

Past and Present
History

Unit Title - Family celebrations (birthdays, weddings, christenings)

Key Knowledge - children to share their experiences of family celebrations and recall what and how it was celebrated.

Key Vocabulary - celebrate, birthday, wedding, christening, past, family

Key Skills Developed - children to develop an understanding of celebrations within their close family

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

Unit Title - Celebrations from around the world (Diwali)

Key Knowledge - why and what do we celebrate?

Key Vocabulary - celebrate, light, culture,

Key Skills Developed - children to become aware of where they live and the natural world and explore how different people and communities celebrate

Natural World
(Science and Physical
Geography)

Unit Title - Light and dark

Key Knowledge - to look at how light is used within celebrations and to experiment with light and dark

Key Vocabulary - light, dark, shine, effect, experiment

Key Skills Developed - children to experiment with light and dark and record the results

RE

Unit Title - Christmas

Key Knowledge - Christmas is the celebration of Jesus' birthday. Jesus was a very special baby, the Son of God. The church celebrates Christmas in special ways.

Key Questions - What is a birthday? When is your birthday? In what ways do you celebrate your birthday? How do we celebrate Jesus' birthday? Why was Jesus a special baby?

Vocabulary - Christmas, Jesus, Bethlehem, Mary, Joseph, donkey, inn, shepherds, star and stable

Skills Developed - recall/retell the nativity story. identify the characters in the nativity story. use religious words to talk about Christmas. talk about why Christmas is important. talk about how the church celebrates Christmas. talk about their own experiences of Christmas. talk about feelings related to celebrating Christmas and birthdays.

PE

Key Skills - Movement - mat work, balance & co-ordination.

Key Vocabulary - move, fast, slow, balance, stretch, roll, curl, copy._

PE Hub - Unit 1 - Dance

Music

Charanga Unit - Me - Mr Power

PSED

(PSHCE)

Jigsaw - Celebrating Difference

Unit Title - Self-confidence and self-awareness

Key Knowledge - How to explore and enjoy all the activities within the classroom

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

Key Skills Developed - Self-confidence and self-awareness to select and use activities and resources more independently and competently

Nursery

Autumn 2

Let's Celebrate

Key Texts - The night before my birthday by Natasha Wing
The light in the night by Marie Voigt
The story of Diwali, Rama & Sita
The Christmas Story

Christian Value - Peace

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.
Group items in the classroom.

Enhancement Ops

Nativity performed for parents and carers

Literacy

Key Texts - The night before my birthday/The light in the night/The Christmas Story

Phonics Phase - Level 1 - Twinkl

Key knowledge - listen to stories in small or larger groups. Learn which words rhyme through different games and activities. We will learn to continue a rhyming string

Key vocabulary - listen, hear, sound, rhyme, rhythm

Maths

Focus - Uses number names accurately in play—Recite number names in sequence / start to group/sort objects

Key Knowledge - count objects by lining up and arranging. Learn that lots of things can be counted. Learn different ways to sort objects (by size, colour)

Key Vocabulary - count, point, next, number, sort, same

Creating with Materials
(Art and DT)

Unit Title - Patterns & colour / Rainbow Art

Key Knowledge - to look at rangoli patterns and see how these are used within celebrations.

Key Vocabulary - rangoli, patterns, colour

Key Skills Developed - children to work with different materials to create rangoli patterns and to work with clay to make Diva's

Being Imaginative and
Expressive
(Art and Music)

Unit Title - Imaginative Role Play

Key Knowledge - how to use props and costumes to role play and act out a story (Nativity) To learn new songs and join in with others / why we celebrate Christmas

Key Vocabulary - Jesus, Mary, Joseph, gifts, stable, star

Key Skills Developed - Children to take part in the Christmas Nativity, having roles, acting and singing songs.

Physical Social Emotional and Development - Jigsaw

Unit title - Celebrating Difference

Learning Priorities-I can identify something I am good at and understand everyone is good at different things; I understand that being different makes us all special; know we are all different but the same in some ways; can tell you why I think my home is special to me; can tell you how to be a kind friend; know which words to use to stand up for myself when someone says or does something unkind.

Key Vocabulary- Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry,

Key knowledge and understanding - Children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognizing that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and know which words to use to stand up for themselves when someone says or does something unkind.

Understanding the World People, Culture and Communities

Unit title - Celebrations in our world

Key knowledge - Where celebrations take place. Exploring the globe identifying different countries and similarities between places and celebrations.

Learning Priorities

Learning about and sharing family customs and routines, relating to celebrations. • Talks about various celebrations in our own families and local communities. • Knows that other children have different celebrations and celebrate in different ways. Be able to recognise similarities and differences in the way people celebrate among families, communities, cultures and traditions

Key vocabulary - village, town, city, county, country, continents, life and death, church, synagogue, mosque, temple, traditions, customs, beliefs

Understanding the World The Natural World

Unit title - Celebrations in our world

Key knowledge - Where celebrations take place. Exploring the globe identifying different countries and similarities between places. Knows about similarities and differences in relation to places and objects that are used in worship and festivals that are linked to celebrations. Begin to use maps to identify places of importance and what foods and natural resources are used in celebrations.

Key vocabulary - village, town, city, county, country, continents, life and death, church, synagogue, mosque, temple,

Continue to: - Explore the natural world around them - Understand the effect of changing seasons on the natural world around them Autumn to Winter; Observe/talk about changing seasons, autumn and winter.

RE

Unit Title - Why do Christians perform nativity plays at Christmas

Key Knowledge - Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God.

Key Questions - Who is the most important person in the Christmas story? Why are birthdays special? Whose birthday do we celebrate at Christmas? What special things can we do at Christmas to share God's love? What makes every single person unique and precious?

Vocabulary - nativity, Mary, Joseph, Jesus, gift, share, unique, precious

Skills Developed - talk about their own birthdays, talk about how they celebrate Christmas, talk about why Christmas is important to Christians.

