celebrate at harvest? What are we actually giving thanks for? Who celebrates the harvest? How is the harvest celebrated around the world? Why is the harvest celebrated by everyone?

Key Knowledge— know bible stories which mention harvest, why is it mentioned in the bible that people should bring God their finest? Know how harvest has been celebrated in UK over last 100 years, Know how harvest is celebrated around the world, know content of church harvest festival services, know what harvest celebrations teaches us about Christian belief, know why it is important for Christians to celebrate harvest

Key Vocabulary— Harvest festival, thankfulness, sukkot

Key Skills Developed— finding bible stories in different parts of the bible using old and new testaments, chapters, books, verses, analyse, investigate, enquire: research celebration of harvest over last 100 years in UK and around the world (link with computing unit)

Computing

Unit Title– Digital Citizenship

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

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

Science

Unit Title— Sound

Scientist Focus— Alexander Bell

Key Knowledge— How is sound made? How does it travel? How can we hear it?

Key Vocabulary— sound vibration, amplitude, ear, waves, volume, pitch, loud, high, low, particles

Key Skills Developed— Make observations and conclusions, create an instrument that can play high, low, loud and quiet sounds. Identify best materials for absorbing sound. Explain how sound travels.

History/Geography

Unit Title— The effect and impact of World War 1 in our local area.

Key Knowledge— What caused WW1, who was involved, what was the impact on the people of Britain and in particular the people of Prestwich. What was the role of women in WW1.

Key Vocabulary— War, conflict, peace, soldiers, trenches, alliance,

Key Skills Developed— Researching local history visiting war graves, looking at records and archives. Impact of war upon a community and a country.

Art/Design Technology

Unit Title— Ceramics flowers

Artist Focus— Paul Cummins, the artist responsible for the installation entitled 'Blood swept Lands and Seas of Red' that was on display at the Tower of London 2014.

Key Knowledge— that art is 3-D and can be temporary and take different forms.

Key Vocabulary— ceramics, sketch, draw, shape, mold, design, paint construct, instillation.

Key Skills Developed— creating a sketch and transforming it into a 3-D design made out of clay.

Outcome— To choose their own flower linked to Christianity, sketch it and create it, form clay, paint, glaze and present as part of a class installation in school, the title of which will be decided by the class.

PE

Key Skills— Fitness and invasion games

Key Vocabulary— attack, defend, throw, catch, space, fitness, exercise.

Music— Charanga Unit

Abba – Mamma Mia

French— Catherine Cheater

Term and Focus—Autumn 1

Key text— One Boy's War

Christian Value— Endurance

PSCHE Focus— Being me in the world.

Cross-Curricular Maths

Science—Recording sound— decibels, using graphs and data. Presentation of results

History—Statistics linked to World War 1

Cross-Curricular Writing History—

Chronological reports Leaflets and propaganda pamphlets.

R.E.—Retelling of narrative.

Enhancement Ops

Linked to WW1

Visit to St Mary's church, inside and the war graves.

Outside speaker/visitor with WW1 knowledge.

English

Key Texts— One Boys War by Lynn Huggins Cooper and Archie's war scrapbook by Marcia Williams

Grammatical knowledge developed—Using determiners, clauses, expanding sentences, using conjunctions, expanding sentences using adverbs, expanding sentences using prepositions

Spelling rules— homophones and near homophones, prefixes - in, il, im, words with augh and au, words ending in 'sion'.

Key genres- letters, diaries, descriptive narrative, leaflets, poems/songs, propaganda.

Key vocabulary— All WW 1 language linked to history topic, language above linked to grammatical knowledge.

Maths

Focus— Place Value, number addition and subtraction.

Key Knowledge— count in multiples of 6,7,9, 25 and 1,000. Find 1,00 more or less than a given number. Recognise the value of each digit in a 4-digit number. Order and compare numbers beyond 1,000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10,100 and 1,000. Solve number and practical problems that involve all of the above with increasingly large positive numbers. Count back through zero to include negative numbers.

Key Vocabulary— Multiple, Roman numerals, patterns, column, rounding, nearest 10,100,1000, hundreds, thousands, place value, total, partitioning, estimate, strategies, more, less, varies fluency, greater, largest, smallest, possibilities, reasoning, problem solving, increase, decrease, ordering.

RE

Unit Title— God, David and the Psalms

Key Questions—What values do you consider to be important? Who inspires you? What are the qualities of a good king? What is God like?

