

Past and Present History

Unit Title - Traditional Fairy Tales

Key knowledge - I know that stories change through the years

Key vocabulary - story, tale, character, similar, different

Key skills - I can listen to traditional fairy tales and talk about the characters, story and setting, looking at any similarities or differences to more modern stories.

PE

Key skills - Team games - rules, fair-play, techniques, improving own performance.

Key vocabulary - team, help, turns, try, copy, follow

The PE Hub - Co-operate and solve problems - Unit 1

Music

Charanga Unit - Big Bear Funk

Literacy

Key knowledge - I know that stories contain lots of different characters.

Big Questions - Is everyone welcome in Magic Land?

Key vocabulary - characters, story, beginning, ending

Key skills - I can listen to different stories and talk about all of the different characters.

Phonics

Games - Metal Mike, chain games, sound lotto.

Phonics Phase - Phase 1 / Aspect 6 - Voice sounds

Natural World (Science and Physical Geography)

Unit Title - Potions / Freezing

Key knowledge - I know how to make a potion. I know that a liquid can become a solid (freezing water to ice)

Key vocabulary - mix, pour, add, stir, liquid, solid, freeze, melt

Key skills - I can mix different ingredients together. I can turn water into ice by freezing.

PSED (PSHCE)

Unit Title - Jigsaw - Relationships

Key knowledge - I know how to make friends. I know how to solve friendship problems and make others feel part of a group. I know what makes a good relationship.

Key vocabulary - friends, friendship, respect, treat, help, solve

Key skills - I can tell you about my family. I understand how to make friends. I can tell you some of the things I like about my friends. I know what to say and do if somebody is mean to me. I can work together and enjoy being with my friends.

Maths

Unit Title - Number problems

Key knowledge - I can solve real world mathematical problems with numbers up to 5.

Key vocabulary - count, add, all, together, how many, how many more

Key skills - I can add a number of different items together to solve a problem.

Computing

Unit Title - Programming

Key Knowledge - I know that: some toys can be programmed; programmable toys need clear instructions.

Big Questions - What is an instruction? What instructions do we use in the classroom? What can you instruct your friend to do? What can we instruct the Beebot to do?

Key Skills - I can: program a Beebot move forwards; program a Beebot to move backwards; program a Beebot to turn; clear a set of instructions.

Key Vocabulary - Forwards, backwards, program, clear, instructions

Nursery Summer 1 Magic Land

Key Texts -

The princess & the wizard
The elves and the shoemaker
The foggy foggy forest
Cinderella

Christian Value - Compassion

Creating with Materials (Art and DT)

Unit Title - Fairy homes/houses

Key knowledge - I can make a suitable home for a fairy/wizard.

Key vocabulary - select, twigs, material, stones, pebbles

Key skills - I can collect various items from the classroom and school grounds to make a home/house.

Being Imaginative and Expressive (Art and Music)

Unit Title - Imagination

Key knowledge - I know how to engage in imaginative play. This will be inspired by the shared texts and stories told.

Key vocabulary - imagine, fairy, wizard, home, land, pretend, play

Key Skills - I can use the available resources to make props to use in my play

RE

Unit Title - I am Special

Key Knowledge - give pupils an understanding that they are unique and special. To know they are loved, valued and made by God.

Key Questions - How do we know that we are special in the eyes of God? How do we know that God is our heavenly father? What are my favourite things? Why are names important?

Vocabulary - God, love, father and unique

Skills Developed - talk about themselves, their likes, dislikes, and what makes them special. talk about feelings they have experienced.

Environment Writing and Maths

Children to try to write their name on all of their work. Outdoor writing using the chalks and paintbrushes and water.

Enhancement Ops

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

Physical Social Emotional and Development - Jigsaw

Unit Title - Relationships Salim's Secret by Noor Ramadani

Key Knowledge - I know what a family is; know that different people in a family have different responsibilities (jobs), know some of the characteristics of healthy and safe friendship; know that friends sometimes fall out; know some ways to mend a friendship; know that unkind words can never be taken back and they can hurt; know how to use jigsaw's calm me to help when feeling angry; know some reasons why others get angry.

