

Past and Present
(History)

Unit Title - Transport and how it works

Key Knowledge - I know how to use books and ICT to look at vehicles, how they have changed and how they work.

Key vocabulary - old, new, steam, machines, move

Key skills - Children will learn about vehicles from the past and how they have now changed.

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

Unit Title - Journeys

Key knowledge - I know how to use the IWB and books to look at different journeys taken by a variety of vehicles

Key vocabulary - move, travel, trip, where to?, time, distance

Key skills - Children will look at different journeys (The Train Ride)

Natural World
(Science and Physical
Geography)

Unit Title - forces

Key knowledge - I know how to use different materials to explore forces that can be felt.

Key vocabulary - pull, push, roll, gravity

Key skills - Children will learn that there are forces that work around us and control how things move.

Computing

Unit Title - Digital Citizenship

Key Knowledge - I know that sometimes I need to switch off my devices.

Big Questions - Why is it important to switch off our devices? Why do I need screen free time? When should I use the internet?

Key Skills - I can: choose when to switch my device off to give me screen free time; say what I should and shouldn't do online; explain why some sites are not for me?

Key Vocabulary - website, YouTube, device, switch off, screen free

RE

Unit Title - Stories Jesus Heard

Key Knowledge - Jesus listened to and learned Old Testament stories.

Old Testament stories teach us about God. (Noah's Ark)

Key Questions - What stories did Jesus hear when he was a boy? Do you like listening to stories? What are your favourite stories? Where and when do you hear stories? Who tells you stories?

Vocabulary - Bible, Old Testament, God, Jesus, Creation, Noah, Joseph, Moses, , David, Goliath and Israelites

Skills Developed - recall/retell some of the Old Testament stories Jesus heard. talk about their favourite stories. talk about their feelings and experiences.

PE
(PE Hub)

Unit Title - Speed Agility Travel (Unit 1)

Key Skills - Demonstrate agility in a variety of games. Recognise & follow instructions. Experiment different starting & stopping positions. Perform fast & slow movements. Show control to stop & perform actions.

Key vocabulary - pause, prepare, freeze, high, low, switch, agility, music, beat.

Music

Charanga Unit - Everyone! - Mr Power

PSED
(PSHCE)

Jigsaw - Dreams & Goals
Text - Noah's Ark

Unit Title - Jigsaw - Dreams and Goals

Key knowledge - I know what a challenge is, to never give up, to set a goal, overcome obstacles

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

Key skills - I can understand what a challenge is. I can keep trying until I can do something. I can set a goal & work towards it. I know some kind words. I can think about jobs I may want to do when I am older. I can feel proud when I achieve a goal.

Nursery

Spring 1

How things work

Key Texts - Bob The Builder, Dig, Dig, Digging, The Train Ride, The Wheels on the Bus. Harry and the robots.

Christian Value - Trust

Environment Writing and Maths

Start to write some letters from their name on their work

Notice shapes in the classroom

Measure items in the classroom

Enhancement Ops

Chinese New Year - 22nd January

Safer Internet Day - 7th February

Literacy

Key Texts - Bob the Builder, Dig Dig Digging, The Train Ride, Wheels on the bus.

Phonics - Level 1 - Twinkl Phonics

Key knowledge- 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

Unit Title - Shape - to use shapes appropriately for a task.

Measure - Use a variety of measuring equipment to measure and compare

Key knowledge - I know how to use 2d and 3d shapes o build models and make pictures. Identify shapes and use to make repeating patterns. Learn shape properties.

Key vocabulary - 2d, 3d, sides, corners, circle, triangle, square, rectangle, sphere, cube, cylinder, pyramid, length, height, tall, taller, tallest, small, smaller, smallest.

Creating with Materials
(Art and DT)

Unit Title - Media and materials

Key knowledge - I know how to use various construction materials to create models, selecting appropriate resources (large scale junk modelling - vehicles & robots)

Key vocabulary - build, create, join, attach

Key skills - Children will find their own way of representing objects through drawings, paintings and model making

Being Imaginative and
Expressive
(Art and Music)

Unit Title - Charanga Unit - Everyone! (Mr Power)

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

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

Key skills - Children will join in with the songs, following the lead.

PSED (PSHCE)

Unit Title

Dreams and Goals

Key Knowledge

I know what a challenge is; I know that it is important to keep trying; I know what a goal is; I know how to set goals and work towards them; I know which words are kind; I know some jobs that they might like to do when they are older; I know that I must work hard now in order to be able to achieve the job I want when I am older; I know when I have achieved a goal.

Big Questions

What job would you like when you are older?

Key Skills

I can understand that challenges can be difficult; I can recognize some of the feelings linked to perseverance; I can talk about a time that I kept on trying and achieved a goal; I can be ambitious; I can show resilience; I can recognize how kind words can encourage people; I can feel proud; I can celebrate success.

Vocabulary

Feelings, resilience, ambition, perseverance, trust, achieve, success, goals.

Understanding the World: Technology (Computing)

Unit Title - Digital Citizenship

Key Knowledge - I know that: I need a break from screen time every day; when I am uncomfortable about something I have seen on a device I must tell a grown up; I mustn't tell strangers anything about myself online.

Big Questions - Why do I need a break from my device? Why shouldn't I share information about myself online?

Key Skills - I can: explain why it is important to take breaks from my devices; know what it is safe to do on the internet; know that people can pretend to be different people online.

Key Vocabulary - Device, internet, share, safe

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

Unit Title People That Help Us- Emergency Services

Key Knowledge I know and can talk about every day heroes in my family and community. I know the name and can describe people who are familiar to me and can help me; I know that some places are special to members of my community; I know that people have different beliefs and celebrate special times in different ways; I know some similarities and differences between life in this country and other countries.

Big Questions Who can help you? How do emergency services help us? What type of her

Key Skills : I can draw and label different services and people who can help me.; I can sort emergency services their vehicles and tools

Natural World (Science and Physical Geography)

Unit Title

Changing Seasons and Animals.

Key Knowledge-I know the natural world around me; I know what I can see, hear, feel and smell whilst outside; I know my senses; I know the effect of the changing seasons on the natural world around me; I know about animals and their babies; I know lifecycles.

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

Key Skills- I can explore the environment and living things; I can describe what I can feel, see, hear, touch and smell; I can identify changes.

Vocabulary- Environment, habitat, cycle, change, decay, growth.

RE

Unit Title

Stories Jesus Told

Key Knowledge

I know that: Jesus told stories and that they are found in the Bible; Jesus told the stories to teach people about God.

