

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

Unit Title - Habitats

Key knowledge - I know where some minibeasts live and why they live there

Key vocabulary - habitat, home, live, survive

Key skills - Children will look at different minibeast habitats and learn about their homes and surroundings

**Natural World (Science and Physical Geography)**

Unit title - Growing and changes.

Key knowledge - Using books, own knowledge and observations to see and comment on changes in plants & insects as they grow and change (life cycles)

Key vocabulary - watch, observe, change, grow, life cycle, nature, minibeast, seed

Key skills - I can take care of seedlings by finding out what they need to survive. I can talk about the different life cycles of some minibeasts

**Computing**

Unit Title - Digital Art

Key Knowledge - I know that iPads can be used for drawing. Different colours & brushes can be chosen. My fingers can be used like a brush on the screen.

Big Questions - What can we use iPads for? What would you like to paint today?

Key Skills - I can: change the colour of my brush, change the size of my brush, ask a grown up to help me save my picture.

Key Vocabulary - change, colour, draw, brush, finger

**RE**

Unit Title - Easter

Key Knowledge - Jesus rode into Jerusalem on a donkey on Palm Sunday. Jesus died on the cross on Good Friday. we (Christians) believe that Jesus rose on Easter Day and is alive today. Easter is the most important time of the year for the Church.

Key Questions - What is love? Where is love? Who do you love? Who loves you? How do you/they show that love? How did Jesus show that he loved us?

Vocabulary - Love, sacrifice, Jesus, Easter, disciples, Holy Week, Palm Sunday, crucified, cross, tomb and risen

Skills Developed - tell you that Christians believe Jesus died for us because he loves us. briefly retell the story of Easter. identify symbols associated with Easter. talk about their own experiences of love and other emotions expressed in the Easter Story. ask questions about the Easter story.

**PE**

Unit Title - Speed Agility Travel (Unit 2)

Key Skills - Play games, taking turns. Move by inching, crawling and jumping. Jumping for speed and distance. Recognise cues in lyrics to change actions. Use strength to maintain a body shape.

Key vocabulary - reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, softly, quietly, quickly, powerful, music, beat

**Music**

Charanga Unit - Our World - Mr Power (see Being Imaginative and Expressive)

**PSED (PSHCE)**

Unit Title - Jigsaw - Healthy Me (healthy movers)

Key knowledge - To make healthy choices. To take part in physical activity. To keep themselves safe.

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

Key skills - I can name parts of my body. I can tell you some of the things I need to be healthy. I can understand that sleep is good for me. I can wash my hands and know it is important to do this. I can say what to do if I get lost & how to say no to strangers.

**Nursery-Spring 2**

**Down at the bottom of the garden**

Key Texts -

The Tiny Seed

The very hungry caterpillar

The very busy spider

The Easter Story

Christian Value - Forgiveness

**Environment Writing and Maths**

Children to start to write their own name on work around the classroom such as models they make and pictures they draw (name cards to help)

Children to make marks to represent numbers.

**Enhancement Ops**

World Book Day

Easter

**Literacy**

Key Texts - The very hungry caterpillar, The very busy spider, The tiny seed.

Phonics Phase - Level 1 - Twinkl Phonics

Key knowledge - Learn which words rhyme through different games & activities. Learn to continue a rhyming string. Show awareness of alliteration by suggesting words with the same initial letter sound.

Key vocabulary - listen, hear, sound, rhyme, rhythm, repeat, same, different

**Maths**

Focus - Pattern & Shape

Key knowledge - Use familiar objects and common shapes to create patterns and build models. Measure and compare. Learn to identify, describe and choose shapes. Identify and use shapes to make repeating patterns and symmetrical patterns.

Key vocabulary - pattern, shape, symmetrical, symmetry, same, match, most, least, length

**Creating with Materials (Art and DT)**

Unit Title - Sunflowers

Artist Focus - Van Gough

Key Knowledge - Children will experiment with different materials to make a sunflower picture/collage using Van Gough's painting as inspiration.

Key vocabulary - sunflower, artist, seed, famous, petals, flower

Key skills - Ability to look at and recreate a picture using resources available

**Being Imaginative and Expressive (Art and Music)**

Unit Title - Charanga Unit - Our World - (Mr Power)

Songs - Old McDonald, Incy Wincy Spider, Baa Baa black sheep, Row row row your boat, Wheels on the bus.

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

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

Key skills - Children will join in with the songs, following the lead. Children will learn new songs and explore how to use their voice.

## PSED (PSHCE)

### Unit Title

Healthy Me

### Key Knowledge

I know the names for some parts of their body; know what the word 'healthy' means; know some things that they need to do to keep healthy; know that they need to exercise to keep healthy; know how to help themselves go to sleep and that sleep is good for them; know when and how to wash their hands properly; know what to do if they get lost; know how to say no to strangers.

### Big Questions

What do we need to be healthy? What food do we eat that is healthy?

### Key Skills

To recognise how exercise makes them feel; recognise how different foods can make them feel; can explain what they need to do to stay healthy; can give examples of healthy food, can explain how they might feel if they don't get enough sleep; can explain what to do if a stranger approaches them

## Understanding the World: Technology (Computing)

Unit Title - Programming - Beebots

Key Knowledge I know that: a Beebot can be given more than one instruction; a Beebot will remember what it has been told to do; instructions need to be cleared  
How many instructions can you follow? What can we tell a Beebot to do? How many instructions can a Beebot follow?

### Big Questions:

Key Skills - I can: can: give a Beebot a set of three linked instructions; tell a Beebot to go forwards, backwards, left and right; clear a set of instructions

Key Vocabulary - Beebot, program, instruction, forwards, backwards, left, right

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

### Unit Title

Plants, fruits and vegetables in different places.

Key Knowledge I know: how to identify and talk about plants; that different plants grow in different places and countries of the world; that there are special places in my community where fruit and vegetables grow., how to recognize some similarities and differences between life in this country and other countries, start to use a map to find different places.

### Big Questions

What grows where and why?

Key Skills I can: name identify different places and in the community and their different purposes.

Key vocabulary: plants, fruit and vegetables, places, countries, weather, climate,

## Natural World (Science and Physical Geography)

### Unit Title

Changing Seasons and growing plants

Key Knowledge: I know how to: Explore the natural world around me; describe what they can see, hear, feel and smell whilst outside; explore senses; understand the effect of the changing seasons on the natural world around them; about plant and how they grow; different plants grown in different parts of the world.

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

Key skills: I can: plant a seed; grow a plant and or vegetable; discuss changes that are taking places in plants and seasons; start to use a map to find different places.

Key vocabulary: plants, seeds, soil, water, sun, grow, change, places, maps

## RE

### Unit Title

Why do Christians put a cross in an Easter garden

### Key Knowledge

know that: Christians remember Jesus' last week at Easter; Jesus' name means 'He saves'; Christians believe Jesus came to show God's love; Christians try to show love to others.

Big Questions - Why is a palm cross an special symbol? How do people use crosses to celebrate?