Big Questions - What do you do if you feel upset or angry with someone? How do you stay calm?

Key Skills I can identify what jobs they do in their family and those carried out by parents/carers and siblings; can suggest ways to make a friend or help someone who is lonely; can use different ways to mend a friendship; can recognise what being angry feels like; can use calm me when angry or upset.

Key Vocabulary - family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing.

Understanding the World: Technology (Computing)

Unit Title - Digital Art - iPads - SketchBook app

Key Knowledge - I know that: iPads can be used for creating pictures; different effects can be made with different brush applications on an iPad; work can be saved so that I can go back to it at a later date.

Big Questions: What can we use to paint? How can we use an iPad to paint? How can I add detail to my painting on an iPad?

Key Skills - I can: change the brush size and shape on a paint program; change the colour by using a colour wheel; create recognisable pictures; use the text tool to label my picture

Key Vocabulary - Icon, app, paint, save, label

Understanding the World People, Culture and Communities

Unit Title - Our Friends in Pakistan

Key Knowledge children will learn handy phrases in Pakistan (Urdu), for example, hello, bye and how are you; that Pakistan has different languages, food, religion and clothing; how to say handy phrases in Pakistan (Urdu), for example, hello, bye and how are you?

Big Questions What do the children learn in school in Pakistan?

Key Skills I can write/say hello, goodbye and how are you in Urdu; I know the names of different foods in Pakistan; I know about traditional clothing worn in Pakistan; I know about routines in different schools in Pakistan

Key Vocabulary Pakistan, Urdu, Asia, Islamabad, Muslim, Islam, Mehndi, Continent.

Understanding the World The Natural World

Unit Title - Our Friends in Pakistan

Key Knowledge - Children will use a globe both Pakistan on the globe and compare its size to UK

Big Questions - Where is Pakistan on the globe or on the map of the world? What is the weather like in Pakistan?

Key Skills I can draw and label my house; I can create a map of my community; I can create models of transport that people use in Pakistan.

Key Vocabulary Buildings, materials, continent, countries, globe, equator.

RE

Unit Title - Prayer

Key Knowledge - I know that: Jesus taught his disciples (us) the Lord's Prayer; prayer is a form of communication with God; prayer is expressed in a variety of ways; people pray for many different reasons. _

Key Questions - What is a prayer? How do we pray? Where do people pray? When you talk to God what do you say? How does God listen to and answer our prayers? Can you think of different ways to pray?

When do people pray? Can you think of some reasons why people pray?

Key Skills - I can: talk about the stories of Daniel and Jonah; talk about the different ways people pray; talk about their own experiences of prayer.

Vocabulary - Pray, prayer, God, Jesus, the Lord's Prayer

PE

Key skills

Revising and refining movement skills we have already acquired- rolling, crawling, jumping, running, skipping.

Learning and recognizing what it means to be healthy, why our hearts beat faster with exercise.

Team Games.

Understanding the World Past and Present

Unit Title Our Friends in Pakistan

Key Knowledge I know: some similarities and differences between things in the past and now; comparing and contrasting my life experiences and what has been read in class; about lives of the people around me - in my community, life and family.

Big Questions

Key Skills I can make links to the past through settings, characters and events encountered in books.

Key Vocabulary - Pakistan, people, culture, changes, traditional, religion, housing, transport, clothing, school, language - Urdu, Punjabi, Arabic

Reception

Summer 1

Our Friends in Pakistan

Key Texts

Pakistan - Countries - Alice Harma
The Great Night Journey and other
Stories - Anita Ganeri

Christian Value

Compassion

Environment Maths

- Numeral formation -
- Matching numbers to number words
- Writing number words
- Using shapes to create looking at Arabic numbers.

Environment Writing

- Write a prayer for the prayer tree
- Write a prayer in Arabic or Hebrew.
- Labelling models ● Mark making and letter formation ● Labelling patterns ● Writing invitations. ●

Enhancement Ops

Visitors - Visit from Muslim parent to talk about prayer and how Muslims pray. Families from Pakistan.