Big Questions - Where will you find the stories which Jesus told? To whom did he tell these stories? What do the stories teach us? Why did Jesus tell stories?

Key Skills - I can: identify a Bible; recall/retell some of Jesus' stories; talk about my own experiences and feelings.

Key Vocabulary - Jesus, Bible, parable, gospels and God

PE

Unit Title Gymnastics

Key Knowledge

I know how to have good control and co-ordination in large and small movements through gymnastics; I know how to sequence a range of movements and shapes

Big Questions

How will you move your body? Will you create a slow movement or a fast one?

Key Skills

To develop confidence in fundamental movements, To learn and refine a variety of shapes, jumps, balances and rolls, To link simple balance, jump and travel actions

Vocabulary

Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, pattern, movement, direction

Understanding the World Past and Present

Unit Title

How emergency services have changed.

Key Knowledge

I know how to comment on images of familiar situations in the past; recognise people in the community who help us.

Big Questions

Who helps us? How do they help us? What transport do they use? Has it changed over time?

Vocabulary

Past, present, change, similar, difference

Reception

Spring 1

Not All Heroes Wear Capes

Key Texts

Supertato, Busy People stories

Christian Value

Trust

Environment Maths

Exploring mass and capacity when investigating the natural world.

Numbers to 5 in provision

Environment Writing

Labelling colour and flowers
plants collected for displays
Mark making in provision

Enhancement Ops

Potential visits from emergency services in the community- Mrs West road patrol, fire service, PCO

Potential visit to the library

Literacy

Key Texts

Supertato by Sue Hendra and Paul Linnet, Busy people series (Police, Firefighter, Vet)

Key Knowledge

Reading: Comprehension/ Word Reading; 2 and 3 consolidation — I know that I can blend for reading and segment the sounds for spelling. I know how to practice reading high frequency words. I know to practice reading and writing captions and sentences.

Writing: Build understanding and application of phase 2 and 3 phonics. I know that I can begin to write caption and sentences and understand each element of sentence structure.

Big Questions

What is the genre of this book? Who is the Author? Who is the Illustrator? Where will you find the blurb? What does it tell us?

Key Skills

I can blend to read and segment to spell; I can practice reading Quick words- the, to, and, I, go, no, he, she, we, me, be, was, my, no, go, you, they; I can write along the line using finger spaces and full stops.

Vocabulary

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

Maths

Unit Title

Alive in 5; Growing 6,7,8

Key Knowledge-Number

I know 0; I know how to compare numbers to 5; I know the composition of 4 & 5; 6,7 & 8; I know how to make pairs; I know to combine 2 groups.

Measure, Shape and Spatial Thinking.

I know how to compare mass (2); I know how to compare capacity (2); I know length & Height; I know time.

I know to build on prior knowledge when comparing numbers; I know one quantity can be more than, the same as or fewer than another quantity; I know to use a range of representations to support this understanding; I know to develop understanding that numbers are made up of smaller numbers; I know to make comparisons and develop language when estimating/measuring quantities; I know to explore capacity and build upon prior learning making direct and indirect comparisons.

Big Questions- How many ways can you make 4, 5, 6, 7 and 8? How will you measure it?

Key Skills- I can compare numbers to 5; I can use number bonds up to 8; I can add two groups; I can compare quantities; I can compare length and height; I can make comparisons.

Vocabulary- Equal to, lighter, heavier, heaviest, lightest

Creating with Materials (Art and DT)

Unit Title

Sculpture and 3D: Creation station

Key Knowledge

To understand how they can manipulate clay and playdough e.g. push, squash, pinch, To understand how to use materials to create a scene, To understand how to copy a design,

Big Questions

Can you make a shape with clay? Can you use materials in different ways? How is clay different to play dough?

Key Skills

I can explore clay and it's properties, I can explore playdough and its properties, I can create natural landscapes using found objects, I can make a 3D animal sculpture, I can use tools with safety and confidence,

Vocabulary-smooth, push, pull, twist, bend, stretch, roll, squash, pinch, cut, chop, slice, landscape, collage, 3D art, join, smooth

Being Imaginative and Expressive

(Art and Music)

Unit Title

Everyone- Explore family and friends people and music from around the world.

Key Knowledge

I know to listen attentively; I know to move and talk about music; I know how to express my feelings and responses; I know how to return to and build upon prior learning; I know how to refine ideas and develop my ability to represent them; I know how to watch and talk about dance and performance art, express my feelings and responses.

Science

Unit Title— Materials

Scientist Focus— Rosalin Franklin.

Key Knowledge— To know the names of different materials, to group the materials as wood/metal/plastic/fabric etc. To be able to sort the materials into groups and explain the reason for sorting, to label the properties as hard, soft, rough, smooth, bumpy, warm, cold, textured etc. To be able to use and explain the vocabulary. To know how to plan an investigation, to compare the results of the investigation and to write a prediction linked to this. To talk about the meaning of the investigation headings.

Investigate—best material for teddies hat/sledge. (observing)

Key Vocabulary— hard, soft, rough, smooth, bumpy, warm, cold, textured, wood/metal/plastic/fabric, materials, waterproof.

Key Skills Developed— Investigative work, observations, using the senses, predictions, planning, describing, explaining what they have found out.

PE-gym

Key Skills— To perform basic gymnastic skills, turn, twist, spin, rock, roll. To perform longer phrases with confidence.

Send and return skills— send a ball or beanbag using bat or hand, move towards a ball to return, send and return a variety of balls.

Music—Charanga Unit

In the Groove. Find the pulse, clap to the rhythms, play the instruments and perform with instruments along with the track.

Year1-Spring 1

Explorers

Key text—The way back home.

Christian Value— Trust

PSCHE Focus— Our families.

Cross-Curricular

Maths chart through science.

Non-fiction books through History.

Geog-where the explorers go, where is China.

Writing-Write reports about different explorers, write a diary in the role of an explorer

PSHCE-Jigsaw

Being me

Trying an activity when it is difficult or challenging.
Working with a partner and keeping a positive attitude.
Helping others achieve their goals and working towards our own.

Vocab-*Success, Celebration, Challenge, Internal treasure chest, Feelings, Goals, Dreams, obstacle, overcome, achievement, team work, proud and process.*

Enhancement Ops

Chinese New Year.

Role play-explorers area (space)

Visit from clergy to explain baptism/role play

English

Key Texts— The way back home by Oliver Jeffers, What ever next,

Grammatical knowledge developed— repeating sentence rules fs/cl. Singular and plural by adding s/es.

Spelling rules— phase 5 phonics.