PE

Key skills

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

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

Dance Unit 2-Count and move to beats of 8; work as an individual, partner and part of a group; copy and repeat movement patterns.

Understanding the World

Past and Present

Learning about celebratory customs and routines in our, family local community and around the world. past and present events in their own life and in the lives of family members

How celebrations have developed and changed over time.

Sharing experiences of different celebrations now and in the past.

Reception

Autumn 2

Celebrate Good Times!

Key Texts

Celebrations around the World, I really want that cake, You Must Bring a Hat.

Christian Value

Peace

Environment Maths

- Numeral formation -
- Matching numbers to number words
- Writing number words
- Using shapes to create
- Sequencing and order events

Environment Writing

- Writing own name
- Labelling models
- Mark making and letter formation
- Labelling patterns
- Writing invitations.
- Writing cards for celebrations
- Recipes
- Cake orders

Enhancement Ops

Visitors - To discuss Hannukah

Non- Christian faith parents visit to discuss festivals they celebrate similar to Christmas.

Bakery - Post Office - Workshop

Literacy

Key Texts.

Celebrations around the world, I Really Want the Cake, You Must Bring a Hat. My Uncles Wedding

Learning Priorities

Reading: Comprehension/ Word Reading; Begin to retell and role play simple stories- recall key events; talk about main characters. 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 form lower case letters correctly. Begin to spell words by identifying the sounds in them. Write labels. Oral rehearsal. Begin to re-read what they have written. Begin to write lists and captions focusing on label, caption and space.

Maths

Focus—It's Me 1,2,3 and Light and Dark

Numerical patterns — Time, shapes with 4 sides

Key Knowledge—Children will be able to count on and back 0 -5; identify 1 more or 1 less than a given number; When counting learn that the final number they say names the quantity of the set; Match numerals to number names and be able to recognise which sets have more or fewer items; Use their own mark marking to represent numbers to 5; Use a five frame to support learning of number; Talk about birthdays linked to celebrations; Talk about and use shapes to secure number knowledge and use in creating patterns and different shapes; Children will talk about day and night and order key events in their daily routine use vocabulary linked to time eg morning, afternoon, today, tomorrow, yesterday; Countdown days to celebrations.

Being Imaginative and Expressive(Art and Music)

Music Charanga Unit - My Stories

Songs - I'm a Little Teapot, The Grand Old Duke of York

Listening and responding to different styles of music embedding foundations of interrelated dimensions of music - pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation

Learning to sing and sing along with nursery rhymes and action songs improvising leading to playing classroom instruments. Share and perform the learning that has taken place.

Creating with Materials - (Art and DT)

Unit Title—Art with fruit Artist Focus—Giuseppe Arcimboldi (fruit face) Painting and mixed media (paint my world)

Key Knowledge—To observe primary colours found in famous artwork; Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.

Key Vocabulary—Primary, mixing, paint, water, brush, bright, dark, light, change, self portrait, mirror, shape, line, features of the face, expression, mixing, wiping, brush, amounts of water, wet, dry, bright and light.

Key Skills Developed- Children will be able to identify primary colours used in famous art work. Children will recognise the work of Giuseppe; Explore paint through finger painting; to create natural paintbrushes using found objects; to respond to music through the medium of painting; to make child-led collages using mixed media; to create collages inspired by Megan Coyle; to create a large piece of artwork based around fireworks.

Science

Unit Title— Seasonal changes

Scientist Focus—Robert Fitzroy - meteorologist

Key Knowledge— Observe changes across the 4 seasons, observe and describe the weather associated with the seasons and how day length changes., look at how the weather is different around the world.

Key Vocabulary— autumn, winter, summer, spring, hot, cold, sleet, rain, snow, wind, fog, storm etc

Key Skills Developed— To communicate their observations about the seasons and changes that occur. To make a chart recording daylength. To research weather in other countries. Link to Geog.

History/Geography

Unit Title— Wonderful weather

Key Knowledge— How to make comparisons between different types of weather, make recordings and observations about the weather,.

Key Vocabulary— types of weather, rain gauge, temperature, forecast, weather, seasons, patterns, symbols, dangers., clothing.

Key Skills Developed— Collect weather data about our area and around the world, map skills, identify seasonal and daily weather in the UK.

Art and DT

Unit title-Mechanisms

Key knowledge- To explore making mechanisms , To design a moving story book, To construct a moving picture , To evaluate my finished product

Key vocabulary-Adapt, Design criteria, Design, Input, Mechanism, Model, Sliders, Template, Assemble, Design criteria, Design, Input, up, down, left, right, vertical and horizontal.

Key skills developed-I understand that sliders are mechanisms, know that sliders can make things move, create moving models that use sliders, design three pages of my moving storybook by, drawing background pictures, drawing the moving parts, deciding whether I will use a side-to-side slider or an up-and-down slider on each page, labelling the movement of each type of slider, make my moving picture by: Drawing my background Drawing and cutting my moving parts, Making sliders for my moving parts, Putting all my parts together to create my moving picture, review the success of my product by testing it (reading it to reception children) evaluate my product against the design criteria, consider what I have learnt from making my moving story book.

Jigsaw Celebrating difference

Key knowledge- I can identify similarities between people in my class, I can identify differences between people in my class, I can tell you what bullying is, I know some people who I could talk to if I was feeling unhappy or being bullied, I know how to make new friends, I can tell you some ways I am different from my friends

Key questions -Does your mind feel calm and ready to learn? What similarities can you see? What is the same in each picture?

Key vocabulary- Celebration Difference Special Unique
Introducing Teddy
Musical storytelling RBA

PE-dance

Key Skills— Dance-weather music.

Key Vocabulary— movement, spin, turn, tumble, speed, direction.

Music—Charanga Unit

Rhythm in the way we walk and The Banana rap.