Make links with sister school in Lahore

Literacy

Unit title - Our Friends in Pakistan - **Key Texts** Pakistan - Countries - Alice Harma
The Great Night Journey and other Stories - Anita Ganeri

Key Knowledge:

Writing I can: form many capital letters and lower case letters correctly; Include capital letters and full stops in many of my sentences. I can use my phonics knowledge to begin to label, caption and write sentences independently.

Reading: I can: read and understand simple sentences; use my phonics knowledge to decode and read aloud regular words; read the quick words taught this year (the, to, no, go, I, he, she, we, me, be, was, you, they, all, are, my, her) and high frequency words.

Comprehension I know how to answer, what why where when questions linked reading.

Spellings/Phonics - Phase 2 & 3 consolidation - introducing phase 4 consonants blends and quick words. High frequency word list

Maths

Focus - To 20 and beyond, First Then and Now

Number Building numbers beyond 10; Counting patterns; Beyond 10; Adding more; Taking away.

Numerical Patterns /Spatial Reasoning Spatial reasoning (1); Match; Rotate; Manipulate; Spatial reasoning (2); Compose and Decompose._

Key Knowledge - I know number patterns to 20; match picture to numeral; fill 10 frame beyond 10; how to estimate; finding missing numbers; ordering numerals to 20; which holds the most?; matching shapes; matching models; replicating shapes; tangrams.

Big Questions - Can you see which number is represented? What happens when you get to 20 and beyond? Does that shape fit? What will happen if you move it around?

Key Vocabulary add, subtract, plus, take away, more than, less than, match, rotate, manipulate, compose, decompose, tangrams, replicate.

Being Imaginative and Expressive (Art and Music)

Unit Title - Charanga - Big Bear Funk

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 do different instruments make? What is a riff?

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; begin to explore and play some percussion instruments.

Key Vocabulary pulse, rhythm, pitch, melody, tempo, perform, express, explore: funk, riff, instruments, percussion.

Creating with Materials - (Art and DT)

Unit Title - Homes here and in Pakistan

Key Knowledge - I know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; I know how to share my creations, explaining the process I have used.

Key Vocabulary materials, wood, bricks, metal, water resistant, waterproof, past, present

Key Skills Developed I can measure, estimate, build, attach, plan, discuss and explain; I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; I can represent my own ideas in design.

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

Science-Big questions / Observing overtime

Unit Title— Animals including humans.

Scientist Focus— Steve Irvin Zoologist

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

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

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

Big Questions? What do we mean by carnivore, herbivore and omnivore? What groups can we split animals into?

PE-Athletics/Orienteering

Key Skills— follow a key and represent information. To work in team and follow instructions, create a real life map, Key Vocabulary – key, map, orienteering, cones, beanbags, and quoits, symbols, instructions, strategies

Music

Charanga unit-Your imagination, Listen to supercali...

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

Term and Focus—Summer 1

Christian Value—Compassion

PSCHE Focus—Being grateful for what we have. Comparing life in

English

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

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

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

Phonics— Phase 5 wk 15 – revise the phase 5 phonics and the alternative sounds e.g ere for air.

Key genres— recount, narrative and poetry

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

History/Geography

Unit Title— Going on Safari

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

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

Key Skills Developed— To use maps, atlases and globes to locate Africa and Kenya. to use photos, videos and web sites to find out about Kenya . To identify the four points of a compass and use them to navigate around a map.

Big questions? Is Africa a country, and why not? What is the weather like in Kenya compared to Prestwich?

What animals live in Kenya?

Cross-Curricular Maths

Sorting and grouping, graph in Science,

Cross-Curricular Writing

PSHCE and English, with both Rhino books.

Enhancement Ops

Chester zoo online/Smithills farm class trip

Kenya Day

Jigsaw-PSHCE

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

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

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

Title: Rainbow Art

Curriculum links:

KS1 Art and Design

I can use drawing to develop and share ideas, experiences and imagination. I can look at the work of artists, craft makers and designers.

Key knowledge:

I know the colours that make up the Rainbow Flag.

I can describe what the colours of the Rainbow Flag mean and what the

Maths

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

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

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

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

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

RE

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

Big Questions—How do we know God was with Joseph? I wonder how Joseph was feeling? I wonder why Joseph was a Bible hero? I wonder what we can learn from this story? What does special mean? Jesus was special. How? Why? What made Jesus special? Who were the special friends of Jesus and how did they try to follow his teachings? How do we make and build friendships?

