

Past and Present
History

Unit Title - Me and my family

Key Knowledge - Sense of immediate family

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

Key Skills - Communicate freely and with confidence

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

Unit Title - My house

Key Knowledge - to look at different types of houses

Key Vocabulary - terraced, detached, semi detached, flat

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

Natural World
Science and Physical Geography

Unit Title - Our bodies

Key Knowledge - parts of body / senses

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

Key Skills - Communicate freely and with confidence

RE

Unit Title - Saying Thank You to God at Harvest Time

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

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

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

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

PE

Key Skills - Fundamentals - Skill development

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

PE Hub - Unit 1 Gymnastics

Music

Charanga Unit - Me - Mr Power

PSED
(PSHCE)

Jigsaw - Being me in my world

Unit Title - **Making Friends (text - Two Homes)**

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

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

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

Nursery

Autumn 1

Can we be friends?

Key Texts - Hello Friend /
Marvellous Me / Two Homes

Christian Value - Endurance

Environment Writing and Maths

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

Count up to 5 items in the classroom.
Number nursery rhymes.
Shapes around the classroom.

Enhancement Ops

Grandparent to visit the class?

Mum & baby to visit class?

Literacy

Key Texts - Hello Friend / Marvellous Me

Phonics Phase - Phase 1 / Environmental & Instrumental sounds

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

Key vocabulary - listen, repeat, sound, hear

Maths

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

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

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

Creating with Materials
(Art and DT)

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

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

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

Key Skills - Use a particular colour for a purpose

Being Imaginative and
Expressive
(Art and Music)

Unit Title - Singing / Nursery Rhymes

Key Knowledge - To learn new songs and familiar rhymes

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

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

Past and Present History

Unit Title- How Time Has Changed.

Learning Priorities

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

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

Unit Title - Me and My Family.

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

Learning Priorities

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

Natural World (Science and Physical Geography)

Unit Title- Changing Seasons.

Learning Priorities

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

RE

Unit Title -Friendship

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

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

Vocabulary - Friend, Friendship, Trust, Love, Jesus

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

PE

Key Skills

Balancing and throwing skills

Key Vocabulary

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

PSED (PSHCE)

Unit Title- Being Me in My World

Learning Priorities

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

Reception

Autumn 1

Follow the Rainbow

Key Texts

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

Christian Value

Endurance

Environment Maths

Recognise prime colours

Comparing, ordering and classifying leaves

Environment Writing

Writing own name

Labelling models

Mark making

Letter formation

Labelling patterns

Enhancement Ops

Lollypop Lady visit

Grandparents visit

Literacy

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

Learning Priorities

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

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

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

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

Maths

Focus- Just Like Me!

Number- Match and Sort; Compare Amounts

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

Key Knowledge

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

Creating with Materials (Art and DT)

Unit Title- Drawing- Marvellous marks. Rainbow Art

Key Knowledge

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

Key vocabulary

Long, short,thick,thin,straight,wavy,curved,squiggly,line,mark,drawing, rubbing,texture,pattern,feeling,rough,smooth,bumpy,soft,ridged,hard, zig-zag, observational.

Key skills developed

Children will explore making marks with wax crayons; explore making marks with felt tips; compare different ways of making marks and drawing; create a simple observational drawing; express their own self-image through art; use a variety of colours and materials to create a self-portrait.

Being Imaginative and Expressive (Art and Music)

Unit Title-Follow The Rainbow

Key Knowledge

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

Science

Unit Title— Exploration topic

Scientist Focus—Louis Braille

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

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

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

History/Geography

Unit Title—Local area

Key Knowledge— knowledge of Prestwich as the local area. What is in Prestwich in terms of shops-flats, detached, parks, places of work including fire station, transport.-bus, tram Where we live in Prestwich-simple maps/3d maps and google maps. Make your own simple maps.