Key genres— Narrative, instruction and non-chronological report.

Key vocabulary— full stops, capital letters, spaces, adjectives, word endings, fiction, blurb, description, plan, sequence of events, characters, non-chronological report, instructions.

Maths

Focus— Place value within 20

Key Knowledge— Count within 20, Understand numbers 10-20, 1 more and 1 less than a given number, The number line to 20, Use a number line to 20, Estimate on a number line to 20, Compare numbers to 20, Order numbers to 20

Key Vocabulary— add/plus/increase/more than/subtract/take away/decrease/less than/minus. Multiples, groups of, sequence, number order.

RE Unit Title— 1:7 Baptism

Key Questions—What does it mean to 'belong'? What is Baptism? Why are some people baptised? Why is baptism special? What is a promise? Where is it kept? How is it kept? What makes you feel as if you are part of God's family?

Key Knowledge— An understanding of what baptism is, that Jesus was baptised by John, to visit the Church to see where a baptism takes place, to know if they were baptised or similar, to act out a baptism.

Key Vocabulary— Baptism, font, Christening, Vicar/Minister, Godparents, candle, water and belonging

Key Skills Developed— role play, putting themselves in a situation, identify a baptism through photographs, to retell the story when Jesus is baptised, to ask questions about their own baptism and to understand why they aren't baptised. To have a feeling of belonging.

Computing-Unit Title—E safety

Key Knowledge— Describe how to behave online in ways that do not upset others and give examples, recognize on line that you can say no, somebody who makes them feel sad, uncomfortable, embarrassed, or upset• Understand who a 'Trusted Adult' is and that I can seek their support• Identify how and why someone might appear differently online •List some of the different ways the internet can be used• Know to keep personal details 'private' online

Key Vocabulary— Privacy, Security, True/False, Import

Key Skills Developed— rom importing images located in the camera roll and digitally drawing their Trusted Adult. Use technology and the internet as a means for growth, learning, and inspiration. How to use technology safely, keep details private, where to go for help, create, organize, store, manipulate and retrieve digital content.

History/Geography

Unit Title— Great Explorers

Key Knowledge— To understand the criteria that makes a person significant in History, know some of the great explorers have helped us to understand more about the world, and beyond. Talk about the key people and others they already know. To know where the people and events they study fit within a chronological framework, use a timeline. To find out about Ibn Battuta, an early explorer, Neil Armstrong, Amelia Earhart —compared to Bessie Coleman and Robert Falcon Scott. Think about explorers today and where they could explore.

Key Vocabulary— past, present, explorers, important, significant, famous, experience, in our lifetime, national, international, achievements,, missions, expeditions, traveller, voyage, legacy. astronaut

Key Skills Developed— simple research, evidence finding, linking past to the present, labelling, deciding how we know it's a true fact. An awareness of the past, using common words and phrases relating to the passing of time.

Art/Design Technology

Unit Title—Painting and mixed media: Colour splash

Artist Focus – Jasper Johns, Clarice Cliff

Key Knowledge- I know that: the primary colours are red, yellow and blue; primary colours can be mixed to make secondary colours; a pattern is a design in which shapes, colours or lines are repeated.

Big Questions— What happens when we mix primary colours together? What are the colours made by primary colours called? What are the secondary colours? Which numbers can you see in Jasper Johns' work? How can you make a clear print?

Key Vocabulary— blend, hue, kaleidoscope, pattern, mix, primary colour, secondary colour, print, shade, space, texture, thick, concentric circles, silhouettes.

Key Skills Developed— I can: investigate how to mix secondary colours; apply knowledge of colour mixing when painting; explore colour when printing; apply painting skills when working in the style of an artist.

Science

Unit Title— Uses of everyday materials

Scientist Focus— Charles Macintosh

Key Knowledge— identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Key Vocabulary— wood, metal, plastic, glass, brick, rock, paper, cardboard, suitable, material, solid, waterproof, opaque, translucent, transparent,

Key Skills Developed— performing simple tests, identifying and classifying

PE - Gymnastics 2/ Send and Return

Key Skills— Develop body managements through floor exercises. Use core strength to link recognized gymnastic elements, attempt to use rhythm while performing a sequence. Track a ball over a net, hit and return a ball

Key Vocabulary—balance, body tension, carry, control, extension, hang, high, jump, link, low moment, muscle, rock, roll, sequence, shape, speed, spin, strength, hit, collect, throw, feed, pick up, serve, bounce.

Music

Tempo, Dynamics and Chinese dragon dance drumming
Charanga- I wanna play in a band

English

Key Texts- The Great Race, The Magic Paintbrush

Grammatical knowledge developed- using conjunctions (and, but, because, so, or); use apostrophes for contraction and possession; sentence types (exclamation, question, command, statement); write simple exclamation sentences;

Spelling rules— spell common exception words; 'al' and 'il' saying /l/ , 'eer' saying /ear/, ture saying /cher/, 'mb' saying /m/ Adding -ed and -er to words ending in 'e' Adding -est and -y to words ending in 'e' apostrophes for possession

Key genres- riddle poem, narrative, persuasive letter

Key vocabulary- text, fiction, non-fiction, description, riddle poem, setting, character, personality, appearance, persuasion, noun, adjective, verb, adverb, capital letter, full stop, question mark, apostrophe, suffix, exclamation, question, command, statement

Geography

Unit Title— Let's go to China

Key Knowledge— I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Manchester), and of a small area in a contrasting non-European country (Beijing, China),

Key Vocabulary— China, Beijing, Shanghai, Yellow River, Asia, map, aerial photograph, atlas, continents, country, city, landmark

Key Skills Developed— To recognise features on an aerial photograph and map, To devise a simple map, To identify human and physical features.

Year 2

Spring 1

Let's Go To China

Key text— The Great Race, The Magic Paintbrush

Christian Value— Trust

Maths

Focus— Multiplication, division, time

Key Knowledge—

recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, calculate mathematical statements for division within the multiplication tables and write them using the division (÷) and equals (=) signs, show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot, solve problems involving division. To tell the time to five minute intervals, to solve problems involving time.

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 hour, minutes, seconds, o'clock, half past, quarter-to, quarter-past.