Key Skills - I can: talk about how Christians celebrate Easter; talk about what Jesus' death and resurrection means for Christians; talk about why we need to say sorry and forgive each other

Key Vocabulary - palm cross, hosanna, forgiveness, resurrection

## PE

Unit Title Dance

Key Skills— Count and move to beats of 8, Copy and repeat movement patterns, Work as an individual, in partners and as a group

Key Vocabulary— beat, curl, dance, fast, feet, flow, high, join, link, low, music, rhythm, slow, step, stretch, teamwork, turn, twist

## Understanding the World Past and Present

### Unit Title

How farming has changed

Key Knowledge: I know and recognise some differences between how growing and food production has changed. situations in the past; recognise people in the community who help us.

### Big Questions

How do we look after our planet? How do we prevent food waste? How do we grow? How did we grow?

Key skills: I can: discuss difference in images from the past and now

### Vocabulary

Past, present, change, similar, difference

## Reception

### Spring 2

## How Does Your Garden Grow

### Key Texts

The Enormous Turnip, Jack and the Beanstalk,  
The Little Red Hen

### Christian Value

Forgiveness

## Environment Maths

Exploring shapes making and modelling  
investigating the natural world planting  
measuring seeds, time, growth rate,  
baking, weighing,

## Environment Writing

Labelling colour and flowers/ plants collected for displays

Start to write their own instructions for the Beebots using phonetically plausible attempts at words

## Enhancement Ops

Make an Easter garden

Visit from someone who makes Easter gardens for church

Visit to library (World Book Day)

## Literacy

### Unit Title

The Enormous Turnip, Jack and the Beanstalk, The Little Red Hen, The Family Book- Todd Parr

Key Knowledge; Reading: Comprehension/ Word Reading and writing:

I know: phase 2, 3 and 4 phonics, the alphabet; how to practice blending for reading and segmentation for spelling. reading high frequency words, how to use segmenting and blending to support reading and writing of captions and sentences; that a sentence starts with a capital letter.

### Big Questions

What is the genre of this book? What do you like/dislike about the text?

Key skills I can: retell a story; begin to anticipate events; take on the role of a character; rehearse my caption/sentence before writing begin to write captions and sentences.

### Key vocabulary

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

## Maths

### Unit Title

Building 9 and 10, Consolidation

Key knowledge - Number I know how to; represent and sort numbers 9 and 10; order numbers 0-10, compare numbers to 10; the composition of numbers 9 and 10; make 10; 1 more and 1 less than for numbers within 10, recognize more, fewer or the same number of items

Key skills I can; count forwards and backwards, talk about position of number, estimate numbers, Key knowledge - Measure, Shape and Spatial Thinking. I know the names of some 2D and 3D shapes, I know how to how to distinguish shapes by sides, corners and edges. I know how explore and manipulate shapes to create new shapes and patterns. I know how to repeat patterns ABB, AAB, AABB, AABBB and can begin to create repeating patterns.

Big questions: How many ways can I make 9 and 10? What patterns can I see?

Key Skills - I can: compare numbers to 10; complete number bonds up to 10; continue, copy and create repeating patterns; use mathematical language

Key Vocabulary: Numeral, number, sort, arrange, group, sets, rule, more than, less than, more, fewer, equals, the same, add, take away, estimate, guess, compare.

## Creating with Materials (Art and DT)

### Unit Title

DT- Soup

Key Knowledge: I know : the names of basic utensils, how to create collaboratively sharing ideas and resources, how to use previous knowledge learnt linked to measuring in different ways.

### Big Questions

What tools/equipment will you need to use? What recipe will you follow? Which ingredients will you use? Why do I need to have clean hands and utensils? Why do we need to follow the instructions in the correct order?

Why do we need to have an adult to help us? Why do we need to weigh the ingredients?

### Key skills

To use adjectives to describe how fruits and vegetables look, feel, smell and taste; To explore a pumpkin and describe it using the five senses. To design a fruit and vegetable soup recipe, To practice cutting with a knife, To learn how to use a knife safely, To observe and help with the use of tools to prepare ingredients, To design food packaging

### Key Vocabulary

Wash, clean, weigh, tip, stir, combine, fold, mix, mixture, ingredients, recipe

## Being Imaginative and Expressive (Art and Music)

### Unit Title

Our World.

Key knowledge: I know: different styles of music; how to sing along with songs using actions; names of different instruments, how to share and perform learning that has taken place.

### Big Questions

What sounds can you hear? Why does music make us dance? What different types of music are there?

Key Skills I can: listen and respond to different styles of music; use the vocabulary linked to the interrelated dimensions of music; move to and talk about music, express my feelings and responses; watch and talk about dance and performance art; begin to explore and play some percussion instruments.

Key Vocabulary pulse, rhythm, pitch, melody, tempo, perform, express, explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space

Science

Unit Title— Plants

Scientist Focus—Katherine Esau (botanist) and Wangari Maathai

Key Knowledge- Identifying parts of a plants, Recognising pictures of common plants, Name the parts of the flower. Collect and identify a sample of leaves and any flowers that are there. Name the flowers and look at the structure of a plant, including trunk and sort these into groups. Sort leaves into groups using round/pointy, name the leaves by using a chart. Learn about the botanist Katherine Esau and why she is known, for the children to recognise men and ladies can be a scientist. To ask questions about the local area. Comparison with Wangari Maathai.

Investigate where the plants grow in the school ground.

Key Vocabulary— leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem, colours, shapes, flower and leaf names, botanist.

Key skills-observing, investigating, report writing.

Big questions- Are all plants the same and what parts do they have?

History/Geography

Unit Title— Our Country

Key Knowledge— To name the countries in the UK, and their capital city. To recognise the flags for the UK. To know where Prestwich is in England and to identify on the map. To use keywords to explain what the town and countryside are like. To understand what an aerial view is and what it can look like. To talk about the features of Manchester. Make a simple comparison between Prestwich and London. Use google maps to see where they live in a different map form.

Key Vocabulary— England, Ireland, Scotland, Wales, Capital cities, countryside, town, buildings, leisure areas, transport, jobs.

Key Skills Developed— To use a map to identify where we live,-from a picture, photograph or google maps. Use an atlas. To identify parts of the area that are used for buildings and those that are parks/woods. Recognise and use a key. Recall countries and capital cities, and some information about them.

Big questions-What information can I find on a map? Where can I find a map? What is a key?

Art/Design Technology

Unit Title— Structures: Constructing a windmill

Key Knowledge- I know that: the shape of materials can be changed to improve the strength and stiffness of structures; that cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses); axles are used in structures and mechanisms to make parts turn in a circle; different structures are used for different purposes; a structure is something that has been made and put together.

Key Questions- What is a structure? What are structures for? What is a windmill? What are windmills for? What are the 3 main parts of a windmill?

Key Vocabulary— axle, bridge, design criteria, model, template, stable, net, structure, strong, weak, packaging

Key Skills Developed- I can: make stable structures from card, tape and glue; learn how to turn 2D nets into 3D structures; follow instructions to cut and assemble the supporting structure of a windmill; make functioning turbines and axles

PSHE Unit Title—Healthy Me

Key knowledge— I know that: there is a difference between being healthy and unhealthy; I can feel good about myself when I make healthy choices; household products can be harmful if not used properly; medicines can help me if I feel poorly; my body is amazing

Key Questions—What is the difference between being healthy and unhealthy? What are healthy life-style choices? How do germs cause disease/illness? How can I help myself when I feel poorly?