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

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

Key Skills Developed— I can: recall events from the life of Joseph; talk about the actions and feelings of the characters and relate them to their own; retell stories of the events in the life of Joseph; talk about the nature and characteristics of God; talk about their own feelings and experiences; ask and respond sensitively to questions about their own and others feelings and experiences; retell stories of Jesus covered in this unit; make the connection between the Bible stories and Christian beliefs about Jesus.

Computing

Unit Title—Digital Skills - Laptops

Key Knowledge— I know that: when I log onto the computer it knows who I am; my work can be saved so that I can return to it; computers are linked together in networks; work can be saved in my area of the network

Big question? What is a network? What is the cloud? How does the computer know who I am? Why do I need to remember my password? Why do I need to keep my information safe?

Key skills-I can: log onto the school network; log on to office 365; use the mouse on the laptop to open apps and programs; open my work in MSTeams; save my work in a folder; give a document a name; give a folder a name; find a site on the internet; select text

Key Vocabulary— Log on, network, password, secure, save, document, folder, site, internet, search

Art/DT

Unit Title— Art and Design

Key Knowledge - I know how to understand that sketchbooks are for developing ideas and trying things out; I think carefully about the items I choose to print with; I know the right amount of paint to use; I know how to print a design; I know that yellow and blue mixed together make green; I know that mixing different yellows and blues make different shades of green; I know that my shapes can overlap; I know that artists can tell stories with their work

Big questions-Did you find any of your chosen materials trickier than you expected? Was it helpful to try out four different ideas before choosing your favourite? Have you kept your pattern equally spaced out each time? Which two colours do we mix together to make green? How can we make the shade of green lighter/darker? Which of the media are similar? In what ways are they similar?

Key Vocabulary— Pattern, shape, kaleidoscope, form, texture, space, 2D shapes, 3D shapes, abstract, contemporary, lines, marks, shading, mediums, narrative, printing, shade, Tudor style house

Key Skills Developed —I can use a variety of materials to try out ideas; I can identify which of my ideas I like best and why; I can use a variety of colours in my printing; I can create simple block designs or patterns when printing; I can work carefully and accurately when making my patterns; I can mix at least five different shades of green; I can make a print of a Tudor house in the Great Fire of London; I can use two different printing techniques to make my print; I can draw around a variety of shapes, I can experiment variety of different media in this piece; I can say which medium I prefer and why; I can compare two images by the same artist and say how they are similar or different; I can look carefully at an image and describe details I notice I can describe what a picture makes me imagine.

Science

Unit Title— Plants

Scientist Focus— Jane Colden

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

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

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

History

Unit Title— Knights and Castles

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

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

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

Art and Design Skills(Art)

Key Knowledge— I know that clay is a material that can only be used when it is flexible and wet; I know that fabric is made from weaving; I know how to paint concentric circles; I know who Clarice Cliff is; I know how to explore the use of tones in shading;

Key Vocabulary— Clay, Template, Slip, Repeating, Pattern, Weave, Pattern, Design, Paint, Concentric circles, Silhouette, Shade, Sketch, Rollercoaster, Brush, Paint, Draw, Rub out

Key Skills Developed— Develop drawing, painting and sculpture sharing their ideas, experiences and imagination using a wide range of art and design techniques in using line, shape, form and space.

Computing

Unit Title— Word Processing

Key Knowledge— know that images can be included in word processing documents; text can be organised using text boxes; bullet points and number lists can help me to organise my information; the size of an image can be changed to better fit my document; an image can be cropped; images can be downloaded from the internet for use in a document; clipart images can be used in a document.

Key Vocabulary— Bullet point, list, numbered, copy, paste, cut, save, keyboard shortcut, image, download, crop, resize

Key Skills Developed—; add an image using clip art; add an image that I have copied and pasted from the internet; use the keyboard shortcuts to save, copy and paste; add a list to my work using bullet points; add a text box to my work; crop and resize an image to fit my document .

