

Past and Present
History

Unit Title - History of Space Travel

Key knowledge - I know who the first man on the moon was

Key vocabulary - space, travel, time, research, history

Key skills - Children will use timelines and the internet to research the history of space travel.

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

Unit Title - Travelling to different countries

Key knowledge - I know different countries which you can travel to and how to travel there

Key vocabulary - travel, countries, far, near, atlas, globe

Key skills - Children will use globes, atlases and the internet to research different countries

Computing

Unit title - Word Processing - MS Word

Key knowledge - I know that some computers can be used to type on, and that computers can talk to printers.

Big Questions - What different devices can talk to each other? Where can I collect my printing from? What can I type in a computer?

Key skills - I can type my name into a computer word processing programme, tell the printer to print my name, tell the keyboard to make the first letter of my name a capital.

Key vocabulary - Type, document, print.

RE

Unit Title - Special Times

Key Knowledge - the arrival of the holy spirit is remembered at Pentecost. people of faith have special times of prayer. special times create memories. celebrating special times is important.

Key Questions - When are your special times? How are special times celebrated?

What makes time special? Where do people go for their special times of prayer?

Why does the church celebrate Pentecost?

Vocabulary - Anniversary, christening, baptism, wedding, celebration, funeral, Holy Spirit, birthday and prayer.

Skills Developed -talk about special times. recall/retell the story of Pentecost. talk about feelings associated with special times. Ask questions about special/holy times.

PE

Key skills - End of year games - reinforce all the previously taught skills for the purpose of end of year assessment.

The PE Hub - Dance - Unit 1

Music

Mr Powers - Charanga Unit - Reflect, Rewind, Replay

PSED

(PSHCE)

Unit title- Jigsaw - Changing Me

Key knowledge - I can name parts of my body & show respect. Can tell some things I can do & some foods I can eat to be healthy. Know that I grow and change. Can talk about how I feel about moving to school from nursery. Can remember some fun things about nursery this year.

Key vocabulary -

Key skills - Understand that everyone is unique and special. Can express how I feel when change happens. Understand and respect changes that they see in themselves and other people. Know who to ask for help if they are worried about changes.

Nursery

Summer 2

The Way Back Home

Key Texts -

Whatever Next

Little Rockets Special Star

Laura's Secret

Christian Value - Hope

Environment Writing and Maths

Children to write their name on all of their work. Children to write their name on models displayed.

Outdoor writing using the chalks, paintbrushes and water.

Enhancement Ops

End of year trip/visit

Shuffle up day to Reception

Literacy

Key knowledge - I know that we can travel to space.

Big questions - How do we get there?

Key vocabulary - space, planets, galaxy, astronaut

Key skills - I can listen to stories and learn facts about space travel and the universe

Phonics

Phonics Phase - Phase 1 / Aspect 7 - Oral blending and segmenting

Games - Toy talk / Which one?

Maths

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

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

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

Creating with Materials
(Art and DT)

Unit title - Large scale junk modelling

Key knowledge - I can make a rocket using information I have gained from stories and the internet

Key vocabulary -

Key skills - To use different junk modelling materials to make a rocket, planet etc.

Being Imaginative and
Expressive
(Art and Music)

Unit Title - Charanga Unit - Reflect, Rewind, Replay (Mr Power) - Consolidation of learning.

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.

Physical Social Emotional and Development - Jigsaw

Unit Title - Changing Me Text: Introducing Teddy by Jessica Walton.

Key Knowledge - I know and can name parts of the body; tell you some things I can do and foods I can eat to be healthy; understand that we all grow from babies to adults; can express how I feel about moving to Year 1; can talk about my worries and/or the things I am looking forward to about being in Year 1; can share my memories of the best bits of this year in Reception

Big Questions - Which parts of your body do you know the name of? What are you excited about for next year?

Key Skills I can name parts of the body; I can tell you some of the things I can do and foods I can eat to be healthy; I understand that we all grow from babies to adults; I can express how I feel about moving to Year 1; I can talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1; I can share my memories of the best bits of this year in Reception.

Understanding the World: Technology (Computing)

Unit Title - Word Processing - MS Word

Key Knowledge - I know that: computers can be used for writing; my writing can be printed out; my writing can be saved; once my writing is saved I can look at it on other computers linked together.

Big Questions: What can we write on the computer? Where can I look at my writing? How can other computers talk to each other?