Key Knowledge—That David is a key figure in God's plan for his people. Some Christians have had to endure great struggles and persevere in difficult circumstances to keep faith in God and follow his way.

Key Skills Developed— Synthesis, investigation, expression, interpretation

Computing

Unit Title—Digital Citizenship and online safety.

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

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

Key Skills Developed - Online, cyberbullying, e-Safety, search engine, keywords, synonyms, results, plagiarism, citation/cite, social media, account, register, private, public. account, digital citizenship, responsibility. Media balance and well-being. Privacy and security and personal information.

Science

Unit Title—Changes in Humans

Scientist Focus—Louis Pasteur, Alexander Flemming

Key Knowledge— Humans change as we develop and grow older, data is raw unorganised facts where as information has a structure and is in context, puberty is the physical changes to our body as we grow older, the gestation period of organisms is different for each species, life expectancy varies and is reliant on a number of variables.

Key Vocabulary— puberty, life cycle, gestation, growth, reproduce, foetus, fertilisation, sexual, asexual, baby, toddler, child, teenager, adolescent, life expectancy, old age, early/middle/late adulthood

Key Skills Developed—describe the stages of human development, explain how babies grow and develop, describe and explain the main changes that take place during puberty, identify the main changes that take place during old age, report findings from enquiries, identify the relationship between variables.

History/Geography

Unit Title—The Victorians

Key Knowledge—The Victorians refers to an era in British History when Queen Victoria was Monarch, this era was from 1837-1901, the vast difference between the deprived and the affluent during this time including health and housing, the advancements in technology during this era, common illnesses and the reasons why along with cures at the time, The work of Dr Barnardo in helping street children and John Snow into the spread of cholera.

Key Vocabulary— Queen Victoria, compare, deprived, affluent, era, industrial revolution, terrace, workhouse, slums, cholera, diphtheria, small pox, cobbled, John, Snow, medicine, technological, engineer, Isambard Kingdom Brunel, Orphan, Orphanage, Dr Barnardo, British Empire

Key Skills Developed—Place key events in British history on a timeline, compare modern housing and conditions with those of a Victorian slum, Research common illnesses from the era along with their given 'cure', diagnose illnesses from a description, recognise the Victorian inventions that are still around today, understand the hardship of life for the deprived in Victorian England, Understand the reasons the British Empire spread during this time.

Art/Design Technology

Unit Title—Printing and weaving

Artist Focus—William Morris

Key Knowledge— Victorians began to print onto textiles to create cushions and curtains using repeated patterns, William Morris was famous for this process using nature as his inspiration, learning the process and idea of weaving on a loom (paper and cardboard) to produce a piece of material.

Key Vocabulary—textiles, weaving, thread, shuttle, weft, warp, yarn, block, printing, texture, pattern, repeated, wool, loom

Key Skills Developed— study of a Victorian artist's work, create a printed design using a block and repeated pattern, use of weaving techniques to weave using a variety of medium including paper and wool on a loom, justify reasons for choices including materials and colour and evaluating work.

Outcome—Piece of material made from cardboard hand loom, paper weaving artwork and repeated pattern block printed work.

PE

Key Skills—Keeping fit circuit training

Key Vocabulary—station PB pulse
resting heart rate recovery

Music—Violins Mr Price

French—Catherine Cheater

Term and Focus—Autumn 1

Street Child —Berlie Doherty

Christian Value—Endurance

Enhancements—Quarry Bank Mill visit

Cross-Curricular Maths

Science—presentation of results

History—population/disease graphs

Art— Repeating patterns, tessellation

Cross-Curricular Writing

RE— Diary

History—Biography of a Victorian scientist John Snow

PSCHE- Being me in my world

Key knowledge—I know what I most value about my school, I can empathise with people in this country whose lives are different to my own, I understand that my actions affect me and others, I can contribute to the group and understand how we can best function as a whole. I understand why our school community benefits from a learning charter.

Key Skills developed—I can face new challenges positively, I understand my rights and responsibilities as a citizen, I make choices about my own behaviour because I know how rewards and consequences feel, I understand how an individual's behaviour can affect a group, I understand how democracy and having a voice benefits the school.