Term and Focus
Autumn 2 Year 1
(Weather)

Key text— Jolly Christmas Postman— see Eng.

Christian Value—Peace

PSCHE Focus—Caring/friendship

Cross-Curricular Maths

Science-weather charts from across the world.

Times of day length across the seasons.

Geography— weather forecasts/graphs and charts.

Cross-Curricular Writing

Weather diaries

RE-Jesus calms the storm.

Enhancement Ops

Nativity .

Visit from a Postman.

Weather walk

English

Key Texts— Jolly Christmas Postman and Rosie’s hat.

Grammatical knowledge developed— words ending in y -happy, jolly, tidy, windy, stormy, quickly, slowly.

Revise sentences, cl/fs/word spaces etc. More on questions marks, and identify some speech.

Spelling rules— words ending in y. Start phase 5 with alternative sounds.

Phonics— Phase 5 week 7 +

Key genres— letters/postcards/lists/diary. Non-fiction.-weather report

Key vocabulary— address, letter, communication, formal, weather, equipment for measuring. Links to geog and Sci.

Maths

Focus— Addition and subtraction

Key Knowledge— Part whole model, symbols, Fact families, number bonds to 10, Adding more, Subtraction how many left? Breaking into parts Numbers to at least 20, written and oral. Understanding what addition/subtraction means, number sequence, comparing addition and subtraction statements using <>

Key Vocabulary— add/more than/ plus/increase/ subtract/decrease/less than/ take-away/minus/total/sum of/equal/part-whole model/ number bond/ fact family/ parts/

RE

Unit Title— 1.3 Christmas gifts

Key Questions—Why do people give and receive gifts at Christmas?
Why is Jesus described as a gift?
How does it feel when you give and receive gifts?
What is the best gift you have ever received?

Key Knowledge— The Christmas story. Names of the main people in the story and a knowledge of the order of the events.

Key Vocabulary— Gift, Wise Men, Magi and Jesus.

Key Skills Developed— communicating, retelling a story, making pictures or puppets to represent the story.

Computing-Technola
Computer Science

Key knowledge-Learn that code is a language used to give computers instructions. Understand the terms ‘code’, ‘command’, ‘algorithm’ and ‘program’. Create a multi-step algorithm to complete a real-world task. Use commands to create algorithms for a computer program. Learn about ‘for loops’, ‘start and end functions’, ‘events’, and ‘delays’. Find a bug in code. Follow a debugging strategy. Create a multi-step program which follows a brief. Offer constructive feedback on a classmate’s project. Develop a project in response to a classmate’s feedback.

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

Key vocabulary-Command, Instruction, Algorithm, Code, Bug, Debug, Program, Programming, Repeat, Start, End, Delay

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— How have seaside holidays changed?

Key Knowledge— how seaside holidays have changed since the Victorian times, how the heroic actions of Grace Darling contributed to the modern-day RNLI.

Key Vocabulary— history, past, present, change, significant, source, artefact, timeline,

Key Skills Developed— Create a timeline, compare pictures and artefacts from the past to present day, use different sources to find out about a significant person

Art/Design Technology

Unit Title— Mechanisms - Ferris Wheels

Key Knowledge— Know different materials have different properties and are therefore suitable for different uses, know the features of a Ferris wheel include the wheel, frame, pods, a base, an axle and an axle holder, know to test my design as I go along so that I can solve any problems that may occur.

Key Vocabulary— design, design criteria, wheel, Ferris wheel, pods, axle, axle holder, frame, mechanism

Key Skills Developed—Selecting a suitable linkage system to produce the desired motions. Selecting appropriate materials based on their properties. Selecting materials according to their characteristics. Following a design brief. Evaluating different designs. Testing and adapting a design.

Computing

Unit Title— Coding

Key Knowledge— know what coding is, apply simple instructions to create a code,

Key Vocabulary— code, command, instruction, debug, bug, algorithm, program, programming, repeat, start, end, delay

Key Skills Developed— to understand code is a language, to develop a set of instructions, to create multistep algorithms and to identify when commands go wrong how to fix them.

PE

PE – Mr Juliff – Stamina and Fitness
Objectives: to extend stamina, develop flexibility and build on strength.
Dance – Theme Penguins
Key Skills—Children will dance solo, duet, explore creative footwork, discuss how performance develop, respond to visual stimulus.
Key Vocabulary—direction, huddle, group, mood, feeling, penguin, respond, musicality, galloping, flying

Music

Unit- Ho, Ho, Ho a fun Christmas song with a rap. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Year 2

Autumn 2

Oh, I do like to be beside the seaside

Key text— The Storm Whale

Christian Value— Peace

PSCHE focus- Celebrating Differences/Mental health and well-being

PSHCE

Focus- Celebrating Differences
Key Objectives- Name differences and similarities between classmates, explain that sometimes people get bullied because they appear to be different including gender stereotypes, explain why it is OK to be different from friends.

Texts: The Great big book of families by Mary Hoffman
Are you a girl or are you a boy? by Sarah Savage and Fox Fisher

Cross-Curricular Maths

Science- presenting results in graphs

DT- accurate measuring

ICT- shapes in computer art

Cross-Curricular Writing

RE- Message from Zechariah to Elizabeth, conversation between Mary and Gabriel, newspaper report

History- Story of Grace Darling's rescue,

English

Key Texts- The Storm Whale, The Storm Whale in Winter

Grammatical knowledge developed- using capital letters, full stops, question marks and exclamation marks; use apostrophes for contraction and possession; recognise nouns, verbs, adjective and adverbs

Spelling rules— spell common exception words; wr, le er and est spellings (e.g. wrist, write, bubble, middle, greater, greatest)

Key genres- diary, poem, letter, non-chronological report

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

Maths

Focus— Addition and subtraction, money, multiplication

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—Why was the birth of Jesus such good news?

Key Questions— Why was the birth of Jesus good news? Why is this news so important? What difference did it make to the world? How did the good news spread further? How is this good news told today? How is this good news celebrated today? What do angels do?

