

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

Unit Title - Habitats

Key knowledge - I know where some minibeasts live and why they live there

Key vocabulary - habitat, home, live, survive

Key skills - Children will look at different minibeast habitats and learn about their homes and surroundings

Natural World (Science and Physical Geography)

Unit title - Growing and changes.

Key knowledge - Using books, own knowledge and observations to see and comment on changes in plants & insects as they grow and change (life cycles)

Key vocabulary - watch, observe, change, grow, life cycle, nature, minibeast, seed

Key skills - I can take care of seedlings by finding out what they need to survive. I can talk about the different life cycles of some minibeasts

Computing

Unit Title - Digital Art

Key Knowledge - I know that iPads can be used for drawing. Different colours & brushes can be chosen. My fingers can be used like a brush on the screen.

Big Questions - What can we use iPads for? What would you like to paint today?

Key Skills - I can: change the colour of my brush, change the size of my brush, ask a grown up to help me save my picture.

Key Vocabulary - change, colour, draw, brush, finger

RE

Unit Title - Easter

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

Key Questions - What is love? Where is love? Who do you love? Who loves you? How do you/they show that love? How did Jesus show that he loved us?

Vocabulary - Love, sacrifice, Jesus, Easter, disciples, Holy Week, Palm Sunday, crucified, cross, tomb and risen

Skills Developed - tell you that Christians believe Jesus died for us because he loves us. briefly retell the story of Easter. identify symbols associated with Easter. talk about their own experiences of love and other emotions expressed in the Easter Story. ask questions about the Easter story.

PE

Key Skills - Athletics - running, jumping, skipping

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

PSED (PSHCE)

Unit Title - Jigsaw - Healthy Me

Key knowledge - To make healthy choices. To take part in physical activity. To keep themselves safe.

Key vocabulary - goals, challenge, try, work, aspire, keep going

Key skills - I can name parts of my body. I can tell you some of the things I need to be healthy. I can understand that sleep is good for me. I can wash my hands and know it is important to do this. I can say what to do if I get lost & how to say no to strangers.

Nursery-Spring 2

Down at the bottom of the garden

Key Texts -

The Tiny Seed

The very hungry caterpillar

The very busy spider

The Easter Story

Christian Value - Forgiveness

Environment Writing and Maths

Children to start to write their own name on work around the classroom such as models they make and pictures they draw (name cards to help)

Children to make marks to represent numbers.

Enhancement Ops

World Book Day

Easter

Literacy

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

Phonics Phase - Phase 1 / Aspect 4 & 5 - Rhythm & Rhyme & Alliteration

Key knowledge - Learn which words rhyme through different games & activities. Learn to continue a rhyming string. Show awareness of alliteration by suggesting words with the same initial letter sound.

Key vocabulary - listen, hear, sound, rhyme, rhythm, repeat, same, different

Maths

Focus - Pattern & Shape

Key knowledge - Use familiar objects and common shapes to create patterns and build models. Measure and compare. Learn to identify, describe and choose shapes. Identify and use shapes to make repeating patterns and symmetrical patterns.

Key vocabulary - pattern, shape, symmetrical, symmetry, same, match, most, least, length

Creating with Materials (Art and DT)

Unit Title - Sunflowers

Artist Focus - Van Gough

Key Knowledge - Children will experiment with different materials to make a sunflower picture/collage using Van Gough's painting as inspiration.

Key vocabulary - sunflower, artist, seed, famous, petals, flower

Key skills - Ability to look at and recreate a picture using resources available

Being Imaginative and Expressive (Art and Music)

Unit Title - Charanga Unit - My stories (Mr Power)

Key knowledge - I know how to identify and follow rhythm and rhyme within a song

Key vocabulary - rhyme, rhythm, pat, tap, clap

Key skills - Children will join in with the songs, following the lead. Children will explore how to use their voice.