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

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

Jigsaw– Being me in my world

Key knowledge- I know how to use my Jigsaw Journal

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

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

I can recognise the choices I make and understand the consequences

I understand my rights and responsibilities within our Learning Charter

Key vocabulary-Belonging Special Rights Responsibilities

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

Art & Design Tech

Unit title- Drawing

Key knowledge-To know how to create different types of lines, To explore line and mark-making to draw water. To draw with different media, To develop an understanding of mark-making, To apply an understanding of drawing materials and mark-making to draw from observation

Big Questions-

Key vocabulary-Line, Vertical, Horizontal, Diagonal, Wavy, Cross-hatch, optical art, Wavy, Waves, Water, Lines, 2D shapes, 3D shapes, Abstract, Contemporary, Drawing mediums, Narrative, Printing, Shade, Form, Shape, continuous, marks, mark-making, line, look, observe, dots, circles, lightly, firmly

Key skills developed-I can describe the lines in the work of an artist and in my own work. I can hold a pencil and chalk in different ways to experiment with the line. I create and work in the style of a modern artist, lines feel different to make, and that they look different. I can add plants and creatures to bring art to life, I can evaluate my art and the work of others using the language I have learnt. I can experiment variety of different media in this piece. I can say which medium I prefer and why. I can look carefully at an object to identify shapes, lines and textures. I can control a pen/pencil to create different types of lines. I can use a range of drawing tools to create different marks. I can layer different materials to experiment creating effects.

PE-gym

Key Skills— travelling, balancing, sequences.

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

Music—Charanga Unit

Hey you!

Using voice and recognising instruments.

Term and Focus—Autumn 1

Woodland

Key text—Leaf man

Christian Value—Endurance

PSCHE Focus—Being me in my world.

Cross-Curricular Maths

Collect data in Geog-different shops

Ipad-data on simple graph.

Cross-Curricular Writing

Harvest prayer

Science investigation

Enhancement Ops

Harvest festival

Speaker from Clergy in for RE.

Trip to the Local shops

and using the Library

English

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

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

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

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

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

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

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

Maths

Focus— Place value

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

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

RE

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

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

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

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

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

Computing-Technola

Digital Literacy

Key knowledge-Learn that an iPad can be used to do lots of different things. Navigate an iPad using simple functions. Use a variety of apps to create different content. Start learning basic keyboard and typing skills. Use the skills taught in this module to create a poster.

Key skills-use technology purposefully to create, organise, store, manipulate and retrieve digital content, recognise common uses of information technology beyond school

Key vocabulary-iPad, Swipe, Zoom, Lock, Unlock, Volume, Save, Format, File, Photo, App, Typing, QWERTY, Home Button

Science

Unit Title— Living things and their habitats

Scientist Focus— Rachel Carson

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

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

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

History/Geography

Unit Title— Beside the seaside

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

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

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

Art/Design Technology

Unit Title— Drawing

Artist focus— Quentin Blake

Key Knowledge— experiment with charcoal to draw different marks, make different marks to make texture, show expression by drawing eyes, eyebrows and mouths in different ways.

Key Vocabulary— blending, feel, hatching, mark, scribbling, stippling, texture, tool, touch

Key Skills Developed— Use a range of mark making techniques, explore and experiment with mark making to create textures, develop observational drawing and apply expressions to illustrate a character and develop illustrations to tell a story.

Computing

Unit Title— There's an App For That!

Key Knowledge— Learn how to understand the basic navigation of an iPad. To use gestures to navigate the iPad, To use the iPad safely of the iPad. To create and design their own drawings using apps that involve swiping and tapping.

Key Vocabulary— home button, swipe, tap, zoom in/out, lock, unlock, volume up, volume down,

PE

Key Skills— invasion games and teamwork

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

Music

Charanga Unit— Hands, feet, heart

Year 2

Autumn 1

Oh, I do like to be beside the seaside

Key text— The Lighthouse Keeper's Lunch

Christian Value— Endurance

PSHCE

Focus— Being Me in My World

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

We will be using our geography skills to look at the UK and locating different parts on a map, identify flags and how the Union Jack is made up to celebrate the union of the different countries. We will challenge ourselves to design a flag to represent/celebrate our diverse local community as part of our Rainbow Awards work.