Key Knowledge— That we believe that the birth of Jesus is good news, that angels brought the good news to Zechariah, Mary and the shepherds, that we believe Jesus is the saviour of the world.

Key Vocabulary— Bible, Books, Old Testament, New Testament, good news, Christmas, Jesus, angels

Key Skills Developed— I can ask good questions about the Christmas story. I can tell you all about what happened to Zechariah. I can tell you the Christmas story. I can talk about the message of the angels. I can describe the different ways artists portray angels. I can talk about the ways we share the good news at Christmas time.

Science

Unit Title— Rocks

Scientist Focus— Mary Anning

Key Knowledge— I know: the different types of rocks and how they are formed; how to compare and group rocks based on appearance and simple properties; how fossils are formed; about the contribution of Mary Anning to the field of palaeontology; how soil is formed; the permeability of different types of soil.

Key Questions—How are rocks formed? How are fossils formed? How did Mary Anning improve our understanding of fossils? How is soil formed?

Key Vocabulary— rocks, igneous, sedimentary, metamorphic, formation, volcano, changes, compare, natural, human-made, properties, permeable, impermeable, hard, soft, durable, buoyancy, fossil, fossilisation, soil, sub soil, organic matter, rapid, moderate, slow, transformations.

Key Skills Developed— I can: name the 3 different types of rocks; handle and identify the properties of different rocks; state the 4 different types of matter that soil is comprised of; give examples of natural and human made rocks; group rocks by their properties and identify similarities and differences.

History

Unit Title— Stone Age to the Iron Age

Key Knowledge— I know: where the Stone Age gets its name; which tools were crucial to the survival of early man and how tools changed during the Stone Age to make hunting more successful; how Skara Brae was discovered and some items found there; why children worked in copper mines; why Iron Age people wanted to protect their homes; the challenges of survival which early man faced; reasons why Stonehenge might have been built; two of the roles of Druids in Iron Age tribes; an important festival in the Druid calendar; how homes changed from the Stone Age to Iron Age; how hillforts were designed to protect Iron Age tribes.

Key Questions- What changes took place from the Stone Age through to the Iron Age? Why were the discoveries at Skara Brae significant to our knowledge about the Stone Age? Why was Stonehenge built? How did homes change from the Stone Age to the Iron Age?

Key Vocabulary— chronology, chronological, sources, Palaeolithic, Mesolithic and Neolithic times

Key Skills Developed— I can: develop chronologically secure knowledge and understanding of local British history; research information on a topic; use historical sources of information and analyse it for reliability; organise information; ask questions about change, cause, similarity and difference and significance; note connections, contrasts and trends over time; use appropriate historical terminology

Personal, Social, Health and Emotional Education

LGBTQ+ RE— Symbols and their meanings

Unit Title—Celebrating Difference

Key Knowledge— I Know: why families are important • Know that everybody’s family is different • Know that sometimes family members don’t get along and some reasons for this • Know that conflict is a normal part of relationships • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that some words are used in hurtful ways and that this can have consequences

Key Questions- Can you tell others how different you are from a friend?

Key Vocabulary— Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.

Key skills Developed— I can: show appreciation for my family; use the ‘solve it together’ technique to calm and resolve conflicts with friends and family; empathise with people who are bullied; employ skills to support someone who is bullied; ‘problem-solve’ a bullying situation accessing appropriate support if necessary; recognise, accept and give compliments; recognise feelings associated with receiving a compliment.

PE

With Mr. Juliff– Health & fitness

Unit Title– Dance Unit 1

Key Knowledge-I know: how to perform jazz square; how to create characters in dance; how to improvise; how to dance using different levels & directions; how to count to the music to promote good timing

Big Questions– Why is timing important when you do the jazz step? Why is it important to dance to the 8 beats? What is improvisation? Why are expressions and body language important in dance? Why is rehearsing important?

Key Vocabulary— jazz step/square, arabesque, prop, direction, levels, facial expression, body language,

Key Skills Developed— I can: perform a jazz (Box) square; make and link dance movements; perform arabesque; use a prop; use facial expressions in performance; be a ‘director’ to improve performance

Music—Charanga Unit

Glockenspiel Stage 1

French

Use classroom phrases

Use adjectives

Use vocabulary for spelling and sentence building

Ask someone their name

Term and Focus—Y3 Autumn 2

Key text—Stig of the Dump, Stone Age Boy

Christian Value— Peace (Advent)

Cross-Curricular Maths

Science– presentation of results

History– chronologically ordering dates

Cross-Curricular Writing

History & R.E -diary entry

Enhancement Opportunities

Textiles week—Christmas cushions

Stone Age jewellery

English

Key Texts—Stone Age Boy, Stig of the Dump, non-fiction texts

Grammatical knowledge developed—vowel, consonant, articles-the, a and an; determiners, clause

Spelling rules— ly, adverbs: root words ending in y, le, al, ic, ly; adverbs: exceptions to the rules and y3/4 statutory spellings

Key genres—narrative, instructions, explanations, newspaper report, balanced arguments, persuasive, informal letter, description

Key vocabulary— thesaurus, dictionary, headline, orientation, main body, caption, quote, direct speech, synonyms, present tense, formal language, sub-headings, time connectives such as: first, then, next, later, finally; technical vocabulary, pictures with captions, conclusion, alliteration, emotional language

Maths

Focus—Number Multiplication and Division

Key Knowledge— Children recap their understanding of recognising, making and adding equal groups. Count from 0 in multiples of 4, 8, 50 and 100. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for 2 digit numbers times 1 digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division; including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

Key Vocabulary— Multiples, digits, equal groups, grouping, pattern, doubling, numicon, bar model, lots of, division, multiplication, share, repeated addition, times tables, multiplicand, multiplier, remainder, distributive law

RE

Unit Title– unit 3.2 Christmas. God with us.