Key Skills - I can: write a sentence on the computer; tell the computer to start my sentence with a capital letter; tell the computer to put a full stop at the end of my sentence; use the space bar to put spaces between my words; ask a grown up to help me save and print my work

Key Vocabulary - Keyboard, type, print, save, space bar, capital letter, shift key, full stop

Understanding the World - People, Culture and Communities

Unit Title - Toys around the world.

Key Knowledge I know about my immediate environment (toys I own) and can explain similarities and differences between these and toys from different countries; I know how to draw on knowledge from stories, non-fiction texts and computing.

Big Questions Are toys made of the same materials in all countries? What are the most common materials used to make toys?

Key Skills I can identify some of the ways in which we find out about toys around the world by identifying different sources; Recognise some similarities and differences between toys/games in this country and toys/games in other countries.

Key Vocabulary, describe, similarities, differences, themselves, others, communities, traditions.

Understanding the World - The Natural World

Unit Title - Changing Materials and Seasons.

Key Knowledge -I know important processes and changes in the world around me including the seasons and changing states of matter; I know some similarities and differences between natural and contrasting environments; I know how to explore nature around me and make observations, draw pictures of plants and animals.

Big Questions -What can you hear, feel, smell, see and touch during the summer? Will these senses be different in other countries?

Key Skills I can understand some important processes and changes in the world around us including the seasons and changing states of matter; I can describe some similarities and differences between natural and contrasting environments; I can make observations and draw pictures of plants and animals.

Key Vocabulary- change, alter, materials, Seasons

RE

Unit Title - Special Places

Key Knowledge - I know that: Christians worship in a church; people consider places to be special for different reasons; Muslims take off their shoes in a mosque.

Key Questions - Where is your special place? Why is it special? Why is the church a special place? When do you visit your special place? Who goes with you to your special place? What makes a place a holy place?

Key Skills - I can: talk about my special places; talk about places of worship as special/holy places; talk about taking off your shoes in a special/holy place.

Vocabulary - Church, Jesus, Mosque, holy and Temple.

Reception

Summer 2

Toys Then and Now

Key Texts

Toys; Toys in Space; That Rabbit Belongs to Emily Brown.

Christian Value

Hope

Understanding the World

Past and Present

Unit Title Toys we used to play with.

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

Big Questions How have toys changed? What toys did I used to play? What toys did my grandparents play with?

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

Key Vocabulary - Toys, old, new, then, now, changes, grandparents, babies, favourite, today, modern, new, present, now, 21st century, century, describe, question, source evidence.

Environment Maths

- Numeral formation -
- Matching numbers to number words
- Writing number words
- Using shapes

Environment Writing

- Labelling models
- Writing lists
- Writing short narratives and instructions on the computer

Enhancement Ops

Class visit to Lego land.
Visit to church to look at the different parts

Literacy

Unit title - Toys Then and Now

Key Texts That Rabbit Belongs to Emily Brown; Toys in Space; Toys.

Key Knowledge:

Writing I can write recognizable letters (lower case and capital) most of which are correctly formed; Write simple phrases and sentences that can be read by others- including oral rehearsal/ word spacing/full stop and capital letters; Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as: 2-3 part story (story map/planner), instructions, fact cards (spidergram to collate information).

Reading: Comprehension/Word Reading

Spellings/Phonics - Phase 2/3/4 consolidation; Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs; cvc words; cvcc,

Maths

Focus— Find My Pattern and On the Move

Number Doubling and matching. Sharing and grouping, Even and Odd,

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

Key Knowledge— I know how to: count forwards and backwards within 10, compare quantities, identify more and fewer, double means twice as many, double numbers up to 5, find half of a group within 10, replicate models, follow a repeating ABBC pattern, measure in different ways, follow a map and use positional language. Consolidation of previous teaching

Big Questions- How do you double a number? How many different models can you make from a set of different shapes? What strategies were most successful, which didn't work and why?

Key Vocabulary measure, short, long, full, empty, half, positional language, maps, forward, left, right, in front, behind, next to, in between, on top, inside, count, altogether, scale, build,

PE

Unit Title-Manipulation and Coordination unit 2

Key Knowledge-I know how to coordinate similar objects in a variety of ways; I know how to differentiate ways to manoeuvre objects; I know how to skip in isolation with a rope

Big Questions-What does "opposition" mean when playing a game?

Key vocabulary-Weight, spin, slide, apparatus, anticipate, beat, freeze, hop, grip, jump, switch, low.