Cross-Curricular Maths

Geography— compass directions, position and direction

Art— accurate measuring

Science— presenting results

Cross-Curricular Writing

RE— Prayer, writing from the point of Mary Jones

Geography— Leaflet about Southport

Computing— Poster about internet safety

Enhancement opportunities

Harvest festival,

Trip to the Seaside

Seaside role play area

English

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

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

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

Key genres— description, narrative, book review, instructions

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

Maths

Focus— Place value, Addition and subtraction

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

Key Vocabulary— number, digit, place value, ones (units), tens, hundreds, place holder, equal, greater than, less than, fewer, more, dienes, number line, value, partition, bar model, whole part model

RE

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

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

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

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

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

Science

Unit Title— Animals including Humans

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

Big Questions— Why is nutrition important? Why do we need a skeleton and muscles?

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

Key Skills— I can: understand that plants and animals obtain food in different ways; identify the correct amount of nutrients for animals including humans; name different types of skeletons; identify and categorise animals based on the type of skeleton they have; identify the main bones in the body; understand how a skeleton protects, supports and helps the body to move; explain how pairs of muscles work together to enable movement.

History/Geography

Unit Title— The UK

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

Big Questions-How many countries are in the UK? What are the capital cities? Tell me about their flags? How are the UK countries different?

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

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

Art/Design Technology

Artist Focus— Anthony Browne, Georgia O’Keeffe, Charles Darwin, Carl Lineaus

Key Knowledge— I know: how to recognise and draw simple shapes in objects; that tone refers to the light and dark areas of an object or artwork; how to create different textures on paper by using a rubbing technique; how to select an interesting composition; how to draw in a large scale.

Big Questions— Why are so many things in school made up of straight lines, rectangles and squares? What does abstract mean? What are you using to make a rubbing with? What makes a drawing look more realistic?

Key Vocabulary— arrangement, geometric, line, objects, organic, shape, blend, dark, even tones, shading, smooth, frottage, rubbing, texture, botanical, form, magnified, abstract, composition, expressive.

Key Skills— I can: recognise how artists use shape in drawing; understand how to create tone in drawing by shading; understand how texture can be created and used to make art; apply observational drawing skills to create detailed studies; apply an understanding of composition to create abstract drawings.

PE

Unit Title— Gymnastics Unit 1

Key Knowledge-I know: how to create a sequence of 2 contrasting elements; demonstrate extension in shapes; produce flow in sequence; how to perform different rolls and jumps; how to perform in unison and contrast with a partner & group

Big Questions— Can you name 2 contrasting shapes to use in balances? How can you keep time with your partner? How can we improve our own/others’ performances?

Key Vocabulary— straddle, tuck, pike, extension, balance, sequence, flow, contrast, symmetry, Teddy Bear Roll, Over the shoulder roll, Log Roll, Egg Roll, Dish & Arch shapes

Key Skills— I can: create a sequence using 2 contrasting shapes using floor and low apparatus; show flow in a sequence; perform a sequence using different types of rolls; jump for height & distance; perform in unison with a partner; create a group sequence using contrasting actions

Music—Charanga Unit (Let your spirit fly)

French

Recognise different French sounds and copy them.

Count from 0-6.

Use greetings and introduce myself.

Respond to classroom phrases.

Term and Focus— Y3 Autumn 1

Key text— Anthony Browne books

Christian Value— Endurance,

Cross-Curricular Maths

Geography— population data

Enhancement Ops

Harvest Festival

Artwork inspired by Anthony Browne

Computer research about Anthony Browne

PSCHE

Unit title—Being me in my world & **LGBT+ P.E— Together Everyone Achieves**

Key Knowledge— I know: my worth and can identify positive things about myself and my achievements; responsible choices and ask for help when I need it; why rules are needed; that my actions affect myself and others.

Big Questions— What is special about you?

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

Key Skills— I can: make someone else feel welcome and valued, work cooperatively in a group, understand that my behaviour brings rewards/consequences.