Key Vocabulary- healthy, unhealthy, balanced diet, exercise, sleep, clean, hygiene, safe, medicines, Green Cross Code

Key skills- I can: recognise how being healthy helps me to feel happy; identify some ways to keep my body safe and healthy; keep myself safe because I am special

PE-dance U2/Hit/run/catch U1.

Key Skills— Build and link simple movement patterns and phrases, respond to levels and canons. SJ-hit objects, track and retrieve, throw and catch.

Key Vocabulary— dance, twist, turn, step, music, beat, stretch, feet, curl, high, low, fast, slow, choose, compose, select, emotions, canon, lect,rhyme,theme,character,round,respond. SJ-bat, ball, collect, feed, field, hit, retrieve, roll,

Music—Charanga Unit

Round and round.

Learn the song, recognise the repeated sections, add actions in time to the beat. Add instruments percussion and tuned.

Year 1 - Spring 2

Our country

Key text—The Bee and Me and The boy who lost his Bumble.

Christian Value—Forgiveness

Cross-Curricular Maths

Science and maths through sorting and grouping plants , making charts.

Geography using a key.

Cross-Curricular Writing

RE the Easter story.

Science-investigative work.

Enhancement Ops

Easter service

World book day

Bee themed artwork

English

Key Texts— The Boy who lost his bumble, The Bee and Me.

Grammatical knowledge developed— conjunction to join two short sentences. And /also.

Key genres— Narrative, explanation text and non-chronological report.

Use the books to retrieve facts, look at vocab used in non-fiction writing, understand explanation and non-chron writing. Difference between fiction and non-fiction .

Key vocabulary— rhyme, same or similar, sounds the same, last word. Fiction, non-fiction, structure, title, sub titles, fact box.

So, but, because, also. High frequency/quick words. Alternative spellings, grapheme, phoneme, digraph,

Maths

Focus— complete subtraction part of the unit then Length and height, weight and volume.

Key Knowledge—To count back in ones, recognise related number bonds. To use a variety of non standardised objects and standardised objects to measure. To recognise the scale on the equipment. To be to count the number of objects that are the same height/length of an object. To be able to compare 2 different heights and lengths and to use the vocabulary linked to this e.g. longer/shorter/longest/shortest. Introduce mass and capacity, measure and compare weight and volume.

Key Vocabulary— weigh mass measure cm mm m g kg l ml lighter/heavier, longer shorter longest shortest. Less/more above/below next to after before

RE

Unit Title— Easter celebrating new life

Key Questions—What do you think is the most important part of the Easter Story? In what way is the Easter Story about new life? How do you think people feel when someone they love has died? How does the life cycle of a butterfly reflect the events of Easter? In what way is Easter a new beginning?

Key Knowledge—The story of the events of Holy Week from Palm Sunday through to Good Friday and Easter. Understand the reawakening of nature at springtime, the miracle of new growth, life cycles and the pattern of decay and new life. To understand what an Easter garden is.

Key Vocabulary— Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, resurrection

Key Skills Developed— To retell the story, sequence the events of the Easter story, to understand how people feel when there is a bereavement and how they can help. Make a card to show someone they care. Plan an Easter garden. Find evidence of spring by observing the outside area. Learn about the life cycles of animals.

Big questions- What do you think is the most important part of the Easter Story? In what way is the Easter Story about new life? How do you think people feel when someone they love has died? How does the life cycle of a butterfly reflect the events of Easter? In what way is Easter a new beginning?

Computing

Unit Title— Digital art, iPads, camera/photo app.

Key Knowledge— how to complete a short story at their own pace, enhancing the main character with added surroundings and drawings. Pupils begin to recognise the importance of signposting within narratives, creating layers between image and text

Key Vocabulary— Design Edit Draw Import Front cover Narrative Author Illustrator Publisher Plot

Key Skills Developed— Design a narrative for a short story using a beginning, middle, and end • Draw an original character, importing the design into an editing app • Successfully edit my design, changing the size, font, and colour of the image • Develop my story, adding text and emojis to build the narrative.

## Science

**Unit Title—** Animals, including humans

**Scientist Focus—** Elizabeth Garrett Anderson and Dr Earnest Madu

**Key Knowledge—** notice that animals, including humans, have offspring which grow into adults, find out about and describe the basic needs of animals, including humans, for survival (water, food and air), describe the importance for humans of (1) exercise, (2) eating the right amounts of different types of food, and (3) hygiene.

**Key Vocabulary—** baby, toddler, child, teenager, adult, life cycle, balanced diet

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

## History

**Unit Title—** The Great Fire of London

**Key Knowledge—** to know about events beyond living memory that are significant nationally or globally (The Great Fire of London), to know about the lives of significant individuals in the past who have contributed to national and international achievements (Samuel Pepys)

**Key Vocabulary—** Thomas Farriner, Samuel Pepys, King Charles II, Sir Christopher Wren, fire hooks, Thames, monument, significant, sequence

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

## DT

**Unit Title—** A balanced diet

**Key Knowledge—** I know what hidden sugars are; I know where to find the nutritional information on a drinks container; I know that there are five food groups; I know how much of each food group I should eat each day; I know that the most ideal ingredient combinations for my wrap will contain foods from more than one food group; I know how to experience food through touch and smell; I know how to review my design

**Key Vocabulary—** balanced diet, carbohydrate, dairy, fruit, oils, sugar, protein, vegetable, design criteria, ingredients,

**Key Skills Developed—** To know what makes a balanced diet; To taste test food combinations; To taste test food combinations; To make a healthy wrap

## Computing

**Unit Title—** Digital Literacy

**Key Skills Knowledge/ Developed—**

Design a narrative for a short story using a beginning, middle, and end · Draw an original character, importing the design into an editing app · Demonstrate multiple iPad gestures, scrolling, swiping, pinching and dual finger rotation · Successfully edit my design, changing the size, font, and colour of the image · Develop my story, adding text and emojis to build the narrative

**Key Vocabulary—** Build, Design, Edit, Layer, Rotate, Zoom, Camera, Augmented Reality ,3D, Share, Software, draw, import, author, illustrator, front cover, narrative

**PE - Hit, Catch, Run, Key Skills—** hot balls with bats, kicking to score points, underarm bowling, field to catch and throw

**Dance Unit 2 - Key Skills—** comment on contrasting actions, perform freestyle movements, perform a motif to music, explore movement pathways.

**Key Vocabulary—** dynamic, independent, pair, motif, freestyle, formation, on stage, off stage, clock face.

## Music Charanga- Zootime

To know some songs have a chorus or a response/answer part. To know that songs have a musical style. Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.