PSED (PSHCE)

Unit Title

Healthy Me

Key Knowledge

I know the names for some parts of their body; know what the word 'healthy' means; know some things that they need to do to keep healthy; know that they need to exercise to keep healthy; know how to help themselves go to sleep and that sleep is good for them; know when and how to wash their hands properly; know what to do if they get lost; know how to say no to strangers.

Big Questions

What do we need to be healthy? What food do we eat that is healthy?

Key Skills

I can recognise how exercise makes them feel; recognise how different foods can make them feel; can explain what they need to do to stay healthy; can give examples of healthy food, can explain how they might feel if they don't get enough sleep; can explain what to do if a stranger approaches them

Understanding the World: Technology (Computing)

Unit Title - Programming - Beebots

Key Knowledge I know that: a Beebot can be given more than one instruction; a Beebot will remember what it has been told to do; instructions need to be cleared

How many instructions can you follow? What can we tell a Beebot to do? How many instructions can a Beebot follow?

Big Questions:

Key Skills - I can: can: give a Beebot a set of three linked instructions; tell a Beebot to go forwards, backwards, left and right; clear a set of instructions

Key Vocabulary - Beebot, program, instruction, forwards, backwards, left, right

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

Unit Title

Plants, fruits and vegetables in different places.

Key Knowledge I know: how to identify and talk about plants; that different plants grow in different places and countries of the world; that there are special places in my community where fruit and vegetables grow., how to recognize some similarities and differences between life in this country and other countries, start to use a map to find different places.

Big Questions

What grows where and why?

Key Skills I can: name identify different places and in the community and their different purposes.

Key vocabulary: plants, fruit and vegetables, places, countries, weather, climate,

Natural World (Science and Physical Geography)

Unit Title

Changing Seasons and growing plants

Key Knowledge: I know how to: Explore the natural world around me; describe what they can see, hear, feel and smell whilst outside; explore senses; understand the effect of the changing seasons on the natural world around them; about plant and how they grow; different plants grown in different parts of the world.

Big Questions- What has changed in the environment? What is the same? How has it changed?

Key skills:I can: plant a seed; grow a plant and or vegetable; discuss changes that are taking places in plants and seasons; start to use a map to find different places.

Key vocabulary: plants, seeds, soil, water, sun, grow, change, places, maps

RE

Unit Title

Why do Christians put a cross in an Easter garden

Key Knowledge

know that: Christians remember Jesus' last week at Easter; Jesus' name means 'He saves'; Christians believe Jesus came to show God's love; Christians try to show love to others.

Big Questions - Why is a palm cross an special symbol? How do people use crosses to celebrate?

Key Skills - I can: talk about how Christians celebrate Easter; talk about what Jesus' death and resurrection means for Christians; talk about why we need to say sorry and forgive each other

Key Vocabulary - palm cross, hosanna, forgiveness, resurrection

PE

Unit Title Experiment with different ways of moving.

Key Knowledge Show good control and co-ordination in large and small movements through Yoga and Dance

Key Skills— Dance (Seasons) Racquet Skills **Key**

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

Understanding the World

Past and Present

Unit Title

How growing has changed

Key Knowledge: I know and recognise some differences between how growing and food production has changed.

situations in the past; recognise people in the community who help us.

Big Questions

How do we look after our planet? How do we prevent food waste? How do we grow? How did we grow?

Key skills: I can: discuss difference in images from the past and now

Vocabulary

Past, present, change, similar, difference

Reception

Spring 2

How Does Your Garden Grow

Key Texts

The Enormous Turnip, Jack and the Beanstalk,
The Little Red Hen

Christian Value

Forgiveness

Environment Maths

Exploring shapes making and modelling
investigating the natural world planting
measuring seeds, time, growth rate,
baking, weighing,

Environment Writing

Labelling colour and flowers/ plants collected for displays

Start to write their own instructions for the Beebots using phonetically plausible attempts at words

Enhancement Ops

Make an Easter garden

Possible visit from someone who makes Easter gardens for church

Potential visits to RHS and local allotments

Literacy

Unit Title

The Enormous Turnip, Jack and the Beanstalk, The Little Red Hen,

Key Knowledge; Reading: Comprehension/ Word Reading and writing:

I know: phase 2, 3 and 4 phonics, the alphabet; how to practice blending for reading and segmentation for spelling. reading high frequency words, how to use segmenting and blending to support reading and writing of captions and sentences; that a sentence starts with a capital letter.