PE

Key Skills— Orienteering and Yoga

Key Vocabulary— Reinforcement of all previously taught concepts

Music

Medieval music and Reflect, rewind and replay

Year 2

Summer 1

Knights and castles

Key text— Tell me a dragon- Jackie Morris

The Egg- M. P. Robertson

Christian Value—

PSCHE focus—

Cross-Curricular Maths

PE— keeping score and timing

Science— presenting results and measuring

Cross-Curricular Writing

RE— Describe the setting of the hillside in Galilee

History— Knight wanted

Enhancement opportunities

Skipton castle trip

Medieval banquet

Visit to church

English

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

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

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

Key genres— description, narrative, instructions, explanation,

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

Maths

Focus— Reading scales, position and direction, problem solving and efficient methods

Key Knowledge— solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, applying their increasing knowledge of mental and written methods, arrange combinations of mathematical objects in patterns and sequences, use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).

Key Vocabulary— add, subtract, efficient, total, equals, clockwise, anti-clockwise, turn, quarter, half, three quarters,

RE

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

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

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

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

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

Science

Unit Title-Magnets and Forces

Key Knowledge-I know that forces are pushes and pulls; I know that friction can slow the movement of a toy car over different surfaces; I know that magnetism is a force; I know some materials are magnetic and some are not; I know how to conduct an investigation to find the strength of different types of magnet; I know magnets have magnetic poles that can attract and repel

Big Questions- What is friction? Does friction speed things up or slow them down? What parts of the magnets attract each other?

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

Key Skills Developed– I can identify the forces acting on objects; I can investigate how a toy car moves over different surfaces; I can sort magnetic and non-magnetic materials; I can investigate the strength of magnets; I can explore magnetic poles; I can observe how magnets attract some materials.

Geography

Unit Title– Somewhere to Settle

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

Big Questions– What does the word settlement mean? What features would you see?

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

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

Art/Design Technology

Unit Title- Art and Design skills

Artist Focus– Carl Giles, Walt Disney, Diego Velaquez

Key Knowledge- I know that: Carl Giles is a cartoonist; tone is the areas of dark and light and I can identify this in a painting or photograph; tint is to make a colour lighter by adding white and that a shade is to make a colour darker by adding black; I can use a variety of materials to make a puppet figure in three dimensions; there is a process involved in creating a shadow puppet theatre .

Big questions - What can you see in the cartoon scene? Have you kept your cartoon simple? How can you make the characters look different? What does the word tone mean? What is a tint? What is a shade? How many different shapes does my toy have? How can you make sure that the sections of your puppet are attached securely? What features will your monster sock puppet have?

Key Vocabulary– cartoon, characters, tone, tint, shade, sketch, tone, outline, texture, 3D, craft, puppet, sock

Key Skills Developed- I can: draw cartoon characters, inspired by the style of other artists; understand how to create tint and shade of a colour; draw from observation; use different materials to make a three-dimensional artwork.

PE– Unit title– Orienteering

Key knowledge– I know orienteering uses diagrams, maps, symbols, keys, colours; I know an orienteering map is a 'bird's eye view' diagram of the ground, I know the map key is the most important part of the map

Big Questions– How do you know which way to hold your map? Which animal would often see our school from this point of view? Which features on the map stand out the most? Can you identify where you are on the map?

Key Vocabulary– diagram, map, symbols, key, map features, map reading skills

Key Skills Developed-I can develop spatial awareness of symbols by transferring information on a diagram into reality; I can use agility, balance, co-ordination whilst holding or looking at the map; I can identify basic orienteering symbols and colours using a map key; I can co-operate and discuss effectively to review and evaluate performance in order to improve work as a team; I can recognise, orientate and follow the school orienteering map; I can recognise the orienteering map is a 'bird's eye view' diagram of the ground; I can use the key to recognise the relevant symbols and features on the school orienteering map; I can travel safely to and from orienteering control marker signs; I can record information accurately.

Music—Charanga Unit-Bringing Us Together

French—Catherine Cheater

Y3 Summer 1 – Under the Sea

Key texts– Dolphin Boy, The Pearl Diver

Christian Value– Compassion

PSCHE Focus– Relationships

Worship– Caring For The World

Cross-Curricular Maths

Digital mapping

Using 8 compass points and 4 and 6 figure grid referencing.