English

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

Grammatical knowledge developed— statement, question, exclamation & command sentences, verbs, adjectives, conjunctions, commas, apostrophes for contraction and singular possession, past and present tense, present perfect tense

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

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

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

Maths

Focus—Place Value, addition, subtraction

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

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

RE

Unit Title— Unit 3.6 Harvest

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

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

Key Vocabulary— Harvest festival, thankfulness, sukkot

Key Skills— I can: find bible stories in different parts of the bible using old and new testaments, chapters, books, verses; analyse, investigate, enquire; research celebration of harvest over last 100 years in UK and around the world

Computing (Technola)

Unit Title— Computer Science

Key Knowledge— I know: that computers follow precise and unambiguous instructions; that code is the language that humans and devices use to communicate with one another; how to write code to create programs.

Big questions- What is a computer? What are the commonalities between devices? What does coding mean?

Key Vocabulary— command, algorithm, bug, debug, program, event, object, sequence, concurrency, values

Key skills developed— I can: recognise different types of computers and what they can be used for; program a simple algorithm; create a multi-step algorithm with a specific audience in mind; use one event to control more than one object; convert human stories into code and vice-versa.

Science

Unit Title— Sound

Scientist Focus— Alexander Bell

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

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

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

PE -Gymnastics 1

Key Skills—Compose and perform a sequence of movements including jumps, weight on hands, in different directions, speeds a

Key Vocabulary—Control, group, similar, different, direction, speed, partner, actions, composition, stamina, leap, refine, progression, change.

Music—Charanga Unit Abba – Mamma Mia

French—Catherine Cheater – Using greetings
Singing traditional French songs. Respond to specific questions - Qui est-ce? Qu'est-ce que c'est? Playing a game in French.

Term and Focus—Autumn 1

Key text— One Boys War

Christian Value— Endurance

Worship -Thankfulness(Harvest)

PSCHE Focus— Being me in the world.

Cross-Curricular Maths

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

History—Statistics linked to World War 1

Cross-Curricular Writing

History—Chronological reports Leaflets and
propaganda posters.

R.E —Retelling of narrative.

Enhancement Ops

Linked to WW1

Visit to Fusiliers Museum

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

Local cenotaph visit

Ceramic poppy making afternoon

Outdoor activity day.

Harvest festival

English

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

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

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

Key genres-diary; letters, diaries, descriptive narrative, leaflets, poems

Maths

Focus— Place Value, number addition and subtraction.

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

Key Vocabulary— Multiple, Roman numerals, patterns, column, rounding, nearest 10,100,1000, hundreds, thousands, place value, total, partitioning, estimate, strategies, more, less, varies fluently, greater, largest, smallest, possibilities, reason

R.E – Unit Title – God, David and the Psalms

Key Questions – What value do you consider to be important?

Who inspires you? What are the qualities of a good King? What is Godlike?

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

Key Skills Developed – Synthesis, Investigation, Expression, interpretation

Computing

Unit Title— Computer science -Hello World Level 2

Key Knowledge— Recognise real world examples of repetition and how computers can be used to automate solutions. Program an algorithm to repeat efficiently. Know how to loop a given task. Know how to incorporate functions in algorithms to accommodate unpredictable repetition.

Key Vocabulary— command, algorithm, sequence, program, event, object, bug, debug, concurrency, vales, for loop, loop forever, loop until/while, functions, automation, efficiency.

Key Skills Developed – Design, write and debug programs. Use sequence, selection and repetition in programs. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

History/Geography

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

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

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

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

Art/Design Technology

Unit Title— Painting and mixed media: Light and dark

Key Knowledge-Describe the ways colours change in different lights. To know how paint can create very different effects. To know about proportion and composition when planning a still life painting.

Key Vocabulary— portrait, landscape, shadow, tint, shade, texture, contrasting, vivid, muted, formal, pattern, detailed, abstract, figurative, dabbing paint, paint wash, pointillism, stippling paint, three dimensional, still life, proportion, composition, photo realism.