Big Questions

What is the genre of this book? What do you like/dislike about the text?

Key skills I can: retell a story; begin to anticipate events; take on the role of a character; rehearse my caption/sentence before writing begin to write captions and sentences.

Key vocabulary

Author, illustrator, blurb, fiction, non-fiction, genre, character, phoneme, grapheme, digraph, trigraph, blending, segmenting, setting, finger space, full stop.

Maths

Unit Title

Building 9 and 10, Consolidation

Key knowledge - Number I know how to; represent and sort numbers 9 and 10; order numbers 0-10, compare numbers to 10; the composition of numbers 9 and 10; make 10; 1 more and 1 less than for numbers within 10, recognize more, fewer or the same number of items

Key skills I can; count forwards and backwards, talk about position of number, estimate numbers, **Key knowledge - Measure, Shape and Spatial Thinking.** I know the names of some 2D and 3D shapes, I know how to how to distinguish shapes by sides, corners and edges. I know how explore and manipulate shapes to create new shapes and patterns. I know how to repeat patterns ABB, AAB, AABB, AABBB and can begin to create repeating patterns.

Big questions: How many ways can I make 9 and 10? What patterns can I see?

Key Skills - I can: compare numbers to 10; complete number bonds up to 10; continue, copy and create repeating patterns; use mathematical language

Key Vocabulary: Numeral, number, sort, arrange, group, sets, rule, more than, less than, more, fewer, equals, the same, add, take away, estimate, guess, compare.

Creating with Materials (Art and DT)

Unit Title

Baking and Healthy Foods

Key Knowledge: I know : the names of basic utensils, how to create collaboratively sharing ideas and resources, how to use previous knowledge learnt linked to measuring in different ways.

Big Questions

What tools/equipment will you need to use? What recipe will you follow? Which ingredients will you use? 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

Being aware of basic hygiene, following instructions. Listening, measuring, weighing, prediction, discuss and explain ideas and methods, stirring,

Key Vocabulary

Wash, clean, weigh, tip, stir, combine, fold, mix, mixture, ingredients, recipe .

Being Imaginative and Expressive (Art and Music)

Unit Title

Our World.

Key knowledge: I know : different styles of music; how to sing along with songs using actions; names of different instruments, how to share and perform learning that has taken place.

Big Questions

What sounds can you hear? Why does music make us dance? What different types of music are there?

Key Skills I can: listen and respond to different styles of music; use the vocabulary linked to the interrelated dimensions of music;, move to and talk about music, express my feelings and responses; watch and talk about dance and performance art; begin to explore and play some percussion instruments.

Key Vocabulary pulse, rhythm, pitch, melody, tempo, perform, express, explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space

Science

Unit Title— Plants

Scientist Focus—Katherine Esau (botanist) and Wangari Maathai

Key Knowledge- Identifying parts of a plants, Recognising pictures of common plants, Name the parts of the flower. Collect and identify a sample of leaves and any flowers that are there. Name the flowers and look at the structure of a plant, including trunk and sort these into groups, Sort leaves into groups using round/pointy, name the leaves by using a chart. Learn about the botanist Katherine Esau and why she is known, for the children to recognise men and ladies can be a scientist. To ask questions about the local area.

Investigate where the plants grow in the school ground.

Key Vocabulary— leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem, colours, shapes, flower and leaf names, botanist.

Key skills-observing, investigating, report writing.

Big questions– Are all plants the same and what parts do they have?

History/Geography

Unit Title— Our Country

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

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

Key Skills Developed— To use a map to identify where we live, from a picture, photograph or google maps. Use an atlas. To identify parts of the area that are used for buildings and those that are parks/woods. Recognise and use a key. Recall countries and capital cities.