Art

Unit Title— Formal elements of art

Key Knowledge— I know that pattern is created by repeating lines, shapes, tones and colours; I know how to take a rubbing; I know that the tool that I use will change how my rubbing technique; I know that I can create a picture from the rubbings that I have made; I know that none means the lightness or darkness of something;

Vocabulary— pattern, rubbing, texture, frottage, Max Ernst, collage, 3D, tone, shade, Ed Ruscha, light, dark, opaque, transparent, smudge

Key Skills Developed— To repeating patterns; To explore different textures; To create a picture using collage and frottage; To create a 3D drawing; To apply an understanding of tone to create a 3D drawing

PSHCE

Focus- Dreams and goals

Key Objectives- I can; choose a realistic goal and think how to achieve it, persevere even when I find things difficult, recognise who I work well with and who is more difficult to work with, work well in a group, tell you some ways I worked well, share success with other people.

RE

Unit Title—Jesus, friend to everyone

Key Questions— What is a miracle? Why are these stories important? Why did Jesus welcome everyone? I wonder how it felt to meet Jesus? What did Jesus want us to learn from his behaviour? What do these stories reveal about Jesus?

Key Knowledge— I know; that the stories we have read can be found in the Gospels in the New Testament, we believe the miracles reveal Jesus as the Son of God, that Jesus was teaching us to be a friend to everyone.

Key Vocabulary— Miracle, New Testament, Gospels, faith and trust

Key Skills Developed— I can; retell the stories about Jesus covered in this unit, tell you how these stories reveal Christian beliefs about Jesus, talk about my own experiences and feelings, respond sensitively to questions about my own and others experiences and feelings, make links between the way a person behaves and what that person believes.

Computing

Unit Title— Internet Safety - Safe 'Surfin'

Key Knowledge—Understand how search engines work, recognise how search engines work, understand what is real and what is make believe, understand that not everything you read is true, understand why someone might spread misinformation. Identify what information I can find online.

Key Vocabulary—privacy, security, true, false, import, search engine, voice activation, cyber-bullying, private information, digital footprint, navigate, appropriate/inappropriate

Key Skills Developed— use technology safely and respectfully, keeping personal information private, identify where to go for help and support if they have a concern about content or contact on the internet or online technologies. Use technology purposefully to create, organise and store information.

Enhancement opportunities

Great wall of china building,

Chinese New Year Celebration,

Cross curricular writing

Geography- write a letter to sister school in China

RE- write a recount of a story about Jesus from the bible

Cross curricular maths

Art- shapes and patterns

Science

Unit Title—Light

Scientist Focus—Justus Von Liebig

Key Knowledge- I know that: we need light to see; some surfaces are reflective; the sun’s light can be dangerous; shadows change when the distance between an object and a light source changes

Big Questions- How do we see things? How are shadows formed? Where does light come from?

Key Vocabulary—light, observe, size, distance, energy, beam, ray, travel, straight, opaque, translucent, transparent, block, shadow, source, dark, reflect, mirror, smooth, shiny, rough, scatter, reverse, sun, beneficial, dangerous, glare, bright, damage, UV light, UV rating, spectrum, pupil, retina, protect, direct, sunglasses.

Key Skills Developed—I can: identify light sources; understand that we need light to see and that dark is the absence of light; understand that light travels in a straight line and that a shadow is formed when a solid object blocks light; understand how shadows change size; identify reflective surfaces and how they reflect light; understand that the Sun can damage our eyes; understand how to protect our eyes from the Sun; recognise that a mirror appears to reverse an image; identify some parts of the eye.; identify opaque, translucent and transparent objects

PE-Gymnastics unit 2

Mr. Juliff– Tennis

Key Skills– I can: perform a japana; use bounces & broad jumps in a sequence; attempt a half lever; transition from a japana to another shape; perform some dynamic & static stretches; show strength, flexibility and control in a sequence.

Big Questions– How can I make transitions smooth? How can I show good extension? How can I improve body tension? How can we improve our own and others’ performance?

Key Vocabulary– japana, dish, arch, front support, straddle, unison, half lever, transition, box splits, extension

English

Key Texts- Under The Volcano, Fragile Earth, Not For Me please I choose to act green, Be The Change-Poems to help you save the world.

Grammatical knowledge developed- time, cause and effect conjunctions, adverbs for time, place, cause– then, next, soon, therefore, prepositions for time, place & cause

Spelling rules- short i spelt using y, adding suffixes rules: er, ed, ing, en; prefixes mis and dis, k sound spelt with ch, homophones

Key genres- explanations; non-chronological reports; eye-witness account, rhyming and non-rhyming poetry, persuasion, newspaper report, biography

Key vocabulary- headings, sub-headings, paragraphs, present tense, past tense, chronological order, bullet points, fact boxes, factual language, technical language, formal tone, diagrams/illustrations with labels, orientation, main body, quotes, concluding paragraph, end rhyme

Music—Charanga Unit- Let your spirit fly

Geography

Unit Title– Extreme Earth

Key Knowledge– I know that: layers make up the Earth; volcanoes are made up of key parts; volcanoes are found in certain areas; volcanoes affect people’s lives; earthquakes are caused by the earth’s tectonic plates moving and there are safety rules to follow during an earthquake; earthquakes are measured using the Mercalli scale; a tsunami is caused by an earthquake under the ocean and cause damage by displaced water; tornadoes form by a swirling funnel of air from clouds; scientists collect data about storms

Big Questions– What is a volcano and how is it formed? What are the main features? Do we get volcanoes in the UK? What happens when a volcano is erupting?

Key Vocabulary—Topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, magma, Volcano, eruption, main vent, crater, magma chamber, active, dormant, extinct, epicentre, shock wave, magnitude (power/ strength), Richter, Mercalli, tsunami, tornado

Key Skills Developed– I can: use IT to research famous volcanoes, earthquakes and tsunamis; make models of volcanoes and earthquakes; explain how volcanoes are made; make music to represent earthquakes or volcanoes; interpret technical vocabulary

French

Numbers 7-10

Greetings

Vowels and consonants

Verbs

Maths

Focus- Multiplication and Division, Measurement (Length and perimeter)

Multiplication and division

Key Knowledge— 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 two-digit numbers times one-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 objects.

Measurement: Length and perimeter

Key knowledge— Measure in mm, cm and m.

Find equivalent lengths in m and cm and cm and mm.

Compare, add and subtract lengths.

Measure and calculate perimeter.

Key Vocabulary— multiples, division, array, greater/less than, partitioning, exchange, metres, centimetres, millimetres, equivalent, compare, perimeter.

Year 3

Term — Spring 1

Focus—Extreme Earth

Key texts—Under The Volcano, Fragile Earth, Not For Me please, I choose to act green, Be The Change-Poems to help you save the world.

Christian Value—Trust

Art/Design Technology

Unit Title— Mechanical systems—Pneumatic toys

Key Knowledge- I know that: pneumatic systems can be used as part of a mechanism; pneumatic systems operate by drawing in, releasing and compressing air; pneumatic systems are used in a variety of everyday objects.