Cross-Curricular Writing

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

Enhancement Ops

Visit local area to explore how land is used.

Tatton Viking workshop trip

PSHE– Relationships

Key knowledge– I know that different family members carry out different roles or have different responsibilities within the family; I know that gender stereotypes can be unfair e.g. mum is always the carer, dad always goes to work etc; I know that some of the skills of friendship, e.g. taking turns, being a good listener; I know some strategies for keeping safe online; I know how some of the actions and work of people around the world help and influence my life; I know that all children have rights (uncrc); I know the lives of children around the world can be different from my own.

Big Questions- What do you do if your friend makes you upset regularly?

Key Vocabulary- male, female, stereotype, career, job, role, responsibilities, respect, differences, similarities, global, fair trade, inequality, exploitation, rights, justice, united nations, equality, deprivation,

Key skills- I can identify the responsibilities I have within my family; I can solve a conflict; I can access help if I am concerned about anything on social media or the internet; I can empathise with people from other countries who may not have a fair job/ less fortunate; I can understand I am connected to a global community in many different ways; I can identify similarities in children's rights around the world; I can identify my own wants and needs

English

Key Texts- Dolphin Boy, The Pearl Diver

Grammatical knowledge developed- different types of nouns: common, proper, collective, abstract

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

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

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

Maths

Focus– Number: Fractions and Measurement: Time.

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

Time

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

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

RE

Unit Title– 3.3 Jesus the man who changed lives

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

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

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

Key Skills Developed– I can talk about my experiences of change; I can retell the story of Jesus changing someone's life; I can talk about the ways in which Jesus changed/changes people's lives.

Computing

Unit Title– Presentation Skills - MS Powerpoint

Key Knowledge- I know that: presentations can contain links to other information; that videos can be shown as part of a presentation; that a variety of types of material can be combined in a presentation.

Big questions— What sort of material can we include in a presentation? When are presentations used in school? When are presentations used in real life?

Key Vocabulary– embed, source, hyperlink, present, transition, animation, background, slide, layout, design .

Key Skills Developed– I can: add a hyperlink to a presentation; change the background and design of a presentation; embed an online video in a presentation; add different (and appropriate) transitions to a presentation; use my presentation to share information with the rest of the class.

Science

Unit Title–Electricity

Scientist Focus– Thomas Edison and Garrett Morgan

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

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

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

History/Geography

Unit Title– The Roman Empire and its impact on Britain

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

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

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

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

Art/Design Technology

Unit Title–Art and design skills

Artist Focus– Luz Perez, Thomas Minton, Paul Cezanne, Barbara Hepworth, Giorgio Morandi

Key knowledge- To know that lenticular printing gives an optical illusion and that this illusion is created using two images. To know about the creation of the willow pattern. Analyse paintings by the artist Paul Cézanne and remember key facts about his work. To know that 'tone' means the lightness or darkness of something. To know that the role of a curator is to set up and manage collections of works of arts within museums and gallery spaces

Key vocabulary–Optical illusion, portrait, landscape, Willow pattern, Chinoiserie pottery, Paul Cezanne, brushstrokes geometry, perspective, Soap carving, texture, sculpture, light, dark, still life, sketch, curator, exhibition.

Key Skills Developed- Create an image using the principles of lenticular printing. Score lines safely. Select and use tools appropriately in work make tints; using undiluted ink to add detail and using a water wash to add lighter tones. Mix colours and use the same brushstroke techniques as Paul Cezanne. can draw a design for a three-dimensional piece. Work with the material safely and creatively to make a recognisable object. Use tools and my hands to carve, model and refine my sculpture. Work in a group to create an interesting still-life arrangement. Sketch an outline of the still life objects using symmetry lines. Use light, medium and dark tones to make the drawing look three-dimensional. Add highlights to my drawing. Work in a group to select and choose objects and create a collection or exhibition of them and connect this to a career in the creative and cultural industries.