Big questions-What information can I find on a map? Where can I find a map? What is a key?

Art/Design Technology

Unit Title— Puppets

DT Focus

Key Knowledge– I know how to join fabric by pinning, stapling or gluing; I can design a puppet; I can build my design on a template; I can align two pieces of fabric; I can evaluate mine and others work; I know how to use a template.

Key Vocabulary— Design. Equipment, glue, inspiration, method, safety pin, technique, template, decorate.

Key Skills Developed– To join fabrics together using different methods; To use a template to create my design; To join two fabrics together accurately; To embellish my design using joining methods.

Big questions-How will you join your two pieces of fabric? Why are you choosing this technique? How will you attach your decorations to your puppet? What are the possible mistakes you need to think about and avoid?

Outcome— To create a puppet joining fabric together and to ensure child's hand fits in.

PE-gym

Key Skills— dance movements, working as a partner, linking the moves to music.

Key Vocabulary— high, low, fast slow, together, repeat, copy

Music—Charanga Unit

Round and round.

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

Year 1 - Spring 2

Our country

Key text—The bee and me and Nature's Tiny Miracle

Christian Value—Forgiveness

Cross-Curricular Maths

Science and maths through sorting and grouping plants, making charts.

Geography using a key.

Cross-Curricular Writing

RE the Easter story.

Science-investigative work.

Enhancement Ops

Science week

Diversity

Easter service

World book day.

LGBT+Day

English

Key Texts– The Boy who lost his bumble, The Bee and Me and Nature's Tiny Miracle.

Grammatical knowledge developed– conjunction to join two short sentences. And /also.

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

Key genres– Narrative, explanation text and non-chronological report.

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

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

Maths

Focus— Length and height, weight and volume.

Key Knowledge—To use a variety of non standardised objects and standardised objects to measure. To recognise the scale on the equipment. To be able to count the number of objects that are the same height/length of an object. To be able to compare 2 different heights and lengths and to use the vocabulary linked to this e.g. longer/shorter/longest/shortest. Introduce mass and capacity, measure and compare weight and volume.

Key Vocabulary— weigh mass measure cm mm m g kg l ml lighter/heavier, longer shorter longest shortest. Less/more above/below next to after before

RE

Unit Title— Easter celebrating new life

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

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

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

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

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

Computing

Unit Title— Digital art, iPads, camera/photo app.

Key Knowledge— pads can be used to take photographs; photographs can be edited on the ipads; photos can be moved between devices; a variety of different effects can be when taking photographs; photographs are automatically saved to the ipad; photos that I do not want can be deleted

Key Vocabulary– Photo, edit, crop, text box, effects, save, tool, monochrome, colour, square, landscape, portrait

Key Skills Developed– to take a photo with the iPad; change the photo settings between square and normal; edit a photograph to change the colour to black and white; edit a photo to crop one part of it; rotate a photo; add a label to a photo using a text box or a pen tool

Big questions-Why do we take photographs? What can we learn when we are taking photographs? What can we photograph? How can photographs help us to learn about our environment?

Science

Unit Title— Animals, including humans

Scientist Focus— Elizabeth Garrett Anderson and Dr Earnest Madu

Key Knowledge— notice that animals, including humans, have offspring which grow into adults, find out about and describe the basic needs of animals, including humans, for survival (water, food and air), describe the importance for humans of (1) exercise, (2) eating the right amounts of different types of food, and (3) hygiene.