Big Questions– What is a mechanism? Can you identify products that use pneumatics? What does ‘pneu’ mean? What is a pneumatic system? What products use pneumatic systems?

Key Vocabulary— mechanism, pivot, pneumatic system, output, thumbnail sketch, adapt, reinforce, lever, linkage system, input, component, research, properties, motion.

Key Skills Developed— I can: understand how pneumatic systems work; design a toy that uses a pneumatic system; create a pneumatic system; test and finalise ideas against design criteria.

Cross-Curricular Maths

Measurement in Science and Geography, natural disaster statistics

Cross-Curricular Writing

Geography-create a news bulletin or eye witness account of natural disasters,

Tornado shape poetry

RE- Unit Title- 3.1 Called by God

Key Knowledge– I know that: in the Old Testament prophets were called by God to give his message to the people; the prophets were telling the people to turn back to God and mend their relationship with him; the message of the prophets is part of God’s big salvation plan; people’s lives are changed as they are called by God today and they respond in a variety of ways e.g. ordination, ministry in the local church and ministry work abroad

Big Questions– What does it mean to be called by God? In what ways does God call people? How does God speak to people? What sorts of tasks does God call people to do? Who has been/or could be called by God?

Key Vocabulary –prophet, God, Old Testament and the names of the prophets, ministry and ordination

Key Skills– Reflect, interpret

PSHE Unit Title– Dreams and Goals

Key knowledge- I know that: in life there can be difficult challenges & successes; I am motivated and enthusiastic about new challenges

Big Questions-What would you like to be when you are older? E.g. fireperson

Key vocabulary-perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, teamwork, enterprise, cooperation, strengths, motivated, enthusiastic, excited, efficient, responsible, frustration, solution, learning, celebrate, evaluate

Key skills developed– I can: have a dream/ambition; enjoy facing new challenges and working out how to achieve them; recognise obstacles which may hinder my achievement and can take steps to overcome them; evaluate my own learning and identify how it can be better next time

Enhancement Ops

R.E– member of clergy to visit Y3. Pupils to ask them about their calling and how it changed and affects their life.

Chinese New Year

Internet safety

Tornado tonal drawing

Volcano painting

Computing

Unit Title– E-safety (My Life Online—MYLO)

Key Knowledge– I know that: the internet is a vast resource; our online identities are inextricable from our ‘real’ selves; it is important to stay safe online; it is important to maintain a positive contribution to the world around us; I can follow the ‘Stop Block Tell’ plan of action if approached by a stranger online.

Big questions- Why is it important to stay safe online? What is cyberbullying? What is our identity?

Key Vocabulary– privacy, security, true/false, import, digital footprint, private information, appropriate/inappropriate, cyber-bullying, consent, copyright, opinions, social media, reputation.

Key Skills Developed– I can: discover what it means to have an identity, and how our online selves are an aspect of our identity; recognise forms of cyber-bullying, how this makes others feel, and how to access support; understand the concept of ‘consent’ in online contexts; have a healthy attitude towards being online; understand my creative rights and what it means to ‘own’ content.

Science

Unit Title—Light

Scientist Focus—Justus Von Liebig

Key Knowledge- I know that: we need light to see; some surfaces are reflective; the sun's light can be dangerous; shadows change when the distance between an object and a light source changes

Big Questions- How do we see things? How are shadows formed? Where does light come from?

Key Vocabulary—light, observe, size, distance, energy, beam, ray, travel, straight, opaque, translucent, transparent, block, shadow, source, dark, reflect, mirror, smooth, shiny, rough, scatter, reverse, sun, beneficial, dangerous, glare, bright, damage, UV light, UV rating, spectrum, pupil, retina, protect, direct, sunglasses.

Key Skills Developed—I can: identify light sources; understand that we need light to see and that dark is the absence of light; understand that light travels in a straight line and that a shadow is formed when a solid object blocks light; understand how shadows change size; identify reflective surfaces and how they reflect light; understand that the Sun can damage our eyes; understand how to protect our eyes from the Sun; recognise that a mirror appears to reverse an image; identify some parts of the eye.; identify opaque, translucent and transparent objects

Geography

Unit Title— Extreme Earth

Key Knowledge— I know that: layers make up the Earth; volcanoes are made up of key parts; volcanoes are found in certain areas; volcanoes affect people's lives; earthquakes are caused by the earth's tectonic plates moving and there are safety rules to follow during an earthquake; earthquakes are measured using the Mercalli scale; a tsunami is caused by an earthquake under the ocean and cause damage by displaced water; tornadoes form by a swirling funnel of air from clouds; scientists collect data about storms

Big Questions— What is a volcano and how is it formed? What are the main features? Do we get volcanoes in the UK? What happens when a volcano is erupting?

Key Vocabulary—Topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, magma, Volcano, eruption, main vent, crater, magma chamber, active, dormant, extinct, epicentre, shock wave, magnitude (power/ strength), Richter, Mercalli, tsunami, tornado

Key Skills Developed— I can: use IT to research famous volcanoes, earthquakes and tsunamis; make models of volcanoes and earthquakes; explain how volcanoes are made; make music to represent earthquakes or volcanoes; interpret technical vocabulary

Art/Design Technology

Unit Title— Mechanical systems—Pneumatic toys

Key Knowledge- I know that: pneumatic systems can be used as part of a mechanism; pneumatic systems operate by drawing in, releasing and compressing air; pneumatic systems are used in a variety of everyday objects.

Big Questions— What is a mechanism? Can you identify products that use pneumatics? What does 'pneu' mean? What is a pneumatic system? What products use pneumatic systems?

Key Vocabulary— mechanism, pivot, pneumatic system, output, thumbnail sketch, adapt, reinforce, lever, linkage system, input, component, research, properties, motion.

Key Skills Developed— I can: understand how pneumatic systems work; design a toy that uses a pneumatic system; create a pneumatic system; test and finalise ideas against design criteria.

PSHE Unit Title— Dreams and Goals

Key knowledge- I know that: in life there can be difficult challenges & successes; I am motivated and enthusiastic about new challenges

Big Questions-What would you like to be when you are older? E.g. fireperson

Key vocabulary-perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, teamwork, enterprise, cooperation, strengths, motivated, enthusiastic, excited, efficient, responsible, frustration, solution, learning, celebrate, evaluate

Key skills developed— I can: have a dream/ambition; enjoy facing new challenges and working out how to achieve them; recognise obstacles which may hinder my achievement and can take steps to overcome them; evaluate my own learning and identify how it can be better next time

PE-Gymnastics unit 2

Mr. Juliff— Tennis

Key Skills— I can: perform a japana; use bounces & broad jumps in a sequence; attempt a half lever; transition from a japana to another shape; perform some dynamic & static stretches; show strength, flexibility and control in a sequence.