Great fire of London songs and glockenspiels

## Year 2

### Spring 2 Fire, Fire!

**Key text—** The Great Fire of London- Gillian Clements, Vlad and the Great Fire of London - Kate Cunningham

**Christian Value—** Forgiveness

## PHSCE

**Focus- Healthy Me**

**Learning Intentions-** I know what I need to keep my body healthy, I can show you what relaxed means, I know how medicines work, I can sort food into the correct food groups, I can make some healthy snacks, I can decide what foods to eat to keep my body healthy.

**Social and emotional development-** I am motivated to make healthy lifestyle choices, I feel positive about caring for my body.

## Enhancement opportunities

Easter service in church, Eggs to Chicks are coming to hatch!

Visit to the Fireground Museum, Bakery role play area

### Cross-Curricular Writing

RE- Retell of the Easter story

History- Samuel Pepys fact file, diary, newspaper report, leaflet

### Cross-Curricular Maths

Computing- position and direction

Science- presenting results, hatching chicks

## English

**Key Texts-** Vlad and the Great Fire of London - Kate Cunningham, The Great Fire of London- Gillian Clements

**Grammatical knowledge developed-** to use subordinating and coordinating conjunctions; use commas in lists, apostrophe for contractions

**Spelling rules—** 'a' and 'al' saying /or/, 'o' saying /u/, 'ey' saying /ee/  
Adding -ing and -ed to CVC, CCVC words , Adding -er, -est or -y to CVC and CVCC words, ,Suffixes -ed, -ing, -er, -est, -es, -ness, -ment, -ful, -less, ly  
**Key genres-** diary, poem, newspaper report

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

## Maths

**Focus—** Properties of Shape, Statistics, Fractions

**Key Knowledge—** interpret and construct simple pictograms, tally charts, block diagrams and simple tables, ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity, ask and answer questions about totalling and comparing categorical data. identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line, identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces,

**Key Vocabulary—** metre, centimetre, length, width, height, ruler, tape measure, mass, kilograms, grams, capacity, litres, millilitres, temperature, thermometer, Celsius, time, second, minute, hour

## RE

**Unit Title—** Easter: How do Symbols help us to understand the story?

**Key Questions—** How do symbols help us to understand the meaning of the Easter story? Why is Easter the most important festival in the Christian calendar? What has saving people and rescue got to do with Jesus and Easter?

**Key Knowledge—** I know: that there are different objects and symbols used to help explain and understand the meaning of Easter; that the Easter story is central to Christian belief; why the Easter story is central to Christian belief; that we (Christians) believe that Jesus died to save humankind and this is part of God's salvation plan.

**Key Vocabulary—** Cross, crucifix, Paschal candle, resurrection, Last Supper, Eucharist, symbol, Light of the World, sacrifice and celebration.

**Key Skills Developed—** I can: identify and name some of the symbols of Easter e.g. Cross, bread and wine. retell the Easter story; describe simply what the symbols of Easter mean; describe briefly why Christian people celebrate Easter; talk about my own experiences of Easter celebrations; explain what I think is the most important thing about Easter; between the way a person behaves and what that person believes.

**Science**

Unit Title—Plants

Key Knowledge— I know that: plants have different parts and the jobs they do; a flowering plant has a life cycle broken down into different stages; plants need water, light and nutrients to grow well

Big Questions- Is a tree alive? How is water transported in a plant? What do plants need to grow well?

Key Vocabulary—roots, stem, trunk, leaves, flowers, anchor, nutrients, transport, seeds, carbon dioxide, sunlight, absorb, air, light, water, nutrients, soil, evaporate, temperature, petals, sepal, stamen, anther, filament, stigma, style, ovary, ovule, pollen tube, pollination, fertilisation, dispersal, germination, life cycle, stages

Key Skills Developed— I can: identify and describe the functions of different parts of flowering plants; label the parts of a plant; explore the requirements of plants for life and growth by investigating what plants need to grow well; record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables; investigate the way in which water is transported within plants; explore the part that flowers play in the life cycle of flowering plants

**History**

Unit Title— Vikings and Anglo-Saxons

Key Knowledge— I know that: Vikings came from Scandinavia and raided Britain for things they wanted and land; King Ethelred II became king of England at age 7; Danegeld was introduced to pay the Vikings to leave Britain; Vikings settled in Britain and converted to Christianity; Vikings wore jewellery to show how rich they were; Vikings made clothes from wool or linen; the Viking alphabet was runes; there were different punishments for crimes in Anglo-Saxon Britain; the last Anglo-Saxon kings shaped the future of Britain.

Big Questions- Why did the Vikings come to Britain? Why did they settle there? What rules did the Anglo-Saxon kings introduce during this period? What types of houses did the Vikings live in, what clothes did they wear and what types of food did they eat? Why was the Battle of Hastings a significant event in British history?

Key Vocabulary— Viking, raid, invade, Denmark, Norway, Sweden, Norse, King, kingdom, Alfred the Great, King Athelstan, chronology, change, cause, similarity, difference, significance, influential, King Ethelred II The Unready, Danegeld, Saga, runes, Odin, Frigg, longhouse, longboat, Thing, outlaw, outlawed, law speaker, criminal, justice, defendant, court, ordeal, wergild, Edward the Confessor, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings

Key Skills Developed— I can: order dates chronologically; compare significance/impact of historical figures; select and organise relevant historical information; compare legal systems in historical periods; distinguish between historically accurate and inaccurate events

**Art/Design Technology**

Unit Title— Electrical Systems: Electric poster

Key Knowledge— I know that: an electrical system is a group of parts (components) that work together to transport electricity around a circuit; electrical products have common features (switch, battery, plugs etc.); there is a range of common electrical products; an electric product uses an electrical system to work

Key Questions— Can you give some examples of information design? Which initial idea is your favourite and why? Does your favourite idea meet your list of design criteria? What is the purpose of the electric posters? What is an electrical system? What features do electrical products have in common?

Key Vocabulary— information design, public, research, sketch, final design, feedback, electric product, battery, design criteria, initial ideas, bulb, peer assessment, circuit, bulb, crocodile wires

Key Skills Developed— I can: carry out research to develop a range of initial ideas; generate a final design for the electric poster; plan the position of the bulb and its purpose; mount the poster onto corrugated card to improve its strength; fit an electrical component; learn to give and accept constructive criticism; test the success of initial ideas against the design criteria

**PSHE Unit Title— Healthy Me**

Key knowledge— I know that: exercise affects my body; my heart and lungs are important organs; the amount of calories, fat and sugar I put into my body will affect my health; drugs affect my body and there are different attitudes towards drugs; there are people and places that I need to keep safe from; there are strategies for keeping myself safe, who to go to for help and how to call emergency services; my body is complex and that it is important to take care of it

Big Questions- What do we need to do to be healthy? What food do we eat that is healthy?

Key Vocabulary- oxygen, energy, calories, heartbeat, lungs, fitness, labels, sugar, fat, healthy, drugs, dangerous, emergency services, safe, risk, harmful

Key skills- I can: set myself a fitness challenge; identify how I feel towards drugs; express how being anxious or scared feels; identify when something feels safe or unsafe; take responsibility for keeping myself and others safe

**PE- Dance Unit 2  
Mr. Juliff Unit- Hockey**

Key Knowledge- I know: what a dance phrase is; what improvisation is; what dynamics is

Big Questions- What did you do well & what can you improve upon? What does 'opposing dynamics' mean? Why are timings so important in dance?