Key Vocabulary— baby, toddler, child, teenager, adult, life cycle, balanced diet

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

History

Unit Title— The Great Fire of London

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

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

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

DT

Unit Title— A balanced diet

Key Knowledge— I know what hidden sugars are; I know where to find the nutritional information on a drinks container; I know that there are five food groups; I know how much of each food group I should eat each day; I know that the most ideal ingredient combinations for my wrap will contain foods from more than one food group; I know how to experience food through touch and smell; I know how to review my design

Key Vocabulary— balanced diet, carbohydrate, dairy, fruit, oils, sugar, protein, vegetable, design criteria, ingredients,

Key Skills Developed— To know what makes a balanced diet; To taste test food combinations; To taste test food combinations; To make a healthy wrap

Computing

Unit Title— Coding- Scratch and Turtle Logo

Key Knowledge— computers use different languages and can be given instructions; that these languages can take different forms (just like human languages); computers can be programmed to follow instructions; algorithms are used to tell a computer what to do

Key Vocabulary— Square, fd, rt, lt, 90, algorithm, debug, sprite, command, repeat, block, script, code

Key Skills Developed— draw lines of different lengths using the fd Command; move blocks into the Scripts Area; snap blocks together to combine commands; Turn the turtle using rt 90 and lt 90; draw squares and rectangles; create simple algorithms using a number of different blocks; use the repeat and green flag blocks to control algorithms; write an algorithm for a shape; use the repeat command; combine a range of blocks to achieve a purpose; use more than one sprite and combine algorithms;

PE

Key Skills— Yoga and tennis

Key Vocabulary— bending, stretching, relaxation, mindfulness
Racket, ball, bounce, net, hand eye-coordination, point

Music

Great fire of London songs and glockenspiels

Charanga- Zootime

Year 2

Spring 2

Fire, Fire!

Key text— The Great Fire of London- Gillian Clements

Christian Value— Forgiveness

PHSCE

Focus- Healthy Me

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

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

Enhancement opportunities

Easter service in church

Bakery role play area

Cross-Curricular Writing

RE- Retell of the Easter story

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

Cross-Curricular Maths

Computing- position and direction

Science- presenting results

English

Key Texts- The Great Fire of London- Gillian Clements

Grammatical knowledge developed- to use subordinating and coordinating conjunctions; use commas in lists

Spelling rules— suffixes -ed, -ing, -er, -ert, -es, -ness, -ful, -less, -ly

Key genres- diary, poem, newspaper report

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

Maths

Focus— Properties of Shape, Statistics, Fractions consolidation of number facts

Key Knowledge— interpret and construct simple pictograms, tally charts, block diagrams and simple tables, ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity, ask and answer questions about totalling and comparing categorical data. identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line, identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces,

Key Vocabulary— metre, centimetre, length, width, height, ruler, tape measure, mass, kilograms, grams, capacity, litres, millilitres, temperature, thermometer, Celsius, time, second, minute, hour

RE

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

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

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

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

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

Science

Unit Title—Plants

Key Knowledge— I know that: plants have different parts and the jobs they do; a flowering plant has a life cycle broken down into different stages; plants need water, light and nutrients to grow well

Big Questions- Is a tree alive? How is water transported in a plant?

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

Key Skills Developed— I can: identify and describe the functions of different parts of flowering plants; label the parts of a plant; explore the requirements of plants for life and growth by investigating what plants need to grow well; record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables by observing and recording plant growth; report on findings from enquiries, including oral and written explanations and presentations of results and conclusions by presenting findings to the class; investigate the way in which water is transported within plants; explore the part that flowers play in the life cycle of flowering plants

History

Unit Title— Vikings and Anglo-Saxons

Key Knowledge— I know that: Vikings came from Scandinavia and raided Britain for things they wanted and land; King Ethelred II became king of England at age 7; Danegeld was introduced to pay the Vikings to leave Britain; Vikings settled in Britain and converted to Christianity; Vikings wore jewellery to show how rich they were; Vikings made clothes from wool or linen; the Viking alphabet was runes; there were different punishments for crimes in Anglo-Saxon Britain; the last Anglo-Saxon kings shaped the future of Britain.

Big Questions- Why did the Vikings come to Britain? Why did they settle there? What rules did the Anglo-Saxon kings introduce during this period? What types of houses did the Vikings live in, what clothes did they wear and what types of food did they eat? Why was the Battle of Hastings a significant event in British history?