PE

Key Skills - Orienteering, Athletics (SJ)

Key Vocabulary - running, jumping and throwing, speed, strength and stamina

Music - Charanga Unit - The Beatles - Blackbird

French - Catherine Cheater

Term and Focus—Summer 1

Christian Value- Compassion

PSCHE Focus- Relationships

Worship- Attitudes of gratitude

Cross-Curricular Maths

Science—presentation of results.

History -Using Roman numerals.

Cross-Curricular Writing

RE– Information leaflet about a place of worship.

History—Diary entry of Roman Soldier

Science -Script for electricity television show

Enhancement Ops

Trip to Chester -Romans link
Roman day in school/parent workshop

Link school poetry day

Visit to the apple store

Sports Day

English

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

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

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

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

Words ending in ar and er.

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

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

Maths

Focus– Decimals, measurement -money and time

Key Knowledge–Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to 1 4 , 1 2 and 3 4 Understand the effect of dividing a one or two digit number by 10 or 100. Identifying the value of the digits in the answer as ones, tenths and hundredths

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

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

RE

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

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

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

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

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

Computing

Unit Title-Desktop Publishing – MS Word and MS Publisher

Key Knowledge –To know that there are different programs that I can use to present my information; software can be used to create a variety of publications including leaflets and posters; desktop publishing programs allow you to combine text and images and organise your page.

Key Vocabulary–Text box, word art, link, pour, copy, paste, move, resize, insert, image

Key Skills Developed -move text from a word document to a publisher file; create linked text boxes so that my information flows; move and resize my text boxes to create the layout I want; insert pages into a publisher file; insert images into a publisher file; make aesthetic decisions about my design taking into consideration legibility, audience and clarity of layout; use word art to create titles; give reasons for choosing to use word processing or desktop publishing software for different purposes

Science

Unit Title—Properties and Changes of Materials

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

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

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

History/Geography

Unit Title—Magnificent Mountains

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

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

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

Art/Design Technology

Unit Title—DT Food—What could be healthier?

Key Knowledge— I know that beef is the name of meat from cattle (cows); I know how beef is reared and processed; I know what foods make up a balanced diet; I know how a recipe can be adapted to make it healthier; I know that the nutritional value of a recipe can change if you remove, substitute or add additional ingredients; I know how to carefully follow a method to make a recipe.

Key Vocabulary— Beef, Reared, Processed, Ethical, Diet, Ingredients Supermarket, Farm, Beef, Processed, Balanced .

Key Skills Developed— I can: understand where food comes from; I can use keywords to research for alternative ingredients for a well-known dish; I can decide which recipe is healthier; I can use equipment safely, including knives, hot pans and hobs.

PE

Key Skills—Athletics (SJ) Orienteering(JP)

Key Vocabulary— technique, javelin, stamina, relay, shot, distance running, map, control, compass, point, rotate

Music—Violins Mr Price

French—Catherine Cheater

Term and Focus—Summer1

Roof toppers—Katherine Rundell

Christian Value—Compassion

Enhancement Ops

Cabbage Chemistry workshop

Easter service in Church

Road safety workshop

Sports day & Bikeability week

Bridgewater Gardens trip

God & the Big Bang

Cross-Curricular Links

Podcast script—the drama in dialogue

Creating a musical Detective work

Human rights & liberties

PHSCE —Relationships

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

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

English

Key Texts— Rooftoppers—Katherine Rundell

Grammatical knowledge Parenthesis, Expanded Noun phrases, tenses

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

Key genres— Narrative, Scripts (Computing)

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

Maths

Focus—Decimals, Geometry: Properties of shape

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

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

RE

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

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

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

Key Vocabulary—Ruth, Esther, Purim

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

Computing

Unit Title— Podcasts (Recording sound)

Key Knowledge—I know that: podcasts are very popular and can be found on a variety of subjects; when you create a podcast you need to think about your audience; podcasts need a script and rehearsal; podcasts can contain speech, sound effects and music

Key Vocabulary— I can: create a concept for a podcast; make decisions about the content of my podcast based on the audience; use recording software to record a script; use online software to edit a podcast/recording.

Key Skills Developed— I can: create a concept for a podcast; make decisions about the content of my podcast based on the audience; use recording software to record a script; use online software to edit a podcast/recording.