English

Key Texts-Street Child

Grammatical knowledge developed-sentence types, word classes adverbs—
how,where,when

Spelling rules—Twinkl Y5 1A word list. Words with silent letters, homophones, prefixes and suffixes

Key genres-diary; narrative; film narrative; eye-witness account; non-chronological report

Key vocabulary—character; narrative; dialogue; informal and formal language; passive voice; active voice; inverted commas; semi-colon; first, second, third person, comparison

Maths

Focus—Place Value; Addition, Subtraction, Statistics

Key Knowledge—read write and compare numbers to 1,000,000 and determine the value of digit; count forwards and backwards from any number in steps of 10; use negative numbers in context and count across zero; round to the nearest 10, 100, 1000, 10,000 and 100,000; solve number problems; read roman numerals up to 1000 and in years; add and subtract increasingly large numbers mentally; use formal written methods to add and subtract, use rounding to check answers; solve addition and subtraction multi step problems; solve problems represented using graphs; interpret information shown in tables and timetables.

Key Vocabulary—million, hundred thousand, ten thousand, thousand, hundred, ten, ones, negative, positive, zero, calculate, accuracy, round; accurate; inaccurate; reason; addition; subtraction; place value; axis; table; interval; difference; timetable;

RE

Unit Title—How and why do Christians read the Bible?

Key Questions—How and why is the Bible used? Do you need a Bible to be a Christian? Why is the Bible holy? Why is the Bible a best seller? Why are there so many versions of the Bible?

Key Knowledge— that the Bible is inspired by the word of God, that there are many translations of the Bible, that the Bible guides Christians and effects their daily lives; to know about holy books from other faiths and their impact

Key Vocabulary—Old testament, New testament gospel, word of God, translation

Key Skills Developed—to see and handle a wide variety of bibles; To talk to an adult about how and why they use/read the bible; Compare the teaching of the bible and Christian behaviour; Making connections between Bible passages, Christian values and beliefs.

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—Living Things and Their Habitats

Scientist Focus—Carl Linnaeus

Key Knowledge—how animals can be classified based on their similarities and differences; that the Linnaean system is widely used to classify all living things; the different levels within this system; that microorganisms can be useful and harmful; to know some uses of microorganisms and some of their dangers; how to describe the different characteristics of microorganisms

Key Vocabulary—classify, classification, compare, domain, Linnaean, kingdom, class, phylum, order, family, genus, species, characteristics, vertebrates, invertebrates, microorganism, organism, flowering, non-flowering

Key Skills Developed—design and carry out an investigation using controlled, independent and dependent variables; explain predictions using prior knowledge; draw conclusions from their investigation; use correct scientific terminology to classify organisms

History/Geography

Unit Title (Geography)—Rivers

Key Knowledge—understand how rivers are formed; understand that the features a river and the surrounding landscape change from source to mouth; understand the factors that cause rivers to flood; understand what happens to the physical environment when flooding occurs understand the human impact of a major flood event; understand how to prepare for flooding; name and locate the five longest rivers in the UK; understand the key features of an OS map; to understand the key features of the River Thames; understand how waterfalls are formed and their key features; to know some key global and national waterfalls

Key Vocabulary—source, upper course, middle course, lower course, channel, v-shaped valley, tributaries, erosion, transportation, deposition, undercutting, meander, oxbow lake, mouth, estuary, delta, precipitation, surface run off, throughflow, confluence, bankfull, discharge, overbank flow, flood plain, watershed, recede, overhang, plunge pool, gorge

Key Skills Developed—use maps and atlases; use iehg points of a compass; four and six figure grid references; use OS symbols and keys; field work skills including a study of streams in Prestwich clough

Art/Design Technology

Unit Title—Landscapes

Artist Focus—David Hockney

Key Knowledge—Hockney is a significant living British artist; he uses colour and realistic sketching in his work; he has used a variety of techniques throughout his career including acrylic paint, photographic collage and drawing on iPads; he is well known for his landscape paintings, portraiture and his swimming pool paintings; the use of bright, vibrant colour is a key feature of Hockney’s work

Key Vocabulary—sketch, recreate, landscape, realism, colour, acrylic, critique, collage

Key Skills Developed— sketching, use of colour, use of technology in art (eg using own photographs to create photographic collage), colour mixing, use of paint, using a colour wheel, planning and preparing a larger piece of work

Outcome—Creation of own landscape picture using techniques from the oeuvre of Hockney making personal choices as to the techniques used

PE

Netball

Music—Charanga Unit

Happy—Pop (see Charanga planning attached)