Key Vocabulary- dance phrase, improvisation, dynamics, canon, unison, travel, turn, gesture, stillness, flight, linking

Key Skills- I can: work with independently & with a partner; improvise; use dynamics in a group dance; keep to timings; link movement phrases

**French**

Unit title - French playground games—numbers and age

Count up to 12 in French

Reading French numbers

How old are you in French?

Outdoor number games in France

**Year 3**

**Term— Spring 2**

**Focus— Vikings**

**Key text—How to Train Your Dragon**

**Christian Value—Forgiveness**

**Class Worship— Thinking of Lent**

**Cross-Curricular Maths**

History— reading 3 and 4 digit numbers/dates

**Cross-Curricular Writing**

World Book Day writing opportunities

R.E— poetry, diary, interview, newspaper headline/report, write prayers

History— poetry, descriptive writing

Enhancement Ops

World Book Day

Viking shields

clay dragon eyes

Tatton Park Viking trip

**English**

Key Texts-Viking Invasion, I was there; How to Train Your Dragon

Grammatical knowledge developed— paragraphs, inverted commas/punctuating direct speech, present perfect tense

Spelling rules-homophones and near homophones, prefixes bi and re, gue and que words, sh sound spelt with ch, y3/4 statutory spellings, suffixes and applying spelling changes previously taught

Key genres— narrative; settings, character and plot, recount: letter writing, description,

Key vocabulary-narrative, paragraphs, inverted commas/punctuating direct speech, suffix, simile, prediction, inference (from details stated and implied), summarise

**Maths**

Focus—Number: Fractions A, Measurement: Mass and capacity

Fractions

Children will explore the denominators of unit fractions. They will understand that a fraction can be seen as part of a whole, and that to find a unit fraction they divide the whole into equal parts.

Mass and capacity

Children will explore mass in kilograms and grams before moving onto capacity. The children will use and understand scales to read measurements.

Key Vocabulary—unit fractions, non-unit fractions, numerator, denominator, compare, order, whole, part, scales, equivalent, scales, grams, kilograms, capacity, intervals, mass

**RE**

Unit Title— 3.4 Exploring the sadness and joy of Easter

Key Knowledge— I know that: the events of Holy week reveal what Jesus came to earth to do— God's salvation plan; the church remembers and marks the events of Holy Week in a variety of ways; the events of Palm Sunday, Holy Week and Easter are a combined mixture of emotions of joy and sadness.

Big Questions— Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not? Is the cross a symbol of sadness or joy? How do the services held in churches during Holy Week and Easter reflect the sadness and joy? Is Good Friday the beginning or the end? Is Easter Sunday the end or the beginning?

Key Vocabulary— Palm Sunday, temple, last supper, Gethsemane, Good Friday, crucified, Easter Sunday and resurrection

Key Skills Developed— I can: investigate; empathise; interpret; reflect

**Computing**

Unit Title— Digital Literacy

Key Knowledge— I know that: I can depict a scene from a text in a creative way; I can develop chronological steps to complete a design plan; I can consider storytelling from different perspectives

Big Questions— What is a digital architect? What alterations would you make to your design?

Key Vocabulary— building, designing, editing, share, shading, software, alignment

Key Skills Developed- I can: create a 3D impression of a scene from a chosen text or poem; use multiple iPad gestures; offer constructive feedback to a classmate's project; develop my project in response to a classmate's project; exhibit an understanding of how stories can be represented visually

**Music**

Unit title—Charanga Unit— The Dragon Song

Musical genre—Pop

Key vocabulary— unison, tune, pulse, tuned instrument, notation, genre, pop, rehearse, perform, improvisation, reflect, rhythm, pitch, dynamics, tempo, composition

## SCIENCE

### Unit title- Animals including humans. (Continued from 2a)

#### **Scientist focus – William Beaumont**

**Key knowledge** –To know about the basic parts of the digestive system in humans and identify the different parts. To know how to describe the simple functions of the basic parts of the human digestive system. To identify the different types of teeth in humans and their simple function.

**Key vocabulary** – mouth, tongue, teeth, oesophagus, stomach, duodenum, small intestine, large intestine, pancreas, liver, rectum, anus, salivary glands, gallbladder, digestion, digest, digestive system, functions, glands, enzymes, acid, teeth, incisors, canines, molars, pre-molars, human, animals.

**Key skills developed** – Identify and name parts of the human digestive system. Use scientific evidence to answer questions. Can explain the functions of the digestive system. Can identify similarities and differences related to scientific ideas. Can identify the types and functions of teeth.

## R.E

### Unit title -Exploring Easter as a story of betrayal and trust

**Key questions** -What is trust, how do we show trust, who do we trust and why, why is trust important, why did Judas betray Jesus, what does it mean to betray someone, how does it feel to betray someone, how does it feel to be betrayed, what is forgiveness, have you ever forgiven someone, have you experienced being forgiven?

**Key Knowledge**-Know that trust and forgiveness are key Christian values. I know about the incidents of betrayal and trust in the Easter story are significant to the outcome. I know the events of Holy Week and Easter are key to understanding what Jesus came to earth to do -God's salvation plan. I know that Christians believe that they can trust Jesus.

**Key Vocabulary**-. Trust, betrayal, forgiveness, Judas, loyalty, Gethsemane, and Jerusalem.

**Key Skills Developed** -Identify and explain the significance of the incidents of betrayal in the Easter story. Use religious vocabulary to make links between Christian's beliefs and the stories of Lent, Holy Week and Easter. Talk about the importance of forgiveness in Christianity. Describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.

## P.E/GAMES

### P.E Hub -Swimming/hockey/dance

**Unit focus** – **Swimming** -Beginners -To swim short distance up to 20 meters unaided using one consistent stroke. Move with more confidence in the water including submerging themselves fully. Enter and exit water independently. **Intermediate** – Swim over greater distances with confidences, use a variety of swimming techniques and breathing patterns. Submerge, sink, roll and float. **Hockey**- Dribbling and push pass, know the basic rules of hockey, develop tactics and apply them in competitive situations. Increase speed and endurance during gameplay. **Dance** -Concentrating on one simple theme and linking all activities to the communication of this to an audience.

## ENGLISH

### Key Text- Who let the God's Out by Maz Evans, Aesop's fables.

**Grammatical knowledge developed** -identifying noun phrases, modifying adjectives and nouns, determiners before modifiers, prepositional phrases, using expanded noun phrases. Suffixes –word families based on common words showing how words are related in form and meaning.

**Spelling rules** – words with the 's' sound spelt with 'sc' e.g. science, words with a 'soft c' spelt 'ce' e.g. centre, words with a 'soft c' spelt 'ci' e.g. circle, word families based on common words showing how words are related in form and meaning e.g. real– reality.