Big Questions— How can I make transitions smooth? How can I show good extension? How can I improve body tension? How can we improve our own and others' performance?

Key Vocabulary— japana, dish, arch, front support, straddle, unison, half lever, transition, box splits, extension

Music—Charanga Unit- Let your spirit fly

French

Numbers 7-10

Greetings

Vowels and consonants

Verbs

Year 3

Term — Spring 1

Focus—Extreme Earth

Key texts—Under The Volcano, Fragile Earth, Not For Me please, I choose to act green, Be The Change-Poems to help you save the world.

Christian Value—Trust

Cross-Curricular Maths

Measurement in Science and Geography, natural disaster statistics

Cross-Curricular Writing

Geography-create a news bulletin or eye witness account of natural disasters,

Tornado shape poetry

Enhancement Ops

R.E— member of clergy to visit Y3. Pupils to ask them about their calling and how it changed and affects their life.

Chinese New Year

Internet safety

Tornado tonal drawing

Volcano painting

English

Key Texts- Under The Volcano, Fragile Earth, Not For Me please I choose to act green, Be The Change-Poems to help you save the world.

Grammatical knowledge developed- time, cause and effect conjunctions, adverbs for time, place, cause— then, next, soon, therefore, prepositions for time, place & cause

Spelling rules- short i spelt using y, adding suffixes rules: er, ed, ing, en; prefixes mis and dis, k sound spelt with ch, homophones

Key genres- explanations; non-chronological reports; eye-witness account, rhyming and non-rhyming poetry, persuasion, newspaper report, biography

Key vocabulary- headings, sub-headings, paragraphs, present tense, past tense, chronological order, bullet points, fact boxes, factual language, technical language, formal tone, diagrams/illustrations with labels, orientation, main body, quotes, concluding paragraph, end rhyme

Maths

Focus- Multiplication and Division, Measurement (Length and perimeter)

Multiplication and division

Key Knowledge— 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 two-digit numbers times one-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 objects.

Measurement: Length and perimeter

Key knowledge— Measure in mm, cm and m.

Find equivalent lengths in m and cm and cm and mm.

Compare, add and subtract lengths.

Measure and calculate perimeter.

Key Vocabulary— multiples, division, array, greater/less than, partitioning, exchange, metres, centimetres, millimetres, equivalent, compare, perimeter.

RE- Unit Title- 3.1 Called by God

Key Knowledge— I know that: in the Old Testament prophets were called by God to give his message to the people; the prophets were telling the people to turn back to God and mend their relationship with him; the message of the prophets is part of God's big salvation plan; people's lives are changed as they are called by God today and they respond in a variety of ways e.g. ordination, ministry in the local church and ministry work abroad

Big Questions— What does it mean to be called by God? In what ways does God call people? How does God speak to people? What sorts of tasks does God call people to do? Who has been/or could be called by God?

Key Vocabulary —prophet, God, Old Testament and the names of the prophets, ministry and ordination

Key Skills— Reflect, interpret

Computing

Unit Title— E-safety (My Life Online—MYLO)

Key Knowledge— I know that: the internet is a vast resource; our online identities are inextricable from our 'real' selves; it is important to stay safe online; it is important to maintain a positive contribution to the world around us; I can follow the 'Stop Block Tell' plan of action if approached by a stranger online.

Big questions- Why is it important to stay safe online? What is cyberbullying? What is our identity?

Key Vocabulary— privacy, security, true/false, import, digital footprint, private information, appropriate/inappropriate, cyber-bullying, consent, copyright, opinions, social media, reputation.

Key Skills Developed— I can: discover what it means to have an identity, and how our online selves are an aspect of our identity; recognise forms of cyber-bullying, how this makes others feel, and how to access support; understand the concept of 'consent' in online contexts; have a healthy attitude towards being online; understand my creative rights and what it means to 'own' content.

Science

Unit Title—Earth and Space

Key Knowledge— I know that: a basic overview of the Earth and its place in our Solar System; how scientists work by creating theories from what they can see, then testing these theories by experimenting and finding things out to further refine/change/argue their ideas.

Big Questions—How do we know the Earth, Sun and Moon are spherical? What are the features of the planets in our solar system? How do the planets move in our solar system? Why do we have day and night? How does the moon move?

Key Vocabulary— Planet, solar system, spherical body, evidence, argument, geocentric, heliocentric theories, rotate, rotation, axis, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, orbit, movement, night and day, relative.

Key Skills — • I can: describe the Sun, Earth and Moon as spherical; name the planets in the solar system independently; distinguish between heliocentric and geocentric ideas of planetary movement.; explain that day and night is due to rotation of the Earth; support the idea that different places on Earth experience night and day at different times with evidence; report and present findings from enquiries and explain how the Moon moves relative to the Earth.

History/Geography

Unit Title—Anglo Saxons

Key Knowledge—I know: The Anglo Saxon period in history was approx. 500 AD, what a typical Anglo Saxon looked like, the reason the Anglo Saxons invaded, where they came from and why they settled. What part of Anglo Saxon history is still around day (language and place names) What Anglo Saxon homes and villages were like, their religious beliefs and using historical artefacts and primary resources to make conclusions, inferences and theories.

Big Questions-Why, where and when did the Anglo Saxons invade Britain? What were the Anglo Saxon kingdoms? How have the Anglo Saxon era influenced Britain today? What were typical Anglo Saxon jobs? What did an Anglo Saxon village look like? What ere their religious beliefs and which gods did they worship? Who was influential in converting the Anglo Saxons to Christianity?

Key Vocabulary— BC, AD, Anglo Saxon, Jutes, Angles, Saxons, settle, invade, settlements, features, boundaries, Picts, Celts, Scots, Gaul, Round house, belief, religion, hillfort

Key Skills — I can: Use an atlas to locate places, to know the key features of a typical Anglo Saxon, identify Anglo Saxon language in settlements, to design an Anglo Saxon roundhouse , understand Anglo Saxon beliefs, compare these to other religions we know and comment on how they have changed over time. Use a range of Anglo Saxon artefacts to make predictions based on evidence, make conclusions about the past and use primary sources to support my ideas.