Key Knowledge—know: what it means to be present; Christmas is a celebration of the arrival of Emmanuel; who is Jesus God with us; Christians believe God is with us through his Son, Jesus and the Holy Spirit; Christians believe that the presence of God changes our lives

Key Questions— In what ways is God with us? How does it feel to be in the presence of God? How did/does the presence of Jesus have an impact on people’s lives? In what ways are we in the presence of Jesus in the world today?

Key Vocabulary—Emmanuel, Incarnation, Jesus, Son of God, Saviour of the world, King of Kings, Prince of Peace

Key Skills Developed— Reflect, enquire, evaluate

Computing

Unit Title– Computer Science (Robotics)

Key Knowledge— I know: that whilst humans excel with creative and ever-changing tasks, computers are better at solving problems in which the same process needs to be repeated many times; that embedded computers are all around us, automating mundane tasks to help us with everything from crossing the road to washing our clothes; that not all repetition are the same, and that we need a series of different loops in our coding toolbox to help us solve each unique task as efficiently as possible.

Key Questions— How can code help us to solve repetitive problems? How is automation helping the world to change for the better? What problems does it introduce? Should we be taking action today to make automation work for us all going forwards?

Key Vocabulary— for loop, loop until, loop forever, functions, automation, efficiency.

Key Skills Developed— I can: recognise real-world examples of repetition and how computers can be used to automate solutions; correctly identify the most suitable loop for a given task; incorporate functions into my algorithm to accommodate for unpredictable repetition; accurately predict the outcome of an algorithm without running it.

Art and Design/Design Technology

Unit Title— Painting and mixed media: Prehistoric paintings

Key Knowledge— I know: the features that prehistoric paintings have in common; why prehistoric people often painted animals; I can scale up a drawing by sketching the simple shapes first; which natural items make the most successful coloured paint, giving reasons.

Key Questions—How will a drawing change if we ‘scale it up’? How is modern paint different to prehistoric paint? Could you do this in the dark, working only to the light of a small candle? Why do you think they painted their hands on cave walls in this way?

Key Vocabulary—prehistoric, proportion, charcoal, scaled up, smudging, texture, tone, composition, handprint, negative image, positive image.

Key Skills Developed— I can: apply understanding of prehistoric man made art; understand scale to enlarge drawings in a different medium; explore how natural products produce pigments to make different colours; select and apply a range of painting techniques; apply painting skills when creating a collaborative artwork.

Science

Unit Title— States of matter

Key Knowledge—To sort and describe materials. Investigate gases and explain their properties. Investigate materials as they change state. Explain how water changes state. Investigate how water evaporates. Identify and describe the different stages of the water cycle.

Key Vocabulary—solids, liquids, gases, particles, states, materials, properties, carbon dioxide, matter, material, weigh mass, melt, freeze, thermometer, temperature, evaporate, condense, process, water, ice, vapor, dry, energy, heat, precipitation, collection, clouds, rain, hail, snow.

Key Skills Developed—To set up reliable and accurate investigations. Make and explain predictions. Make and record accurate observations. Use scientific language to explain findings. Be able to ask and answer questions based on their learning using scientific language.

Scientist focus – William Thomson (Lord Kelvin)

History/Geography

Unit Title— The Water Cycle

Key Knowledge—To know the three states of matter. To know the key aspects of the water cycle. To explain how clouds and rain are formed. To know how and why drinking water is cleaned. To understand the causes and effects of flooding. To understand the causes and effects of water pollution.

Key Vocabulary—solids, liquid, gas, melt, boiling, freezing, evaporation, cooling, condensation, water, cycle, precipitation, groundwater, runoff, closed cycle, filter, flood, pollution.

Key Skills Developed—To explain the water cycle (main event/processes/ closed cycle). Naming some different types of clouds. I can give reasons why water needs to be clean, suggest ways to remove dirt and explain the steps involved in cleaning water. List different types of flooding, explain what causes flooding, how it affects communities and was to limit flood damage. List causes of water pollution, describe the effect on the water and consequently the plants and animals as well. I can list ways to reduce water pollution.

Art/Design Technology

Unit Title— Structure- Pavilions

Artist Focus— N/A

Key Knowledge— To know how to create a range of different shaped frame structures, to design a structure, build a frame structure and add cladding to a frame structure. To know what the structure (pavilion) is used for. To know that different materials can create different effects. To understand how to make a stable structure. Know how to design and build a free-standing structure a structure that is stable and aesthetically pleasing. Know how to select appropriate materials to build a strong structure and how to reinforce corners to strengthen the structure.

Key Vocabulary— Design criteria, natural, structure, innovative, 3D Shapes, reinforce, cladding

Outcome—To create a cladded pavilion structure that supports itself.

French

- Introducing feminine nouns and their agreement
- Looking at traditional French Christmas recipes
- Sequencing skills -Today is, yesterday was, tomorrow will be.

Term and Focus— Autumn 2

Key text— Ice Palace by Robert Swindells

Christian Value— Peace

PSCHE Focus— Celebrating differences

Cross-Curricular Maths

Charts/graphs/table—Science

Geography—measurement

Cross-Curricular Writing

Science—report writing

R.E—Poems and diary entry

Geography—Descriptive writing/explanations and reports.

Enhancement Ops

Children in Need Day

Church visit linked to WW1/

Jewish speaker

Christmas craft

English

Key Texts— ‘In Flanders Field’ by John Mc Crae . Poems from the First World War compiled by Gina Morgan ‘The Ice Palace’ by Robert Swindell.

Grammatical knowledge developed— Recognizing and using pronouns. What is a fronted adverbial, recognizing one, understanding the types and using them, Direct speech— inverted commas.Brackets.

Spelling rules—Words with a shun sound spelt with sion (if the root word ends in se de or d). Words with a shun sound spelt with ssion (if the root word ends in ss or mit). Words with a shun sound spelt with tion (if the root word ends in te or t or has no definite root). Words with a shun sound spelt with cion (if the root word ends in c or cs). Words with ough to make a long o oo or or sound. Statutory spellings year 3 / 4 list.