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

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

Art/Design Technology

Unit Title— Electrical Systems: Static electricity

Key Knowledge— I know that: static electricity moves objects through attraction or repulsion; charges can pass between objects, creating static electricity and making objects move; a static electricity game must meet a set of design criteria and be suitable for the target audience

Big Questions- How can you charge an object? Will two positively charged objects attract or repel? Will a negative and a positive object attract or repel? What are design criteria and why are these important to designers? What do we mean by target audience? How can we test if a game is successful? How is static electricity used in your design? What is constructive criticism?

Key Vocabulary— attract, electricity, electrostatic, repel, innovative, motion, research, stable, template

Key Skills Developed— I can: understand static electricity; design a game aimed at a target audience; make and test a game design; evaluate my game

PSHE Unit Title— Healthy Me

Key knowledge— I know that: exercise affects my body; my heart and lungs are important organs; the amount of calories, fat and sugar I put into my body will affect my health; drugs affect my body and there are different attitudes towards drugs; there are people and places that I need to keep safe from; there are strategies for keeping myself safe; I can ask people for help; I can call emergency services; my body is complex and that it is important to take care of it

Big Questions- What do we need to do to be healthy? What food do we eat that is healthy?

PE-Gymnastics: Movement

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

Big Questions— How can you control and link your movements? How can you work with a partner? How can you improve your performance

Key Vocabulary- squat, lunge, chassiss step, cat leap

Music—Charanga Unit— The Dragon Song (Pop)

Year 3

Term— Spring 2

Focus— Vikings

Key text—How to Train Your Dragon

Christian Value—Forgiveness

Class Worship— Thinking of Lent

Cross-Curricular Maths

History— reading 3 and 4 digit numbers/dates

Cross-Curricular Writing

World Book Day writing opportunities

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

History— poetry, descriptive writing

Enhancement Ops

World Book Day

Viking shields

clay dragon eyes

English

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

Grammatical knowledge developed— paragraphs, inverted commas/punctuating direct speech, present perfect tense

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

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

Key vocabulary-narrative, paragraphs, inverted commas/punctuating direct speech, suffix, simile, prediction, inference (from details stated and implied), summarise

Maths

Focus—Measurement-Length & Perimeter; Number: Fractions

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

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

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

RE

Unit Title— 3.4 Exploring the sadness and joy of Easter

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

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

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

Key Skills Developed— I can: investigate; empathise; interpret; reflect

Computing

Unit Title— Digital Art

Key Knowledge— I know that: different images can be combined using a painting app; that artists are increasingly using digital methods to create their works; that different textures and effects can be created using a painting app; painting programs can be used on both iPads and desktops

Big Questions- What can we create on an iPad? How can we improve our control on an iPad? How can using an iPad help us to improve our drawing skills? How can we use technology to display our art? How can we improve our mouse control?

Key Vocabulary— app, program, paint, edit, crop, image, import, texture, choice, desktop, iPad

Key Skills Developed- I can: edit a photo that I have taken; import a photo into a painting app; choose the appropriate brushes and colours to create a symmetrical drawing; save my work so that I can return to it; compare using an iPad based paint program and a desktop program and state which I feel is more successful; explain my reasons for this

Science

Unit Title— Animals including humans

Scientist Focus— William Beaumont

Key Knowledge— To know the basic parts of the digestive system in humans in the context of identifying the parts of the digestive system. To know how to describe the simple functions of the basic parts of the digestive system in human. To identify the different types of teeth in humans and their simple functions

Key Vocabulary—Mouth, tongue, teeth, oesophagus, stomach, duodenum, small intestine, large intestine, pancreas, liver, rectum, anus, salivary glands, gallbladder, digestion, digest, digestive system, functions, glands, enzymes, acid. Teeth, incisors, canines, molars, premolars, humans, animals

Key Skills Developed— Identify and name parts of the human digestive system. Use scientific evidence to answer questions. Can explain the functions of the digestive system. Can identify similarities and differences related to scientific ideas. Can identify the types and functions of teeth.

PE-Dance/swimming

Key Skills To be able to swim at least 20 m

To create a dance routine with 5 elements.