Art/Design Technology

Unit Title— Art & Design Drawing ‘ I need space’

Artist Focus—Teis Albers

Key Knowledge— I know: How to explore the purpose and effect of imagery , How to understand and explore decision making in creative processes, Develop drawn ideas through print making, Test and develop ideas using sketchbooks, how to apply an understanding of drawing processes to revisit and improve idea

Key Vocabulary— collagraphy, decision, futuristic, imagery, propaganda, imagery, purpose, retrofuturism, technique. architecture, cold war, culture, influence, soviet union, stimuli, stimulus, line, process, continuous, composition, print, printing plate, texture, replicate, technique, tracing.

Key Skills Developed – I can: Discuss the effect of an image and how popular culture can influence art and design Explain what retrofuturism means, Evaluate different images using the formal elements, Suggest how a piece of art is created, Discuss the choices an artist has made, make decisions about tools and materials to try in my own work, Use a range of processes to create a drawing, describe how I think an artwork was made, choose and combine materials based on their texture, create an effective printing plate that considers how I expect it to print., generate ideas about the future, record ideas through sketches and visual notes, develop ideas to form a composition for a final piece, apply printing ink evenly to cover the plate, apply even pressure when printing, select appropriate materials and tools, choose a drawing technique to produce my drawn idea,

PE

Key Skills—PE Hub Unit 2 Gymnastics & Handball

Key Vocabulary— speed, partner, asymmetrical, elements, strength, core temperature, dribble, block, screen, pivoting, double fault, offensive foul.

Music—Violins Mr Price

French Catherine Cheater—Know the difference between infinitive and conjugated verbs, telling time (on the hour) Express amazement/disbelief

Term and Focus—Year 5 Spring 1

Beowulf —Michael Morpurgo

Christian Value—Trust

PSCHE Focus—Families/People who care for me

Enhancements—Inflatable Planetarium

Cross-Curricular Maths

History — Timelines, shapes used in architecture

Cross-Curricular Writing

Invitation to Mead Hall opening

Kennings—Anglo Saxon poetry

PHSCE—Dreams & Goals

Key knowledge—I know: what I would like my life to be like when I grow up; the contributions made by people who do different jobs; the opportunities that learning and education are giving me and understand how this will help my future; the similarities and differences between myself and young people in a different culture; why I am motivated to make a positive contribution to supporting others.

Key Skills—I can: Understand that I will need some money to achieve some of my dreams, know a range of jobs and explore how much different jobs pay; identify a job I would like to do when I grow up and understand what motivates me to do this; describe the dreams of young people of a different culture to mine; understand communicating with a person with a different culture from mine means we can learn from each other.

English

Key Texts-Beowulf (retelling)—Michael Morpurgo

Grammatical knowledge using parenthesis, dashes and brackets. Using expanded noun phrases to convey complicated information concisely.

Spelling rules—Twinkl Y5 2A word list. Creating nouns using suffixes, homophones and near homophones

Key genres-Traditional stories, myths and legends,

Key vocabulary— Traditional tale, myth, legend, fable, factual, moral, dilemma, character; narrative; dialogue; comparison, homophone, suffix, expanded noun phrase (ENP) parenthesis, dash(es) brackets

Maths

Focus—Multiplication and Division, Fractions

Key Knowledge—Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2-digit numbers. Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. Multiply a unit fraction and non unit fraction by an integer, multiply a mixed number by an integer, calculate a fraction of a quantity, find the fraction of an amount and the whole, use fractions as operators.

Key Vocabulary—Multiplication, prime factor, short division, inverse, estimate, common multiple, division, remainder, mental method, multiple, factor pair, decimal, factor, common factor, square number, long division, prime number, rounding, divisible, equivalent, numerator, denominator, improper fraction, mixed number, simplest, tenth, hundredth unit fraction, non-unit fraction, operator, integer.

RE

Unit Title—Jesus the teacher

Key Knowledge — I know: That Jesus’ teaching explains Christian beliefs; that Jesus’ teaching makes an impact on people’s lives and the elements of Jesus teaching that can be directly linked to our school Christian values and British values.

Big Questions—Why did Jesus tell this story? What can we learn from this story? How does this story help us to understand Christian beliefs? How does this story impact on the lives of believers?

Key Vocabulary—Parable, Kingdom of God and Imagery

Key Skills —I can: Retell in detail some of the Bible stories covered in this unit; ask important and relevant questions about Jesus teaching; describe and show understanding of the Christian beliefs revealed through these stories; explain how the parables in this unit answer questions about values and commitments and to identify and explain why they think one of Jesus parables has a particularly strong message for the world today

Computing—Technol e-safety (Mylo—my life online)

Unit Title—Mylo (My life online) e-safety

Key Knowledge—Pupils develop new abilities, such as verifying the identity of anyone they might encounter online. As part of this they learn that there are people online who do not have good intentions, which kinds of spaces they should remain vigilant in to protect themselves, and how someone can manipulate their identity. Pupils adopt a healthy ‘scepticism’ and a critical eye for information, preventing confusion, and keeping them safe and secure. Expanding with their skills, their E-Safety projects graduate to a multi-media format, incorporating websites, social posts and images

Key Vocabulary— Privacy, Security, True/False, Import, Digital Footprint, Private Information, Altered/Copied Identity, Critical Evaluation, Sceptical, Appropriate/Inappropriate, Cyber-Bullying, Consent, Ownership/Copyright, Opinions/Beliefs, Social Media, Reputation, Online/Offline Identity, Scepticism, Opinions, Critical, Supervision

Key Skills Developed– • Know that online bullying is still bullying • Recognise that not everyone online is a friend • Understand app permissions • Remember tips to stay well online • Explain app permissions and give some examples • Describe how identity can be altered online.

Science

Unit Title—Light

Scientist Focus—Isaac Newton

Key Knowledge—that light travels in straight lines, that objects are seen because they give out or reflect light, light travels from light sources to our eyes or from light sources to objects and then our eyes,

Key Vocabulary—shadow, light, filter, colour, reflect, absorb, refract, spectrum, wavelength, prism, visible, lens, angle, incidence, straight, ray, beam, wave, photon, energy, source, opaque, size, distance, change, tilt, see, transparent, rainbow, bend, focus, focal point, normal, periscope, travel, vacuum,

Key Skills Developed—identify scientific evidence that has been used to support or refute ideas or arguments, carry out investigations to test scientific theories by using prisms, mirrors and colour wheels to investigate how light reflects, refracts and travels

History/Geography

Unit Title—Leisure and Entertainment in the 20th Century

Key Knowledge—I know that: over the 20th century cinema changed in many ways and can list the ways that it did; over the 20th century football changed in many ways and there are reasons for these changes; the British population began to go on more holidays in the 20th century and that there was a boom and bust for holiday camps; television was invented in the 20th century and that it became a significant part of the lives of people in the 20th century; technology has been an incredibly part of the last 50 years and has affected the lives of people in Britain.