**Key genres** – explanation text, historical Story – problem and resolution, play scripts, song writing/poetry, fables

**Key vocabulary** – chronological order, present tense, time conjunctions, technical vocabulary, diagrams, illustrations, cause and effect conjunctions, conclusion, passive voice, impersonation, problem, resolution, standard and no standard English, brackets, cast list, stage directions, dialogue, scenes.

## Year 4

### **Term -Spring 2**

### **Christian Value -Forgiveness**

### Enhancement Opportunities

Linked Schools project at Bury Art Gallery

World Book Day

Comic Relief

Mini Olympic Games

## Maths

### Focus – Fractions and decimals

**Key knowledge** – Understand the whole, count beyond 1, partition a mixed number, number lines with mixed numbers, compare and order mixed numbers, understand improper fractions, convert mixed numbers to improper fractions, convert improper fractions to a mixed number, equivalent fractions on a number line, equivalent fractions families, add 2 or more fractions, add fractions and mixed numbers, subtract two fractions, subtract from whole amounts, subtract from mixed numbers, tenths as fractions, tenths as decimals, tenths on a place value chart, tenths on a number line, divide a 1 digit number by 10, divide a 2 digit number by 10, hundredths as fractions, hundredths as decimals. hundredths on a place value chart, divide a 1-or 2-digit number by 100.

**Key Vocabulary** -fractions, improper, mixed number, equivalent, numerator, denominator, decimals, tenth, hundredths

## History/Geography

### Unit title – The legacy of Ancient Greece

**Key knowledge** – In the context of learning about the Ancient Greek Empire: understand how it grew and why. Know how the political system worked in Ancient Greece. To know how the Olympics have changed overtime but how some features have remained the same. To identify the different architecture styles and variety of columns. Make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses of the Battle of Marathon

**Key vocabulary** – chronology, empire, timeline, BC / AD, locate/location, country, city state, democracy, democratic, ancient, modern, politics, ruling, ruler, boule, ekklesia, Polis, sprint, wrestling, boxing, long jump, javelin, discus, chariot racing, pentathlon, city states, battle, Marathon, eye witness, Sparta(n), Athens(ian), Persia(n), battle formation, hoplite, defensive, strategy, retreat., architecture: Doric, Ionic, and Corinthian

**Key skills developed** – Explain the chronology of a timeline. Compare the Ancient Greek political system with our modern-day parliament. Use secondary sources to learn about the past from sources including art. To recognize the influence of Greek architecture in their own surroundings. To make connections with modern sporting events, like the Olympic games and the London marathon and their origins in Ancient Greece.

## Art/D.T

### Unit title – Power prints

**Key knowledge** – To know how to draw using tone to create a 3-D effect. Know how to explore proportion and tone when drawing. Know how to plan a composition for mixed media drawings. Use shading techniques to create pattern and contrast. Know how to work collaboratively to develop drawings into prints.

**Key Vocabulary** – contrast, gradient, observational drawing, shading, shadow, three-dimensional, tone, blend, charcoal, mark making, proportion, collage, composition, contrast, highlight, mixed media, precision, symmetrical, wax-resist, cross hatching, parallel, pattern, view finder, abstract, block print, monoprint.

**Key skills developed** – Experiment with shading to create different tones, use contrasting tones to make a drawing look three dimensional, explore more than one way of holding a pencil to create different effects. Explore charcoal as a drawing material. Now how to look for areas of light and dark and recreate these using tone. Be able to show how big one object is compared to another when drawn. Use scissors with precision make decisions about how to place drawn element in composition, create contrast by combining different shapes, sizes, and textures. Draw tone by hatching parallel pencil line. Choose an interesting part of a composition to recreate. Use printing techniques and include contrast and pattern in a print.

## Music

**Unit title -Charanga**–Lean On Me - Lean On Me is Contemporary Urban gospel.

### Musical genre – Soul/gospel

**Key vocabulary**:- Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

### Wider opportunities - recorders

## M.F.L -French

### A circle of life

Apply appropriate indefinite

Create sentences in negative form.

Decode sentences

Use key vocabulary structures and scientific understanding to solve puzzles.

## Cross curricular maths –

### Swimming – measuring distances.

## Cross curricular writing-

**Science** – Report on teeth

**History** –Chronological report of the battle of Marathon.

**R.E** -.Recount from 2 points of view.

## Computing

### Unit title - Digital Literacy-Sphero Movie Trailer

**Key knowledge**–Create a movie trailer using iMovie, importing and editing footage across multiple apps , operate a simple video camera and record useable footage, operate a robot in response to a classmate’s direction, organise my ideas in a coherent way, dividing my project into manageable tasks

**Key vocabulary** -. Code, algorithm, sequence, command, import, program, event, object , concurrency (Side-by-Side) direct, coordinate.

**Key skills developed** –Recognise the importance of clear instructions when coding the Sphero • Understand permissions involved with recording footage of other people, acting respectfully and responsibly • Adapt my working style for independent and group tasks. Gain confidence in developing my ideas and explaining them within a group.

## P.H.S.C.E

### Unit title -Healthy Me

**Learning intention**– Made a healthy choice, eaten a healthy, balanced diet, been physically active, keep themselves and others safe, **know how to be a good friend and enjoy healthy friendships**, know how to keep calm and deal with difficult situations

**Social and emotional learning intention**– identify feelings about friends and different friendship groups, aware of how different people and groups impact on them and can recognise the people they most want to be friends with, recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from themselves and others, identify feelings of anxiety and fear associated with peer pressure, tap into my inner strength and know how to be assertive.

**Key vocabulary** -. *Friendships, emotions, healthy, relationships, friendship groups, value friendship groups, roles, leader, follower, assertive, agree/disagree, smoking, vaping, pressure, peers, guilt, advice, alcohol liver, disease, pressure, peers, anxiety, fear, believe, assertive, opinion, right, wrong*

**Key skills developed** –Recognise how different friendship groups are formed, how they fit into them and the friends they value the most, understand there are people who take on the roles of leaders or followers in a group, and know the role they take on in different situations, understand the facts about smoking and its effects on health, and some of the reasons some people start to smoke, understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol, recognise when people are putting them under pressure and can explain ways to resist this when they want, know themselves well enough to have a clear picture of what they believe is right

## Science

Unit Title—Forces

**Key Knowledge—** I know: About the forces such as gravity, friction, water resistance and air resistance; About the use of mechanisms such as levers, gears and pulleys; How to identify forces and find out about Isaac Newton and his discoveries; How to look for patterns and links between the mass and weight of objects, using newton meters to measure the force of gravity; How to work collaboratively to investigate air and water resistance, participating in challenges to design the best parachute and boat; How to explore friction, developing their own brake pad for a tricycle or scooter; How variables other than the one being tested can be kept the same to help make a test fair.

**Big Questions-**What forces are acting on an object? |What is gravity? How was the theory of gravity developed? How can we investigate air resistance? How can we investigate water resistance? How can we investigate friction? How can we ensure the test is fair? How do levers, pulleys and gears work?