Key Skills Developed— Mix tints and shades of colour to produce a 3-D effect. Use a variety of painting tools. Create a paint effect. Explain what composition means

PHSCE -Being me in the world

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention
Help others to feel welcome	1. Becoming a Class 'Team'	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal	I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued
Try to make our school community a better place	2. Being a School Citizen	I understand who is in my school community, the roles they play and how I fit in	I can take on a role in a group and contribute to the overall outcome
Think about everyone's right to learn	3. Rights, Responsibilities and Democracy	I understand how democracy works through the School Council	I can recognise my contribution to making a Learning Charter for the whole school
Care about other people's feelings	4. Rewards and Consequences	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I understand how rewards and consequences motivate people's behaviour
Work well with others	5. Our Learning Charter	I understand how groups come together to make decisions	I can take on a role in a group and contribute to the overall outcome
Choose to follow the Learning Charter *	6. Owing Our Learning Charter	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and can help others to follow it

Being Me in My World

Puzzle Map - Ages 8-9

Weekly Celebration	Piece	PSHE learning intention	Social and development
Help others to feel welcome	1. Becoming a Class 'Team'	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal	I know how to be included or excluded I try to make and value
Try to make our school community a better place	2. Being a School Citizen	I understand who is in my school community, the roles they play and how I fit in	I can take contribute
Think about everyone's right to learn	3. Rights, Responsibilities and Democracy	I understand how democracy works through the School Council	I can recon making a whole sch
Care about other people's feelings	4. Rewards and Consequences	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I understand consequence behaviour
Work well with others	5. Our Learning Charter	I understand how groups come together to make decisions	I can take contribute
Choose to follow the Learning Charter ★	6. Owing Our Learning Charter	I understand how democracy and having a voice benefits the school community	I understand community Learning (others to f

Science

Unit Title—Changes in Humans

Scientist Focus—Louis Pasteur, Alexander Flemming

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

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

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

History/Geography

Unit Title—The Victorians

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

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

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

Art/Design Technology

Unit Title—Painting and mixed media—Portraits

Artist Focus—Vincent Van Gogh, Frida Kahlo, Akunyili Crosby, Singh Burman, Chila Kumari

Key Knowledge— To know how a drawing can be developed, how to combine materials for effect, the features of a self portrait, develop ideas by experimenting with materials and techniques, to apply knowledge and skills to create a mixed media portrait.

Key Vocabulary—collage, identity, mixed media, mono print, multi media, photomontage, self portrait

Key Skills Developed— I can draw a portrait using the continuous line method, explore the way the background can change the effect of a drawing, explain what I want my photo composition to be, decide the best position for my line drawing when copying it onto the background, use art vocabulary to describe the similarities and differences between portraits, justify my opinions when talking about the message behind my self portrait, give a definition of mixed media, use chosen media to create a self portrait that represents an aspect of my identity.

Outcome—Create a written portrait outline, explain reasons for the positions of their portrait, produce a self portrait using mixed media

PE

Key Skills—Gymnastics PE Hub Unit1

Key Vocabulary—symmetry, asymmetrical, aesthetics, elements, control, counter balance, combination, sequences

Music—Violins Mr Price

French—Applying language rules to sentence structure/building. Using phoniques to help me ride and write, Use a bilingual dictionary

Term and Focus—Y5 2022 Autumn 1

Street Child —Berlie Doherty

Christian Value—Endurance

Enhancements— Team Building Day

Apple Store Visit

You are welcome in our school (Rainbow lesson)

Cross-Curricular Maths

Science—presentation of results

History—population/disease graphs

PE— symmetry, asymmetrical , sequence

Cross-Curricular Writing

RE— Diary

History—Biography of a Victorian scientist John Snow

PSCHE- Being me in my world

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

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

English

Key Texts-Street Child

Grammatical knowledge developed—Choosing nouns/pronouns, expanded noun phrases, fronted adverbials, plural and possessive, direct/indirect speech