French—Catherine Cheater (see Catherine Cheater planning attached)

Autumn 1

Y6

Christian Value—Endurance

Cross-Curricular Maths

Science—presentation of results

Geography—grid references

Cross-Curricular Writing in Big Write

RE—Diary of a pilgrim; report on Hajj

Geography—Report on field work undertaken; report on a waterfall

Art—Biography of David Hockney

Enhancement Ops

Harvest Festival

Visitor in to talk about pilgrimage in RE

Trip to Prestwich Clough for Rivers unit

Individual project on a significant world river

PSHCE

Learning Intentions: identify goals for the year; understand fears and worries for the future and know how to express them; understand that there are universal rights for all children but for many these are not met; understand that my actions affect other people locally and globally; make choices about my own behaviour and understand how rewards and consequences feel and understand how these relate to rights and responsibilities; understand how an individual’s behaviour can impact on a group; understand how democracy and having a voice benefits the school community

Social and emotional development: feel welcomed and valued and know how to make others feel the same; understand own wants and needs can compare these with children in different communities; understand that actions affect myself and others; care about the feelings of others and try to empathise with them; contribute to the group and understand how we can function best as a whole; understand why our school community benefits from a learning charter and how others can be helped to follow it by modelling it

English

Key Texts—The Unforgotten Coat

Grammatical knowledge—relative clauses; modal verbs to indicate possibility; adverbs to indicate possibility; brackets, dashes or commas to indicate parenthesis; expanded noun phrase to convey complicated information concisely; perform form of verbs to mark relationships of time and cause; using commas to clarify meaning or avoid ambiguity in writing; synonyms and antonyms

Spelling rules—synonyms; changing –ant words into –ance/ancy words; ce/cy and se/sy words; changing –ent words into –ence/ency words; join a prefix to a root work with a hyphen; join compound adjectives

Key genres—diary; poetry, flashback, descriptive writing

Key vocabulary—refugee, suspense, first person, dialect, dialogue, memory, polaroid, relative pronoun, modal verb, adverbs, parenthesis, brackets, dashes, commas, expanded noun phrase, perfect, present, past

Maths

Focus—Place Value; Addition, Subtraction, Multiplication and Division

Key Knowledge—read write and compare numbers to 10,000,000 and determine the value of digit; round any whole number to a required degree of accuracy; use negative numbers in context and calculate intervals across zero; use the formal method of multiplication; use the formal method of long division dividing 4 digits by 2 digits and interpreting remainders as appropriate; perform mental calculations with large numbers; recognise how to do use BODMAS to calculate in the correct order

Key Vocabulary—million, hundred thousand, ten thousand, thousand, hundred, ten, ones, negative, positive, zero, calculate, accuracy, round; accurate; in accurate; factors; multiples; prime; reason; addition; subtraction; multiplication; division; square numbers; common; cube numbers;

RE

Unit Title—Life as a Journey

Key Questions—Life is a journey. Do you agree? Why?; In what ways can life be compared to a journey? In what ways does having faith give meaning and purpose to the journey of life?; Is choosing to journey through life as a Christian an easy option? Why? Why not?; Is every person’s journey the same? Why not?; Why do people go on a pilgrimage?; Does a pilgrimage have to be to a place of worship?

Key Knowledge—some people undertake a pilgrimage as part of living out their faith; the life journey of people in the Bible effects the behaviour, beliefs and life choices of Christianity, being a Christian and following Jesus’ teaching has an impact on a person’s life; the life journey of Jesus answers questions about what Christians believe; Christians in many countries across the world are persecuted because of their faith

Key Vocabulary—Journey, pilgrimage, rites of passage and Holy Land

Key Skills Developed—reflect on the similarities and differences between pilgrimages made by Christians and people of other faiths; investigate the impact that following Jesus has on lives; synthesise the features of living life as a Christian;

Computing

Unit Title: E Safety

Key Knowledge: learn not to reveal private information to a person they know only online; recognise their own responsibility in being a good digital citizen; recognise what phishing is and how to avoid it; know the signs of cyberbullying and what they can do if it occurs; understand that the internet is full of gender stereotypes and how this can play a role in forming our own ideas

Key Vocabulary: phishing, privacy, digital balance, bystander, upstander, cyberbullying, stereotyping, gender

Key Skills: to navigate the internet safely; to understand their role in staying safe and keeping others safe; to understand why privacy is important online