**Key Vocabulary—** Force, push, pull, air resistance, gravity, buoyancy, upthrust, friction, water resistance, drag, balanced, equal, variable, investigate, material, rough, smooth, grip, lever, gear, pulley, pattern, fair test, Newton (N)

**Key Skills—**I can: Identify and explain the different forces acting on objects; explain Newton's role in discovering gravity; accurately measure an object's weight and mass; explain how to increase the effects of air resistance; explain Galileo's 'Tower of Pisa' experiment into gravity and air resistance; identify streamlined shapes; explain how friction is used in brake pads; investigate the effects of friction; explain how different mechanisms work.

## History/Geography

Unit Title—Exploring France

**Key Knowledge—**I know: About the countries of Europe; some of the contrasting areas of France, finding out about the landscape, climate and locations in each area; Specifically about our twinned area of France; How to create appealing information booklets to share what they have found out; About Toulouse and our twin school in France

**Big Questions-**What are the countries of Europe? What are their capital cities? How is this region similar/different to yours? What Human Geography is there? What is the best way to present the information?

**Key Vocabulary—** Europe, France, continent, region, landscape, climate, contrasting, traditions, land use, trade links, physical/human geography

**Key Skills—**I can: Use an atlas to find names of cities; identify similarities and differences between a place in France and where I live; identify similarities and differences between the climate of a places in France and where I live; explain the difference between human geography and physical geography; identify similarities and differences between the human geography of a place in France and where I live; find information about flights, accommodation and tourist destinations using the Internet; plan a trip to and research the are of Toulouse and our twin school.

## Art/Design Technology

Unit Title—DT Structure: Bridges

**Key Knowledge—** I know some different ways to reinforce structures, I know how triangles can be used to reinforce bridges, I know that properties are words that describe the form and function of bridges, I know why material selection is important based on their properties, I know the material (functional and aesthetic) qualities of wood.

**Key Vocabulary—** beam bridge, truss bridge, technique, lamination, rigid, stability, aesthetics, mark out, softwood, sandpaper/glass paper, tenon saw, coping saw, material properties, wood sourcing, quality of finish, strength, arch bridge, corrugation, stiffness, factors, visual appeal, joints, hard wood, wood file, rasp, bench hook, assemble, reinforce, evaluate, accuracy.

**Key Skills Developed —** I can: Design a stable structure that is able to support weight, create a frame structure with focus on triangulation, Make a range of different shaped beam bridges, Use triangles to create truss bridges that span a given distance and support a load, Build a wooden bridge structure, Independently measure and mark wood accurately, Select appropriate tools and equipment for particular tasks, Use the correct techniques to saw safely, Identify where a structure needs reinforcement and using card corners for support, Explain why selecting appropriate materials is an important part of the design process, Understand basic wood functional properties, Adapt and improve own bridge structure by identifying points of weakness and reinforcing them as necessary, Suggest points for improvements for own bridges and those designed by others.

## PE

PE Hub Unit 2 Dance & Hockey

**Key Vocabulary—** dynamics, floor patterns, assemble, sissone, saute, chaine, retro-grade, positions, teamwork, tactics, fairplay.

Music—Violins Mr Price

French—Catch up Unit 1 portraits describing in French —Adjective agreements, identify a person from a description, spoken sentences to describe a friend, writing sentences with a support sheet.

Term and Focus—Y5 Spring 2

Easter

Text Clockwork—Philip Pullman

Christian Value—Forgiveness

Enhancement Ops

World Book Day

Mars Day 7th March

Red Nose Day 17th March

Road Safety Session 28th March

Cross-Curricular Links

Balanced argument

Letter writing

Setting description

PHSCE —Healthy Me

**Key knowledge —**I Know: How to make an informed choice about smoking and know how to resist peer pressure; How to make an informed decision about whether I choose to drink alcohol and know how to resist peer pressure; How to keep calm in emergencies; How to reflect on my own body image and know how important that this is positive and I accept and respect myself; How to respect and value my body; how to be motivated to keep myself healthy and happy.

**Key skills—**I can: Explain the health risks of smoking and how tobacco affects the body; explain some of the risks of misusing alcohol and how alcohol affects the body; put into practice basic emergency aid procedures and know how to get help in an emergency; understand how the media and celebrity culture promote certain body types; explain the role food plays in peoples lives and how some people develop eating disorders, explain what makes a healthy lifestyle and how to make healthy choices.

## English

Key Texts— Clockwork or al wound up—Philip Pullman

Grammatical knowledge recognising, creating and using concise expanded noun phrases. Recognising past and present tenses and using the present perfect and past perfect tense form.

Spelling rules—Twinkl Y5 2B word list. Using or sound spelt or, using or sound spelt au and converting nouns and adjectives into verbs using suffixes.

Key genres— Fantasy narrative, Non fiction texts (Forces)

Key vocabulary— Fantasy, prediction, apprentice, suspense, plot, balanced, biased, viewpoint, argument, debate, disease, ailments, justification, suffix, verb, noun, tense, perfect form,

## Maths

Focus—Fractions, decimals and percentages

**Key Knowledge—**Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $>1$  as a mixed number, add and subtract fractions with the same denominator and denominators that are multiples of the same number, multiply proper fractions and mixed numbers by whole numbers supported by materials and diagrams, read and write decimal numbers as fractions, solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates, read write, order and compare numbers up to 3 d.p. Recognise and use thousandths, round decimals with 2 d.p., solve problems with number up to 3d.p., recognise the % symbol and use percentages as a fraction with a denominator 100 and as a decimal and solve problems which require knowing percentage and decimal equivalents.

**Key Vocabulary—** Fraction, improper fraction, top heavy fraction, mixed number, numerator, denominator, simplest, simplify, tenth, hundredth, thousandth, place value, decimal point, round, place holder, percentage, % equivalent scale, compare

## RE

Unit Title—Why do Christians believe the Easter is a celebration of Victory?

**Key Knowledge—**I know: That Christians believe Christ's resurrection is a victory over death and talk about it with understanding, that Christians believe that the death and resurrection of Jesus restored the relationship between God and people and that the Easter Story is the very heart of Christian belief.

**Big Questions—**Why do Christians believe that Easter is a celebration of victory? In what ways is Christ's death and resurrection a victory? What is Jesus victorious over and why? How does his victory affect us today? What did Jesus do to save human beings?

**Key Vocabulary—**Victory, triumph, resurrection, sacrifice, salvation and redeemer.

**Key Skills —** I can: Retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians, talk about and describe feelings in relation to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory., ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions and describe the impact of belief in the Easter story on a person's life.

## Computing—Technola

Unit Title— Digital Literacy—Still image editing

**Key Knowledge—**I know how to combine spatial imagination with design handling, How to correct, construct and conceptualise an original idea using an advanced photo editor. How to use brushing tools to blur and sharpen an image applying presets to different layers. How to improve visual arrangement, enhancing a photo through transparency tools. How to edit photography and use the iPad to snap a lively shot of surroundings before importing the file. I know how to manipulate the image by removing the background, refining angles and blurring elements to create an enhanced image.

**Key Vocabulary—** Photography, manipulating, transparency, search provider, responsibility, typography, page layout, import, editing.