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

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

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

Maths

Focus—Place Value; Addition, Subtraction, Statistics

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

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

RE

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

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

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

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

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

Computing

Unit Title Computer Science—Hello ,World ! Level 3 Game Studio

Key Knowledge— To know how to design, write and debug programs that accomplish specific goals including simulating physical systems; solve problems by decomposing them into smaller parts • How to use sequence, selection, and repetition in programs; work with... various forms of input and output •How to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Key Vocabulary— command, algorithm, sequence, program, event, object, bug, debug, concurrency (side-by-side), state, transparency, random, range, value, obstacle, loops (for, forever, until), pixel, positive/negative, coordinate, axis, conditional

Key Skills Developed– To create a simple algorithm, Create multiple algorithms of moderate complexity that are triggered by separate events • Correctly identify the X and Y axis • Use coordinates to code multi-directional movement into my algorithm • Efficiently code instructions that repeat in my algorithm • Identify the correct loop to use.

Science

Unit Title—Living Things and Their Habitats

Scientist Focus—Carl Linnaeus

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

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

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

History/Geography

Unit Title (Geography)—Rivers

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

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

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

Art/Design Technology

Art/Design Technology

Unit Title— Painting and Mixed Media

Artist Focus—David Hockney; Paula Rego ;John Singer Seargeant; Fiona Rae; Lubaina Himid

Key Knowledge- I know how to; analyse a famous painting; find meaning in a painting; apply drama techniques to explore the meaning of a painting; apply interpretation skills to analyse and respond to an abstract painting; art can tell stories or portray messages; to develop starting points for creative outcomes.

Key Vocabulary—abstract, analyse,evaluate, interpret, medium, mixed-media, narrative, respond. tableau

Key Skills Developed -I can understand that artists tell stories or show feelings in their artwork; interpret a picture and suggest its meaning; look closely at a picture and notice details, make inferences, analyse the formal element; develop a narrative from the elements in a painting; compare events in a piece of artwork to current news and the ‘Fundamental British Values’; use drama to demonstrate my understanding of the meaning of a piece of artwork; create an abstract piece; see how imagery can convey a message without words; select an artist that interests me and develop a piece of my own work inspired by the artist.

PE —Gymnastics PE Hub Unit1

Key Vocabulary— flight, vault, sequence, asymmetrical, balance, strength, flexibility, combination, direction, speed

Music—Charanga Unit

Happy— Pharrell Williams

French— Difference in cultures over different time periods; key features of fiction and non-fiction; rules about soft C and G.

Autumn 1

Y6

Christian Value—Endurance

Cross-Curricular Maths

Science—presentation of results

Geography—grid references

Cross-Curricular

RE—Diary of a pilgrim; report on Hajj

Geography—Report on a world river

Enhancement Ops

Harvest Festival

Trip to Prestwich Clough for Rivers unit

PSHCE

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

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

Rainbow Flag : Spirits, symbols and identities.

English

Key Texts—The Unforgotten Coat

Grammatical knowledge—relative clauses; modal verbs to indicate possibility,; adverbs to indicate possibility; brackets, dashes or commas to indicate parenthesis; expanded noun phrase to convey complicated information concisely; using commas to clarify meaning or avoid ambiguity in writing;

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

Key genres-diary; poetry, flashback, descriptive writing

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

Maths

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

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

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

RE

Unit Title—Life as a Journey

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

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

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

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

Computing (Technola)

Unit Title: -Hello, World! Level 4 – Star chaser

Key Knowledge: Analyse a pre-existing game to establish standard game play features; learn about the history of video games; create a simple algorithm; write a program that contains multiple algorithms of moderate complexity which are triggered by separate events; realise that they will need to write different programs to create different styles of game; correctly identify variables ;create logic trees to help map logical progression; consolidate coding skills; create a cohesive theme for the game.

Key Vocabulary: command ,algorithm ,sequence ,concurrency (Side-by-Side),state, transparency, random , range ,value, obstacle,loops (for, forever, until),pixel, positive/negative, coordinate, axis, conditional ,variable, controller

Key Skills: consolidate coding skills taught in KS2; be able to peer assess and reflect how changes can improve performance or hinder; reflect productively on feedback.