Being Imaginative and Expressive (Art and Music)

Unit Title - Reflect, rewind and replay

Key knowledge: I know; nursery rhymes off by heart; the stories of some of the nursery rhymes; that we can move with the pulse of the music; that the words of songs can tell stories and paint pictures; how to sing or rap nursery rhymes and simple songs from memory; that songs have sections; that a performance is sharing music

Big Questions What can you explain about songs, music and performing?

Key Skills I can: sing, dance and perform a selection of songs

Key Vocabulary pulse, rhythm, pitch, melody, tempo, performance, .

Creating with Materials - (Art and DT)

Unit Title— Making Toys (D/T)

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; I know how to make use of props and materials when role playing characters in narratives and stories.

Key Vocabulary materials, wood, bricks, metal, water resistant, waterproof, old, new, push, pull, electricity, battery powered.

Key Skills Developed I can select appropriate materials/ resources to make a toy; I can construct with a purpose in mind; I can represent my own ideas in design; I can explore using moving parts.

Big Questions What are toys made of? What materials can be used? How will it work/ move? Will it make a sound?

Science

Unit Title—Animals/ Weather, including seasonal change

Scientist Focus—Christopher Wren and Robert Hooke

Key Knowledge— Animals-molluscs. Look at humans as mammals and the 5 senses recap.

To be able to describe the weather. Chart to look at rainfall on a set day in Prestwich. I can take the temperature in/outside each day, look at different types of thermometers. I can describe it the weather in each season and talk about seasonal changes that happen. Look at clothing for different seasons. Compare weather in other countries.

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

Big questions-What is the weather like around the world? What are the seasons like?

History

Unit Title— Prestwich Carnival

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

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

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

Big questions-What is Prestwich carnival and what happens there? When does it take place? Who takes part? Why is it held? How long has it been taking place for?

Art/Design Technology

Unit Title—Food : Fruit and Vegetables (D/T)

Artist Focus—N/A

Key Knowledge-I know how to determine if something is a fruit; I know that some foods we call vegetables are actually fruits; I know that fruits and vegetables grow in one of three places: on trees or on vines, above the ground, below the ground; I know to taste and compare fruit and vegetables; I know how to prepare fruit and vegetables; I know how to use a blender

Key Vocabulary— Fruit, vegetable, seed, root, stem, fruit, smoothie, healthy, carton, design, flavour, peel, slice.

Key Skills Developed— I can name a number of fruits and vegetables; I can remember how to determine if a food is a fruit or a vegetable; I can suggest what fruits and/or vegetables are in a drink; I can taste fruits and vegetables and describe their: appearance/feel/ smell/ taste; I can make a choice as to what smoothie I will make and why; I can use a knife to cut safely, I can make a smoothie;

Big questions-What are its tastes, smell, texture -the way that something feels when you touch it (e.g. soft, rough, smooth), and appearance? What will it look like if we peel or cut it in half? How do we know what is a fruit or a vegetable? Where do fruit and vegetables grow? What part of plants can we eat? What is a smoothie? Why are smoothies good for us? What might we have to do before taste testing?

PE

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

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

Music—Charanga Unit

Reflect, rewind and revisit.

Composition.

Big questions-an we learn some of the language of music. The history of music, look back and consolidate your learning?

Y1: Term and Focus—Summer 2

Key text—The Smartest Giant in town.

Christian Value—Hope

Worship focus-You are God's treasure

Cross-Curricular Maths

Graphs and charts for Science weather recording.

Money on carnival stalls.

Cross-Curricular Writing

Hist— carnivals around the world.

Prestwich carnival leaflets

Scientist— writing

Enhancement Ops

J.West visitor

DT carnival stalls

Links to other carnivals

Jigsaw-Changing me

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

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

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

English

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

Grammatical knowledge developed-suffix and prefix, conjunctions.

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

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

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

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

Maths

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

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

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

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

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

RE

Unit: 1.2 God and creation

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

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

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

Key Skills Developed—Investigate Reflect Interpret

Computing

Unit Title— Word processing.

Key Knowledge—I know that: font size, colour and style can be changed; a document can be saved so that I can go back to it at a later date; work can be printed out; text can be underlined and made bold; the alignment of text can be changed; that I need to consider my audience when I am creating a document; text needs to be clear and legible .