Key genres-diary, descriptive/narrative writing, letters, diary entry,poetry, play script.

Maths

Focus— Number: addition and subtraction, measurement: area, number: multiplication and division.

Key Knowledge— Add and subtract numbers with up to 4 digits using the formal written methods of columnar where appropriate. Estimate and use inverse operations. Solve addition and subtraction 2 step word problems. Understanding what it means to find the area of a shape. Using square and making shapes to find the area as well as comparing areas. Recall and use multiplication and division facts for multiplication tables up to 12 x 12. Count in multiples of 6,7,9,25 and 1000.

Key Vocabulary—addition, subtraction, add, take away, minus, less than, more than, estimate, formal, columnar,, shapes, times, divide, multiplication, division, digits, column, area,rectaliniar.

RE

Unit Title—Christmas. Exploring the symbolism of light.

Key Questions—Why is Jesus described as the Light of the World? What does the light do to the dark? Why is light such a powerful symbol? Is light a good metaphor for Jesus? The sun already lights the world so how can Jesus be the light? How did Jesus bring light? How does Jesus bring light?

Key Knowledge— To have an understanding of Christian belief that Jesus is the ‘Light of the World’. To explore the metaphor of bringing light into people’s lives.

Key Vocabulary—Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation, Dreidel, Hanukkah, Jerusalem, Temple.

Key Skills Developed— reflection, empathy, application, interpretation, investigation.

Computing

Unit title -Computer Science- Robotics

Key Knowledge -Successfully name, call and define a function within a program. Incorporate functions into algorithms to accommodate unpredictable repetition. To recognize the benefits and the potential drawbacks of automation upon society. Program an algorithm that caters to repetition efficiency. Correctly identify the need for a function over a loop. Accurately predict the outcome of an algorithm without running it.

Vocabulary- functions, functions (name), function (define), function (call), delay, sensor (all vocabulary form Autumn 1 a)

Key Skills Developed -Creating programs to guide robots

Music—Charanga - Glockenspiels 2

Key Skills – Exploring and developing playing skills as well as learning about the language of music through the glockenspiel. Children will learn to improvise, compose (both graphic and formal scores) and perform.

Key vocabulary -Glockenspiel, notes, pulse, rhythm, tempo, dynamics, notation, score, bar, stave, time signature, rest, minim, quaver, crotchet, semi breve, improvisation, performance.

PE -Dance/ Stamina and fitness

Key Skills—Freeze frames in routines. Practice and perform a variety of formations. Perform slide and roll, replicate a set phrase. Work collaboratively to sequence movements. Create a 5-action routine. To extend stamina, develop flexibility and build on strength.

Key Vocabulary-Improvisation, rehearse, director, choreographer, slide, formation, freeze frame, stamina, fitness, flexibility, strength.

PHSCE- Celebrating differences

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Accept that everyone is different	1. Judging by Appearances	I understand that, sometimes, we make assumptions based on what people look like	I try to accept people for who they are
Include others when working and playing	2. Understanding influences	I understand what influences me to make assumptions based on how people look	I can question why I think what I do about other people
Know how to help if someone is being bullied	3. Understanding Bullying	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure	I know how it might feel to be a witness to and a target of bullying
Try to solve problems	4. Problem-solving	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell	I can problem-solve a bullying situation with others
Try to use kind words	5. Special Me Puzzle outcome: Frames	I can identify what is special about me and value the ways in which I am unique	I like and respect the unique features of my physical appearance
Know how to give and receive compliments	6. Celebrating Difference: how we look ★ Assessment Opportunity	I can tell you a time when my first impression of someone changed when I got to know them	I can explain why it is good to accept people for who they are

Science

Unit Title—Living things in their habitats Scientist Focus—Jane Goodall

Key Knowledge— The process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. The children will explore reproduction in different plants, including different methods of pollination and asexual reproduction. They will recap their work in Year 3 by playing a game to name the parts of a flower. The children will have the opportunity to take cuttings from plants, creating clones of the parent plant. They will learn about different types of mammals and their different life cycles, making life cycle wheels to present their learning. Furthermore, the children will find out about Jane Goodall and her work with the now-endangered chimpanzees in Africa. They will explore metamorphosis in insects and amphibians, comparing their life cycles. Finally, the children will explore the life cycles of birds, and will write and star in their own wildlife documentary comparing the life cycles of different living things.

Key Vocabulary— Life cycle, sexual, asexual, penis, vagina. Sperm, egg, stamen, anther, ovule, gametes, pollination, reproduction, mammal, amphibian, insect, bird, stage, habitat, metamorphosis

Key Skills Developed— • Identify parts of a flower, Give one difference between sexual and asexual reproduction, Describe ways plants can be pollinated, Identify plants that reproduce asexually, Describe ways to grow new plants other than from seed, Identify the stages in the process of sexual reproduction, Identify different types of mammals, Give three facts about Jane Goodall, Describe threats faced by chimpanzees, Identify familiar animals that undergo metamorphosis, Order the stages of the life cycles of mammals, birds, insects and amphibians.

History/Geography

Unit Title—Marvellous Mapping

Key Knowledge—Marvellous Maps allows children to further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time.

Key Vocabulary— Atlas, map, index, symbol, Ordnance Survey, co-ordinates, longitude, latitude, grid reference, location, similarities, differences, compare, physical features.

Key Skills Developed—Use an index to find a place name, Find the correct page in an atlas by using the index, Explain why maps have symbols on them, Recognise some map symbols on an Ordnance Survey map, Give co-ordinates by going across first and then up, Find a location from four-figure coordinates, Find similarities and differences between photographs of the same location, Find differences between maps of the same location, Find a location on a page by using simple co-ordinates, Identify physical features on a map, Use a key to find out what a symbol means, Give four-figure co-ordinates for a location, Find similarities between maps of the same location.