**Key Skills Developed -** Use photo editing software to crop photographs and add effects • Enhance the perspective of an image • Review images on a camera and delete unwanted images • Source media assets from various sources; download stock images from the internet, paying close attention to copyright laws and ownership rights • Use creative expression to make informed choices with regards to page layout, font, and theming • Gain confidence in developing my ideas • Prioritise tasks when working independently • Recognise the potential problems of image manipulation.

Science

Unit Title—Human Body including the circulatory system

Scientist Focus—William Harvey

Key Knowledge-know and identify the main parts of the circulatory system, explain the different functions of the heart, lungs and blood vessels, explain how the digestive system breaks down nutrients, explain what constitutes a healthy lifestyle, understand the processes of how water and nutrients are transported around the body, understand the connection between circulatory and digestive system

Key Vocabulary—circulatory system, heart, lungs, blood vessels, blood, artery, vein, pulmonary, alveoli, capillary, digestive, transport, gas exchange, villi, nutrients, oxygen, enzymes, proteins, pancreas, liver, kidney

Key Skills Developed— Identify and explain the variables they will control in an investigation, choose the most appropriate graph to present data, decide on most appropriate type of investigation for a question, report the degree of trust that they have in their results

History/Geography

Unit Title History—The Kingdom of Benin

Key Knowledge—I know that: the Kingdom of Benin was located in Africa and incorporates parts of modern Nigeria; the Kingdom of Benin was significant from c.1400-1640; the Kingdom of Benin was visited by explorers from Portugal and Britain; that the Kingdom of Benin had a royal family and was ruled by kings known as Obas; that the Kingdom of Benin had its own religion and its own Creation Story; that the Kingdom of Benin had many skilled crafts men and a city-based civilisation; there was a triangle of Trade and why it existed; the Benin Bronzes were looted during the sack of Benin in 1897 and were taken to the British Museum; many people believe that they should be returned to Benin but that there are reasons for and against this.

Big Questions—Should the Benin Bronzes be returned to Benin? Why? What were the significant achievements of the Kingdom of Benin? Did the western explorers benefit or harm the Kingdom of Benin?

Key Vocabulary—discovery, encounter, Oba (King), artefact, sources, evaluate, compare, guilds, bronzes.

Key Skills Developed—I can: explain how our knowledge of the past is constructed from a range of sources; construct informed responses that involve thoughtful selection and organisation of relevant historical material; Construct a balanced argument including investigation, selection, organisation, effective communication including summarising information, using reliable sources of information; understand some of the ways in which we find out about the past and identify ways in which it is represented .

Art/Design Technology

Unit Title—Structure: Playground

Key Knowledge-I know that: there are different types of structures used in playground apparatus; structures can be strengthened by manipulating materials and shapes; I need to consider the surroundings of a playground to make it successful.

Key Vocabulary—Apparatus; bench hook; dowel; jelutong; mark out ;modify; natural materials; plan view; playground; prototype; rainforce; structure; tenon straw; user; vice.

Skills Developed— I can: design apparatus using structures and improve my design with peer evaluation ; measure, mark, cut and shape wood to create a range of structures ; test and adapt my design to improve it; attach structures to a base; use a range of materials.

Term and Focus

Spring 2—Y6

Macbeth –

William Shakespeare

Christian Value—Forgiveness

PSCHE Focus—Healthy Me

Cross-Curricular Maths

Science—presentation of results

Enhancement Ops

Magic Flute Opera Performance at the Met

World Book Day

Music—The Magic Flute Opera

French—Kapow Primary

Read new verbs aloud accurately; create opinion phrases;

Recognise verb forms of être & avoir; create original short text using conjugated verb forms.

PE—PE Hub Dance unit 2 & Hockey

Key Skills—Create and perform a live aural setting, show tension through pattern & formation. Shooting from close range, goal side marking, long corners

Key Vocabulary— aural, confidence, contact,

Cross-Curricular Writing

History— Balanced argument;Should the Benin Bronzes be returned to Africa?

Science—Write up of investigations

English

Key Texts-Macbeth– William Shakespeare

Grammatical knowledge developed-using colons and semi-colons within a list; recognising formal and informal language; ; past tense ; mark boundaries with dashes.

Spelling rules—adding suffixes beginning with vowels to words ending in –fer; ie or ei; word families based on common words; statutory spelling challenging words

Key genres-diary; narrative; newspaper report; debate, poetry.

Key vocabulary—playscript, simile, metaphor, imagery, personification, characterisation, alliteration, interpretation.

Maths

Focus—Decimals, fractions and percentages, measurement—area and perimeter

Key Knowledge—Decimals- place value with 1; round decimals; add and subtract decimals; decimals, percentages and fraction equivalents; fractions as division; understand percentages ; equivalent and order percentages, fractions and decimals; Area, perimeter and volume; area and perimeter; areas of triangles ;area of parallelograms

Key Vocabulary—percentages, decimals, place value, division, equivalent , integers, mixed numbers, rounding, area, squared, cubed, perimeter, right– angle, angle, perpendicular, base.

RE

Unit Title—Who was Jesus? Who is Jesus?

Key Questions—Who was Jesus? Who is Jesus? Who did Jesus say he was? Was Jesus the Messiah?

Key Knowledge— Jesus is given a variety of names to describe his character and purpose, there is a strong connection between Christmas and Easter and the concepts of incarnation and salvation, that we (Christians) believe Jesus was/is the Messiah and what that means

Key Vocabulary—Messiah, Prince of Peace, Saviour, resurrection, redeemer, servant

Key Skills Developed—express their own and the opinion of others in response to the question ‘Who was Jesus?’, use appropriate religious vocabulary o show they understand Christian beliefs about Jesus, ask relevant questions in order to discover the answer to the question ‘Who was Jesus?’, use the Bible as a source to discover the answer to the question ‘Who was Jesus?’

Computing

Unit Title— Digital Literacy; Arthouse Animation

Key Knowledge—I know: the history and functionality of stop motion animation; how to use appropriate theming, soundtrack, sound effects, text, and visual effects to produce a short animation to a brief; how to explore a concept to bring to a narrative; the limitations of exporting animation to other apps.

Key Skills Developed— I can: describe ‘frames’ and ‘frames per second’; Use creative expression to plan and storyboard an effective animation to represent a story or setting; prioritise tasks, both individually and as a group;.

Key vocabulary –photography, typography, page layout, animation, stop motion, frame, frames per second (FPS) splicing, target audience, import, export, file shifting, editing .

PSHCE—Healthy Me

Learning Intentions: I can take responsibility for my health and make choices that benefit my health and well-being ; I understand that some people can be exploited and made to do things that are against the law; I know why some people join gangs and the risks that this involves; I understand what it means to be emotionally well and can explore people’s attitudes towards mental health/illness; I can recognise stress and the triggers that cause this.

Social and emotional development: I am motivated to care for my physical and emotional health;; I can suggest ways that someone who is being exploited can help themselves; I can suggest strategies someone could use to avoid being pressurised; I know how to help myself feel emotionally healthy and can recognise when I need help with this; I can use different strategies to manage stress and pressure