Key Vocabulary— Font, size, colour, style, alignment, underline, bold

Key Skills Developed— type into a document using the correct punctuation; put the title of my document into the centre of a line; underline the title and make it bold; change the font size; change the font style; change the font colour; choose an appropriate font size, colour and style for my audience; save a word document; reopen a word document; select text.

Big questions-What can I do to change the way my text looks? What can we use word processing for? What do I need to consider when thinking about the audience for my work?

Science

Unit Title— The environment

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

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

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

History

Unit Title— WW2- Life on the home front

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

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

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

DT

Unit Title— Mechanisms: Making a moving monster/dragon

Key Knowledge—I know that mechanisms are a collection of moving parts that work together in a machine; I know that there is always an input and output in a mechanism; I know that a lever is something that turns on a pivot; I know that a linkage is a system of levers that are connected by pivots; I know that linkages use levers and pivots to create motion; I know how to make linkages by connecting levers and pivots; I know that materials can be selected according to their characteristics

Key Vocabulary— Axle, Design, Criteria, Input, Linkage, Mechanical, Output, Pivot, Wheel,

Key Skills Developed— I can help devise whole-class design criteria for what our moving monster should do; I can identify mechanisms in everyday objects; I can think of two of my own points to add to the class Design Criteria; I can draw two moving monster designs that meet all points of my Design Criteria; I can design and make the features of my monster and evaluate how functional it is.

Computing

Unit Title— Presentation Skills – MS PowerPoint

Key Knowledge— I know that: presentations can be created to share information with a group of people; different effects can be added to a presentation to add interest; the audience needs to be considered when creating a presentation; images, text, animations and sounds can all be used in a presentation

Key Vocabulary— Transition, presentation, slide, animation, sound, insert, image, font, style, size, colour, add, save, retrieve

Key Skills Developed— I can: add a new slide to a presentation; use my word processing skills to choose appropriate style, size and colour of font; use different slide designs for different purposes; add an image to a presentation using my skills from word processing; retrieve a previously saved presentation to continue working on it; add an animation to my slide; add a sound to my slide

PE -Tennis

Key Skills— Anticipate and track the flight of the ball over a net, move towards the ball and begin to hit and return the ball with some consistency.

Key Vocabulary— Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racket.

Music

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

Year 2

Summer 2

WW2

Key text— The Lion and the Unicorn- Shirley Hughes

Christian Value— Hope

Cross-Curricular Maths

PE- keeping score and timing

Science- presenting results and measuring

History- measuring to make gas mask box

Cross-Curricular Writing

History- Evacuee diary, evacuee letter

Enhancement opportunities

VE day celebration

Communitree 'Dig for Victory' day

PHSCE

Changing Me

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

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

English

Key Texts- The Lion and the Unicorn- Shirley Hughes

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

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

Key genres- narrative, letter, diary, instructions

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

Maths

Focus— Consolidation of number work, revision

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

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

RE

Unit Title— What happened at the Ascension and Pentecost?

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

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

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

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

Science- Unit Title-Scientists and Inventors

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

Key Knowledge-I know: about Marie Curie and her work on radiation; how she developed the medical use of x-rays; about the life and discoveries of George Washington Carver; about William Smith and how he learnt that the fossils found inside rocks can be used to tell the age of the rocks; about Inge Lehmann, the woman who discovered that the Earth's core is solid.

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

Big Questions- Why are these scientists famous?

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

History

Unit Title- Ancient Egypt

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

Big Questions- What was important to the ancient Egyptians/how did they live? What were the significant achievements of this ancient civilisation? Who was Tutankhamun? Why were gods important in their lives?

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

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

Art/Design Technology

Unit Title- Food: Eating seasonally

Key Knowledge- I know: that not all fruits and vegetables can be grown in the UK; that climate affects food growth; that vegetables and fruit grow in certain seasons; that cooking instructions are known as a 'recipe'; that imported food is food that has been brought into the country; that exported food is food that has been sent to another country; that imported foods travel from far away and this can negatively impact the environment; that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre; that vitamins, minerals and fibre are important for energy, growth and maintaining health; the safety rules for using, storing and cleaning a knife safely; that similar coloured fruits and vegetables often have similar nutritional benefits.

Big questions- In which country has this been grown? Why do we think some ingredients are sourced from so far away? What conditions do you think these foods need to grow? Why do you think these foods can't be grown in the UK? What does the term 'seasonal' mean? Where does the food in our supermarkets come from? Is the food in the supermarket always seasonable to the UK? Do we really need to import food? What are the effects of importing food? What must we consider in order to stay safe in the kitchen? What hygiene risk do we face? How much of each ingredient do we need?