Art/Design Technology

Unit Title—Mechanical Systems—making a pop up book

Artist Focus—Lothar Megendorfer

Key Knowledge— To know that mechanisms control movement, understand that mechanisms can be used to change one kind of motion into another, understand how to use sliders, pivots and folds to create paper-based mechanisms, To know that a design brief is a description of what I am going to design and make, To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.

Key Vocabulary—Aesthetic, CAD, Caption, Design, Design brief, Design criteria, exploded diagram, function, input, linkage, mechanism, motion, outputs, pivots, prototype, sliders, structure, template.

Key Skills Developed— Designing a pop-up book which uses a mixture of structures and mechanisms, Naming each mechanism, input and output accurately, Storyboarding ideas for a book, Following a design brief to make a pop up book, neatly and with focus on accuracy, Making mechanisms and/or structures using sliders, pivots and folds to produce movement, Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result, Evaluating the work of others and receiving feedback on own work, Suggesting points for improvement.

Outcomes—Produce suitable plans, produce a suitable structure, assemble all the necessary components for a book, hide the mechanical elements using spacers, use a range of structures and mechanisms to illustrate a story and make it interactive for the user, use appropriate materials.

PE

Dance PE Hub Unit1 & Exercise & Fitness

Key Vocabulary—Dance,mood, emotions, improvisation, choreographer,fomration,locomotion,Bangra,pivot

Music—Violins Mr Price

French—Dictionary Skills. Adjectives before the noun, traditional French foods, New verbs-learning what the infinitive means.

Term and Focus— Year 5 Autumn 2 2022

Kensuke’s Kingdom —Michael Morpurgo

Christian Value—Peace (Advent)

Enhancements—Children in Need, Worship alongside Y1 in church, Nativity, Christmas Fair

Cross-Curricular Maths

Geography— mapping co ordinates, area of maps, distance , perimeter & direction

Art— ratio mixing colours

Rainbow flag lesson—For a few and then many

Cross-Curricular Writing

RE— Diaries of gospels

Eye witness accounts of events

Geography— Description of islands

PSCHE— Celebrating Difference

Key Knowledge-I know about my own culture, I know my attitude towards people from different races, I know a range of strategies to manage my feelings in challenging situations, I know ways to encourage children who use wrong behaviours to make better change., I can appreciate the value of happiness regardless of material wealth, I respect my own and others cultures.

Key Skills Developed— I understand that cultural differences sometimes cause conflicts, I understand what racism is, I understand how name calling and rumour spreading can be bullying behaviours, I can explain the difference between direct and indirect types of bullying,, I can compare my life with those in the dev. world.

English

Key Texts-Kensuke’s Kingdom

Grammatical knowledge expanded noun phrases, word classes—modal verbs, adverbs of possibility, pronouns and relative clauses

Spelling rules—Twinkl Y5 1B word list. Words with silent letters, modal verbs and ‘ment’ suffix

Key genres-diary; Captains Log (Diary entries) fictional writing, newspaper report and descriptive writing.

Key vocabulary—character; narrative; dialogue; comparison, factual, expanded noun phrase (ENP) synonym, first person, relative clause, past, present, future, pronoun,

Maths

Focus—Multiplication and Division, Fractions

Key Knowledge—mentally multiply and divide numbers drawing on known facts; multiply and divide whole numbers by 10, 100 and 1000; identify multiples and factors including common factors and factor pairs for numbers, recognise and use square and cube numbers and recognise the notation for these; solve problems using multiplication and division; know and use the vocabulary of prime numbers and composite numbers; establish whether a number up to 100 is prime and recall prime numbers up to 19; Find equivalent fractions to both unit and non-unit fractions, recognise equivalent fractions, convert fractions, compare fractions, order fractions, add fractions, subtract fractions.

Key Vocabulary—multiply factor, multiple, prime, composite, square, cube, factor pair, lowest common factor, number fact, place value chart, problem solve, strategy, investigation, systematically, unit fraction, non-unit fraction, equivalent fraction, numerator, denominator, tenth, hundredth, fraction wall, relationship, parts, whole, half, quarter, third, mixed number, improper fraction, represent, bar model, greater than, less than, equal to.

RE

Unit Title—Christmas (The Gospels of Matthew and Luke)

Key Questions—Where in the Bible is the Christmas story? How are the stories in Matthew and Luke similar/different? How do our celebrations reflect the true meaning of Christmas? Where do the ideas of including a donkey and a stable in the story come from?

Key Knowledge— that the nativity is found in the gospels of Matthew and Luke, that the true meaning of Christmas is the celebration of the birth of Jesus, the son of God, Messiah, that different denominations of Christianity hold different beliefs views about Mary.

Key Vocabulary—Saviour, Messiah, Gospel, Matthew, Luke, nativity, Herod, incarnation and salvation.

Key Skills Developed—Identifying the two nativity stories and considering the purpose of the Gospel writers.

Computing

Unit Title—Robotics (Go Robot! Level 3)

Key Knowledge—Pupils create algorithms across multiple events to produce a self-driving car program capable of autonomy. Their robots must react to situations like collisions with walls and traffic lights changing, as well as having the ability to evade crashes with other robots. All actions are entirely pre-programmed and give pupils a sense of the vast amount of code included in modern autonomous vehicles. All actions are entirely pre-programmed and give pupils a sense of the vast amount of code included in modern autonomous vehicles. Their robots navigate a three-dimensional town and deal with unpredictable problems.

Key Vocabulary— command, algorithm, sequence, program, event, object, bug, debug, concurrency, values, for loop, loop forever, while/until loop, functions, automation, efficiency, autonomous, controls, logic, conditionals, decomposition, sensor.