Key Vocabulary— Balance, tension, movement, strokes, float.

English

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

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

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

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

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

Maths

Focus— Fractions and decimals

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

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

RE

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

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

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

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

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

Computing

Unit Title Digital art

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

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

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

History/Geography

Unit Title— The legacy of the Ancient Greeks

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

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

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

Term and Focus—Spring 2

Focus – Ancient Greece

Christian Value— Forgiveness

PSCHE Focus— Healthy Me

Worship— Thinking of Lent

Cross-Curricular Maths

D.T—weighing / measuring ingredients.

P.E—Measurement of distance discus is thrown

Cross-Curricular Writing

RE—Diaries and letters

History— balanced argument

Science – leaflets

Enhancement Ops

World Book Day

Swimming lessons

Triathlon experience

Easter service in church

Art/Design Technology

Unit Title—Design technology—.

Artist Focus— N/A

Key Knowledge— To know how to create a range of different shaped frame structures,

Key Vocabulary— structure, tower, joints,

Key Skills Developed— To develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Make a variety of different frame structures.

To know what the structure (pavilion) is used for.

Science

Unit Title—Forces

Key Knowledge— I know: About the forces such as gravity, friction, water resistance and air resistance; About the use of mechanisms such as levers, gears and pulleys; How to identify forces and find out about Isaac Newton and his discoveries; How to look for patterns and links between the mass and weight of objects, using newton meters to measure the force of gravity; How to work collaboratively to investigate air and water resistance, participating in challenges to design the best parachute and boat; How to explore friction, developing their own brake pad for a tricycle or scooter; How variables other than the one being tested can be kept the same to help make a test fair.

Big Questions-What forces are acting on an object? |What is gravity? How was the theory of gravity developed? How can we investigate air resistance? How can we investigate water resistance? How can we investigate friction? How can we ensure the test is fair? How do levers, pulleys and gears work?

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

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

History/Geography

Unit Title—Exploring France

Key Knowledge—I know: About the countries of Europe; some of the contrasting areas of France, finding out about the landscape, climate and locations in each area; Specifically about our twinned area of France; How to create appealing information booklets to share what they have found out; About Toulouse and our twin school in France

Big Questions-What are the countries of Europe? What are their capital cities? How is this region similar/different to yours? What Human Geography is there? What is the best way to present the information?

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

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

Art/Design Technology

Unit Title—Art formal elements: Architecture

Key Knowledge— I know: Look closely at detail and interpret these; design a building based on an architectural style; To know and use perspective; Know and discuss Hunderwasser's style; reimagine buildings in a style; add colours and motifs; use the monotyping method, develop and identify composition; understand the purpose of a monument; know what a legacy is.

Big Questions-Is your drawing representative of the picture? Have you composed and created a clear print? How can you improve your work? What can you tell me about Hunderwasser? What patterns/motifs would you paint on your house? Would local people approve of your design? Are the materials practical, safe and cost effective? Have you considered the interior and the exterior?

Key Vocabulary— abstract, amphitheatre, ancient, architects, composition, cryptic, legacy, ornate, pattern, plaque, mono print, representation, shading, sketch, stadium, symbolism, temple, continuous, taper, texture, observation, Hundertwasser, perspective,

Key Skills— I can: To draw by interpreting forms from direct observation; to compose a print from a larger observational drawing; to transform the look of a building in the style of a famous artist; to design a building in an architectural style; to design a monument.

PE

Bollywood Dance Unit

Key Vocabulary— Locomotion, Bangra, Bollywood, pivot step, choreographer, formation, improvisation, expression

Music—Violins Mr Price

French—Catherine Cheater

Term and Focus—Spring 2

Easter

Clockwork—Philip Pullman

Christian Value—Forgiveness

Enhancement Ops

World Book Day

Easter crafts

Cross-Curricular Links

Balanced argument

Letter writing

Setting description

PHSCE —Healthy Me

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

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

English

Key Texts— Clockwork or al wound up—Philip Pullman

Grammatical knowledge using and recognising tenses. Using the perfect form of verbs to mark relationships of time and cause.