Key Vocabulary- climate, diet, imported, ingredients, natural, processed, reared, recipe, seasonal, seasons, sugar

Key Skills Developed- I can: create a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish; prepare myself and a workspace to cook safely in; learn the basic rules to avoid food contamination; follow the instructions within a recipe; establish and use design criteria to help test and review dishes; describe the benefits of seasonal fruits and vegetables and the impact on the environment; suggest points for improvement when making a seasonal tart.

PE- Striking and fielding- Rounders

Key knowledge- I know: the rules for rounders; how to bowl underarm; how to throw/field the ball depending on the distance; how to use the long barrier position when fielding; who to throw the ball to; how to stand and move to bat the ball; how to run around the bases to stay in the game and score

Big Questions- Why do we need to return the ball to the bowler/bases as quickly as we can when fielding? Why do we need to be directly behind the ball before getting into the long barrier position? Why is the forward stepping position significant when bowling?

Key Skills- I can: retrieve and throw the ball as a fielder; bowl an underarm ball at a target; bat with one hand; collect and return a moving ball; throw over longer distances

Key Vocabulary- batting, fielding, bowling, bases, long barrier, batter, bowler, fielder, innings, no ball, batting box, back-stop, rounder, half rounder

Music-Charanga Unit-

Reflect, Rewind and Replay

French-Catherine Cheater

Y3 Summer 2 Focus- Egypt

Key text- The Time Travelling Cat

Christian Value-Hope

PSCHE Focus- Changing Me

Worship- You are God's treasure

Cross-Curricular Writing

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

Enhancement Ops-

Class Egyptian Day

Egyptian art and craft

PSHE

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

English

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

Grammatical knowledge developed- paragraphs, word families, root words, prefixes, suffixes,

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

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

Key vocabulary-facts and opinions, simile, index, contents, glossary, subject specific Ancient Egyptian vocabulary, heading, sub-heading

Maths

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

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

Measurement: Mass and Capacity

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

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

RE

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

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

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

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

Key Skills Developed- I can: reflect, apply, enquire, analyse

Computing

Unit Title- Internet research

Key Knowledge- I know: that the internet can be used to find information about a wide variety of sources; not all information on the internet is reliable; if I use information from the internet I must credit where it came from; the internet is a network of linked computers; that at school all our information is stored in the cloud

Big questions- Where is my work stored? Why can my work be found on every computer in the school? What information can be found on the internet? How can I check if information on the internet is reliable?

Key Vocabulary- search term, search engine, operator, inverted commas, reliable, network, cloud, stored, source

Key Skills Developed- I can: search for a specific piece of information; filter my search results using inverted commas and operators; evaluate information that I find to decide whether or not it is reliable; explain in simple terms what the cloud is; credit information that I have found on the information with its source

Science

Unit title –Living Things and their habitats

Scientists focus –Gerald Durrell

Key Knowledge –To know how to group living things in a variety of ways, identify

Vertebrate and invertebrate, recognise positive and negative change in our

Local environment, describe environmental dangers to endanger species

Key Vocabulary – Organism, sort, group, criteria, Venn diagram, Carroll diagram.

Variation, classification, vertebrates, invertebrates Characteristic, classification, key

Habitat, environment, wildlife, change, danger. Endangered, extinct, conservation.

Key Skills Developed –Use Carroll and Venn diagram generate questions to use in a classification key, record observations, research a topic, write a report present to the class.

Geography

Unit title –Rainforest

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

Key Vocabulary –Rainforest, temperate, tropical, boreal, deciduous, camouflage, climate, tropics, forecast, forest floor, understory layer, canopy layer, emergent layer, habitat, diet, species, natives, tribes, woodlands.

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

D.T

Unit title – Electrical systems –Torches

Key Knowledge –To know about electrical items and how they work, to know what electrical conductors and insulators are and to know that a battery contains stored electricity and can be used to power products. To analyse and evaluate electrical products, to know how to design a product to fit a set of specific user needs.