Key Skills Developed— Correctly identify the most suitable event (or conditional) to deal with a potential encounter • Name multiple types of sensors available to my robot • Program an algorithm that caters to changing circumstances • Accurately predict the outcome of a multi-branch algorithm without running it

Science

Unit Title—Electricity

Scientist Focus—Thomas Edison, Nikola Tesla

Key Knowledge—explain the importance of major discoveries in electricity; understand how changing voltage effects a circuit; link this to the brightness of a bulb or loudness of a buzzer; understand variations in how components function; understand the importance of careful and accurate data collection; use results of a prior investigation to increase the accuracy of a further test

Key Vocabulary—electricity, electric current, alternating current, direct current, battery, cell, bulb, wire, switch, motor, buzzer, circuit, voltage, brightness, loudness,

Key Skills Developed— record and analyse observations including data of increasing complexity; explaining variations in results; plan an investigation using independent, dependent and controlled variables; reporting and presenting findings from enquiries, including conclusions and explanations of degrees of trust, in a variety of oral and written forms

History/Geography

Unit Title—Amazing Americas

Key Knowledge—that America is a two continents, North and South; that the two main languages on the continent are English and Spanish; that there are a variety of climates in America and what those climates are; the names and locations of principal rivers in North America; the variety in physical geography in North America and the names and locations of oceans, mountain ranges, deserts and other physical features; the position of the major cities of North America; the key features of American landmarks, how presidents are elected

Key Vocabulary—continent, equator, language, population, trade, economy, river, mountain range, Washington DC, Chicago, Appalachians, Rockies, Mississippi, desert,

Key Skills Developed—locate places on a world map; suggest their own questions for investigation, analyse evidence and grow conclusions, identify significant locations and environments, use atlases to find physical features, use primary and secondary sources of evidence

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 ;work with a team/partner.

PE

Key Skills—dance of the 20th Century, stamina and fitness

Key Vocabulary—routine, choreograph, count, rhythm, sequence, flexibility , exercise, strength, health

Music—Charanga Unit -
Fresh Prince of Bel Air—Hip Hop

French—Catherine Cheater - using plurals in sentences,
reciting poems, traditional French dance

Term and Focus—Autumn 2 Y6

March On! Christine King Farris

Christian Value—Peace

Cross-Curricular Maths

Science—presentation of results

Geography—presenting climate information

DT—measuring accurately

Cross-Curricular Writing

RE—Newspaper Report

Geography—Brochure for American Tourist Attraction

Enhancement Ops

House Captain speeches

Selling poppies for Remembrance

Making waist coats

Nativity

PSHCE—Celebrating Difference

Learning Intentions: understand there are different perceptions about what normal means; understand how being different could affect someone’s life and the equality act (age, gender reassignment, race, religion, pregnancy, disability, sex, sexual orientation - protected characteristics) ; explain some of the ways in which one person or group can have power over another; know some of the reasons people use bullying behaviours; give examples of people with disabilities who lead amazing lives; explain ways in which difference can be a source of conflict and a cause for celebration

Social and emotional development: empathise with people who are different; aware of their attitude to people who are different; know how it can feel to be excluded or treated badly by being different in some way; give a range of strategies for managing feelings in bullying situations and for problem-solving when I’m part of one; appreciate people for who they are; show empathy with people in either situation

English

Key Texts-March On—Christine King Farris

Grammatical knowledge developed-word classes, subjunctive form

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-eye witness account, chronological report, biography

Key vocabulary—civil rights, segregation, integration, activist, justice, injustice, law, noun, abstract, concrete, common, proper, collective, verb, auxiliary, action, adjective, adverb, determiner, pronoun, conjunction, preposition, subjunctive, subject, object

Maths

Focus—Fractions

Key Knowledge—simplifying fractions and finding equivalents; placing fractions on a number line; comparing and ordering fractions by denominator and numerator; adding fractions (including improper fractions and mixed numbers); subtracting fractions (including improper fractions and mixed numbers); multiplying fractions by whole numbers; multiplying fractions by fractions; dividing fractions by whole numbers; finding fractions of an amount; finding the whole from a fraction of an amount;

Key Vocabulary—fraction, denominator, numerator, mixed number, improper fraction, simplify, multiple, lowest common multiple (LCM), factors, highest common factors (HCF), simplify, equivalent, multiply, divide,

RE

Unit Title—How do Christians prepare for Christmas?

Key Questions—What is Advent? When is Advent? Why is Advent a time of preparation? What is being prepared for during Advent? What has this unit taught you about what it means to be a Christian? What has this unit taught you about Christian beliefs? Have you learnt anything about yourself from this unit?

Key Knowledge—Advent is a time when the church focusses prayer on the second coming of Christ; different denominations within Christianity hold differing beliefs about the importance and status of Mary; the themes of Advent tell the ‘big story’ of God’s salvation plan; Christians believe that Jesus is the promised Messiah, but Jewish people do not.

Key Vocabulary—Advent, prophet, prophesy, John the Baptist, Messiah, annunciation, incarnation, Mary

Key Skills Developed—describe the symbolism, practices, beliefs and themes of the season of Advent; explain the ways in which Jesus fulfilled the Old Testament Prophecies; express and explain their hopes and dreams for the future; use religious vocabulary to show they understand the themes of Advent; express their opinion about what they think the message of John the Baptist would be today.

Computing

Title – Computer Science: Robotics

Key knowledge – I know how to: analyse a pre-existing game; define the word 'variable' and give examples for its use in programming; create and name a variable; implement a system using variables which will replicate the process of counting upwards using integers; use conditionals in my program to trigger code when specific physical movements are made.

Key vocabulary – command, algorithm, sequence, state, random, transparency, value, obstacle, loop variants, program, event, object, bug, debug, pixel, negative, concurrent, coordinate, axis.

Key skills developed – I can: identify the correct loop to use for a specific purpose; use movements, animations and sound effects to mimic emotion; code my algorithm to randomise an outcome; identify and code various states of play in a game.