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

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

Key vocabulary— Fantasy, prediction, apprentice, suspense, plot, balanced, biased, viewpoint, argument, debate, disease, ailments, justification, suffix, verb, noun, tense, perfect form,

Maths

Focus—Fractions, decimals and percentages

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

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

RE

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

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

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

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

Key Skills— I can: Retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians, talk about and describe feelings in relation to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory., ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions and describe the impact of belief in the Easter story on a person's life.

Computing

Unit Title— Web Design

Key Knowledge—I know: The internet is a series of linked pages; the cloud is a method of storing data and information; webpages all have an individual address that can be used to open the page; web pages need to be clear and information should be easy to find

Big Questions-What is a webpage? Where is a webpage stored? How do I find a webpage? What can I include on a webpage? How can I present the information clearly?

Key Vocabulary— Design, build, block, add, module, image, insert, upload, font, choice, evaluate; address

Key Skills— I can: create a webpage in Sharepoint; use the builder to add content; add, resize and move images; add a button with a link to a document or a page; make aesthetic choices considering the audience; evaluate different web pages and think about why design choices have been made; publish a webpage

Science

Unit Title—Human Body including the circulatory system

Scientist Focus—William Harvey

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

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

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

History/Geography

Unit Title (Geography)—The Kingdom of Benin

Key Knowledge—I know that: the Kingdom of Benin was located in Africa and incorporates parts of modern Nigeria; the Kingdom of Benin was significant from c.1400-1640; the Kingdom of Benin was visited by explorers from Portugal and Britain; ; that the Kingdom of Benin had a royal family and was ruled by kings known as Obas; that the Kingdom of Benin had its own religion; that the Kingdom of Benin had many skilled crafts men and a city-based civilisation; the Benin Bronzes were looted during the sack of Benin in 1897 and were taken to the British Museum; many people believe that they should be returned to Benin but that there are reasons for and against this

Big Questions—Should the Benin Bronzes be returned to Benin? Why? What were the significant achievements of the Kingdom of Benin? Did the western explorers benefit or harm the Kingdom of Benin?

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

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

Significant People:

Art/Design Technology

Unit Title—Structure: Playground

Artist Focus—NA

Key Knowledge—I know that: there are different types of structures used in playground apparatus; structures can be strengthened by manipulating materials and shapes; I need to consider the surroundings of a playground to make it successful.

Key Vocabulary—Apparatus; bench hook; dowel; jelutong; mark out ;modify; natural materials; plan view; playground; prototype; rainforce; structure; tenon straw; user; vice.

Skills Developed— I can: design apparatus using structures and improve my design with peer evaluation ; measure, mark, cut and shape wood to create a range of structures ; test and adapt my design to improve it; attach structures to a base; use a range of materials.

Term and Focus

Spring 2—Y6

Macbeth –

William Shakespeare

Christian Value—Forgiveness

PSCHE Focus—Healthy Me

Cross-Curricular Maths

Science—presentation of results

Enhancement Ops

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

Music—Charanga—Living on a Prayer

French—Catherine Cheater

PE

Key Skills—yoga,

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

Cross-Curricular Writing

RE—Eye Witness Account

History—Historical Report on Sources

Science—Write up of investigations

English

Key Texts-Macbeth– William Shakespeare

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

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

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

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

Maths

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

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

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

RE

Unit Title—Who was Jesus? Who is Jesus?

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

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

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

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

Computing

Unit Title—Coding

Key Knowledge—I know that: coding is a profession; there are different types of code; different coding languages are used for different purposes

Big Questions—What is code? What does a coder do? Why is code important in the modern world? Which coding language do you prefer? Why?

Key Skills Developed— I can: explain what code is and how it is used; program an emoji using javascript to move; explain how to use parenthesis, instructions, numbers, semi colons to program in javascript; use python to create a strong password generator

Key Vocabulary– Code, python, language, generate, run, program, algorithm, debug

PSHCE

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

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