Key Vocabulary –Battery, bulb, buzzer, conductor, circuit, circuit diagram, electricity, insulator, series circuit, switch evaluation, LED, model, series circuit, shape, switch, target, audience, Input, recyclable, switch, theme,

Key Skills Developed – Identifying electrical products and explaining why they are useful as well as helping to make a working switch. Can identify the features of a torch, understand how a torch works, say what is good and bad about different torches, understand what is important in torch design. Factor in who the product is for in the design. To make and evaluate a torch

P.E/Games-Rounders and Dance

Key skills- Develop team work, bowling skills, catching, throwing, backstop, fielding, batting, movement, shaping,

Music -Charanga

Review, rewind, replay

French –Catherine Cheater.

TERM AND FOCUS

Christian Value –Hope

PSCHE- Changing Me

Worship – You are God’s treasure

Cross curricular maths

Geography –graphs and charts

Science –Venn and Carroll diagrams

Cross curricular writing

R.E –prayer writing

Science –Report writing

Geography -. Fact file / rainforest brochure

Enhancement Ops

Visit to the Apple Store

Linking Schools project

Visit to church for prayer workshop

Transition day

Y4 fun day

English

Key text –The Great Kapok Tree by Lynne Cherry, Journey to the river sea by Eva Ibbotson

Grammatical knowledge developed – Consolidating –determiners, coordinating conjunctions, subordinating conjunctions, adverbs, prepositions, speech, tenses, noun types, root words, fronted adverbials, apostrophes, writing paragraphs.

Spelling rules – Adding the suffix ‘ous’ (no change to root words) Adding the suffix ous (no definitive root word)-ous (words ending in y becoming i and words ending in ‘our’ becoming ‘or’). Adding the suffix ‘ous’(words ending in ‘e’ drop the ‘e’ but not ‘ge’) Adverbials of manner.

Key Genres- non chronological reports, recount, letters, poems, balance arguments, persuasive text

Maths

FOCUS-Statistics, geometry- properties of shapes, position and direction

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

R.E

Unit Title-What is prayer?

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

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

Key Vocabulary – Pray, prayer, collect

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

Computing

Unit title-Presentation skills

Key Knowledge –Know how to select, use and combine a variety of software on a range of digital devices. Know how to combine software including internet services. Know how to analyses, evaluate and present data and information.

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

Key Skills Developed –Planning a story, creating templates organize with hyperlinks. Can add themes transition and animation to a presentation. The children can use action settings, inset, audio and video as well as evaluate slide layouts and make improvements.

· Changing Me

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	Unique Me	I understand that some of my personal characteristics have come from my birth parents	I appreciate that I am a truly unique human being
Understand and respect the changes that they see in themselves	.Girls and Puberty	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.	I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
Understand and respect the changes that they see in other people	Circles of Change Puzzle Outcome: Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
Know who to ask for help if they are worried about change	.Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
Are looking forward to change	Looking Ahead	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this

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—Enough for everyone

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

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

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

Art/Design Technology

Unit Title—Art—Art & Design Skills

Key Knowledge— I know that using words to describe an object help my visual literacy skills in being able to draw the object, I can use fine control with a pencil to make a detailed and analytical observational drawing, I can use a HB pencil to extend the drawing so that the lines are a continuation of the lines that are already there I can add tonal gradation using a 2B pencil to develop observational drawings, I know that everything that is made starts with an idea, a drawing, a sketch, a design, I can use my imagination to brainstorm ideas for an invention that has a set purpose, I can develop and communicate my ideas through notes and drawings, I can select one idea and draw this in full – including annotations, I can successfully draw a portrait using the continuous line method, I can use text to add detail to my portrait: varying the size of the words, varying the size of individual letters, placing the letters artistically, I can perform my poem to the rest of the class, I can lay out a simple collage by selecting the most interesting elements, I can glue my collage in place when I am happy with the final composition, I can draw and colour the collage accurately from composition, I can adjust my drawing in the light of mistakes, I can correct any rough edges or gaps in my colouring

Key Vocabulary— drawing, pattern, gradation, tone, shading, designer, innovation, invention, portrait, sketch, form, shape, texture, line, collage, dynamic colours, blend, tones, trace, scale, grid, paint, draw, sketch, observation.

Key Skills Developed— To develop observational drawing, To design a new invention, To create a continuous line drawing, To create a collage and draw this from observation, To successfully upscale a drawing and paint accurately,

PE

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

Key Vocabulary— service, rules, volley, overhead, singles, doubles

Music—Violins Mr Price

French—Catherine Cheater

Term and Focus—Summer 2

The last wild—Piers Torday

Christian Value—Hope

PSCHE Focus—Being safe, your body

Enhancements—Bibby’s Farm, Road Safety Talk, God & the Big Bang, Shuffle up day

Cross-Curricular Maths

Geography — Food miles, calculating distances and journeys.