Big Questions—How has technology changed Britain? How has television changed Britain? Why did people start going on holiday in the 20th Century?

Key Skills Developed—I can: use of source material such as original film footage and photographs; describe changes over a period of time; consider ways of checking accuracy of information; place historical events into context

Key Vocabulary—sources of information; footage; decade; century; entertainment; leisure; population; impact

Significant Figures: Billy Butlin; Geoff Hurst; John Logie Baird; Tim Berners-Lee

Art/Design Technology

Unit Title: Make my voice heard

Key Knowledge -I know: how to explore expressive drawing techniques and how to compare artworks; I know how to consider how symbolism in art conveys meaning; apply understanding of the drawing technique Chiaroscuro; how to evaluate street art and see its intention as communication; apply the drawing techniques, inspiration from artists to convey a message I feel passionate about.

Key Vocabulary: Abstract, Chiaroscuro, composition, figurative, graffiti, parallel lines, serif, symbolism, tag.

Key Skills Developed - I can: explore mark-making using a range of handmade tools using the artwork of Maya as an example; take inspiration from artists style and generate a range of symbols, patterns and colours that represent me; use Chiaroscuro to good effect to tonal drawings; consider how art can represent something I feel strongly about and justify the choices I make; work independently to develop ideas using creative inspiration, technique and review to create art that has visual impact and effect.

Artists studied: David Shrigley, Kathe Kollwitz, Pablo Picasso, Mark Wallinger

PE-Gymnastics / Handball

Key Knowledge: To perform increasingly complex sequences independently and in a group. To work as a team to improve group tactics and gameplay. To develop defensive skills

Key Skills: Devise a sequence to music using a criteria. To use screening to break down offensive play, dribbling

Key Vocabulary: mirror, match, symmetry, stimuli, arch, bounce, jump, half lever, control, counterattack, consistency, use space. Control, counterattack, consistency

Music—The Magic Flute Royal Opera House Youth Opera

French—Catherine Cheater Create sentences using adverbs, verbs/nouns, pronouns and plurals

Term and Focus—Spring 1– YEAR 6

Spit Nolan—Bill Naughton

Christian Value—Trust

Cross-Curricular Maths

Science—presentation of results

History—Interpreting Data

Cross-Curricular Writing

RE—Letter of application from Moses

History—Historical Report on life in the 1930s.

Science—Write up of investigations

Enhancement Ops

Electricity —Science workshop

Visit to Manchester Jewish Museum to support RE.

Puberty talk—school nurse

Apple store visit—coding

PSHCE—Dreams and Goals

Learning Intentions: I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal); I understand why it is important to stretch the boundaries of my current learning; I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these; I can set success criteria so that I will know whether I have reached my goal; I can identify problems in the world that concern me and talk to other people about them; I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations; I can work with other people to help make the world a better place; I can empathise with people who are suffering or who are living in difficult situations; I can describe some ways in which I can work with other people to help make the world a better place; I can identify why I am motivated to do this; I know what some people in my class like or admire about me and can accept their praise; I can give praise and compliments to other people when I recognise their contributions and achievements

English

Key Texts-The Goalkeeper's Revenge and Other Stories

Grammatical knowledge developed– conjunctions, past and present tenses including progressive and perfect form

Spelling rules— adding suffixes, common word families; words with long e sound spelt 'ie' or 'ei' after c

Key genres- newspaper report; obituary; letter

Key vocabulary—character; slang; formal; language; direct speech; inverted commas; dialect; relative pronoun, relative clause; past participle; progressive; simple; perfect; regular verb; irregular verb

Maths

Focus—Measuring, ratio, algebra, decimals

Key Knowledge—Can: measure in metric and imperial; convert miles and kilometres; use ratio language and symbol; ratio and fractions; using scale factors; understanding value of digits after the decimal place; multiplying and dividing by 10, 100 and 1000; dividing decimals by integers; finding a rule; how to form an expression; substitute into simple expressions to find a value; substitute into familiar formulae (eg area and volume); use algebraic notation; solve one step equations; solve two step equations; find pairs of values

Key Vocabulary—scale, ratio, km, miles, imperial, metric, digit, multiply, divide, value, decimal, integer, tenths, hundredths, thousandths, place value, decimal place, place value holder, equivalent, amount, convert, ascending, descending, quantity, formula, function machine, equation, input, output, one-step/two-step function, rule, expression, algebraic, variable, represent

RE

Unit Title—Why is the Exodus such a significant event in Jewish and Christian history?

Key Questions—Why did God choose Moses? Why is the Exodus such a significant event in Jewish and Christian history? What is freedom? Why is freedom important? What does it mean to be free? Why is it important to remember?

Key Knowledge—that the Exodus is a significant event in Jewish and Christian history; that the Seder is a special meal celebrated by Jews on the first evening of the festival of Passover, that Christianity is rooted Judaism and Jesus celebrated the Passover, that for Jewish people the events of the Exodus and Passover are very important, that Christians remember the Passover and the Last Supper during the Eucharist

Key Vocabulary—Moses, Exodus, Israel, freedom, slavery, Seder, Passover

Key Skills Developed—retell bible stories highlighting connections to their own and other cultures and faiths, make links between events of the OT and NT and worship, understand what freedom is and how this links to Passover, explain why events of the OT and NT are not forgotten, understand the differing ways that different faiths remember and celebrate events from the OT

Computing

Unit Title: E-safety—MYLO(My Life Online)

Key Knowledge - I know :the features of persuasive design and how it has impact; how to reference different material to aid my understanding; that some content online can be used to create fixation; that jokes made online can have physical consequences; how to critically evaluate representations of different people; that things shared online can have consequences for others and how I can challenge harmful representations.

Key Vocabulary: privacy, security, true/false, import, digital footprint, private information, appropriate/inappropriate, consent, cyber bullying, persuasive design, anonymity, capturing content, privacy settings, intention, social media, reputation, reporting, scepticism, online/offline identity, altered/copied images.

Key Skills - I can: achieve a comprehensive outlook on the online landscape and create a complex online informative poster; see how online security facilitates can protect my 'digital personality'; use hyperlink and screenshots to collect evidence if ever needed in the case of cyberbullying; add text art, clipping masks to my digital skillset; use online credible sources to reference– therefore building skills for future academic use.