Science — Recording and comparing results.

Computing—Volume, area and shape in designs.

Cross-Curricular Writing

Persuasive writing

Advertisements

Biographies/Obituaries

PHSCE— Changing Me

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

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

English

Key Texts— The Last Wild—Piers Torday

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

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

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

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

Maths

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

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

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

RE

Unit Title—Exploring loss, death and Christian hope

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

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

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

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

Computing

Unit Title—TinkerCAD—Redesigning classroom furniture

Key Knowledge—Using the engineering design process, students will design their own furniture by creating 2D sketches and 3D models that can fit into any educational space, whether at school or at home.

Key Vocabulary— TinkerCAD, software, redesign, reinvent, redesign, model, 2D, 3D, engineer, design process, evaluate, specification, solution, sketch, thumbnail, prototype, develop, evaluate.

Key Skills Developed- Effectively determine design constraints, Develop thumbnail sketches that are used to create a detailed final 2D sketch., Use TinkerCAD to create a 3D representation of a furniture prototype based on the final 2D sketch, Develop a presentation that meets all specifications and constraints, and effectively evaluates the prototype with peers, Effectively evaluate design solutions and develop a clear and labelled 2D sketch of the redesigned solution.

Science

Unit Title—Evolution and Inheritance

Scientist Focus—Charles Darwin

Key Knowledge—recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Key Vocabulary—offspring, environment, fossil, plants, animal, variation, genes, DNA, natural selection, inherited traits, habitat, evolution, inheritance, adaptive traits, adaptation, fossilisation

Key Skills—to observe differences in living things, to use keys and data to find information, to classify different living creatures

PE

Key Skills—Tennis

Key Vocabulary—develop, hit, volley, serve

Music—Preparation for end of year show

Film Scores - Rainbow Trust

French—Catherine Cheater

English

Key Text— Wonder by R J Palacio

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

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

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

Key vocabulary—character, cohesion

Maths

Focus—investigations and revision

This unit will take the form of using different investigations including: NRich investigations on place value, rounding, negative numbers. Maths preparation for High School.

Vocabulary—explain, evaluate, engage, elaborate, pattern, angles

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

Term and Focus—Summer 2—Year 6

Wonder —Literacy Shed

Christian Value—Hope

History/Geography

Unit Title (Geography)—Our Changing World

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

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

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

Cross-Curricular Maths

Science—presentation of results

Geography—interpretation of data

Cross-Curricular Writing

RE—report of ideas of God in other faiths

Geography— Letter to the Leader Of the Council.

Science—write up of investigation

RE

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

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

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

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

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

Art/Design Technology

Unit Title— Mechanical systems: Automata toys

Key Knowledge—I know how to :measure, mark and check the accuracy of the wood and card ; follow health and safety rules; suggest appropriate design criteria points to fulfil the design brief; make informed design decisions based on my exploration of cam profiles; good quality products should be neat, accurate and securely assembled.

Key Vocabulary—automata, accurate, mark out, tenon saw, bench hook, sandpaper, design brief, components, woodwork, designer, client, visual, cam, cam follower, follower base, toppler, inner-workings, cross-sectional diagram, mechanism, storefront, flat-pack

Key Skills Developed— I can: prepare wood for assembly by measuring, marking and cutting each piece; assemble the automata frame components and supports; explore the relationship between cam profiles and follower

Enhancement Ops

End of Year Show

Wales Trip

Leavers' Service

Confirmation Preparation

Transition Work

God and the Big Bang

Computing

Unit Title—Film Making (promotional video for residential)

Key figures —Charlie Chaplin, Emile Cohl

Key Knowledge—I know that: photos, text and film can be combined in iMovie ;sound, pictures, text and film can be layered together; films can be enhanced by improving sound quality; film clips can be cropped to take the clip needed

Key Vocabulary— Clip, crop, edit, timing, story board, create, download, retrieve, upload, save .

Key Skills Developed—I can: retrieve photos and film from a folder; download photos and films that I have taken; create a storyboard for a film; add sound and text screens to a film; crop the length of a film clip that I want to include in my film; add transitional effects between clips, images and text screens .

PSHCE

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

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