

Past and Present History

Unit Title - Traditional Fairy Tales

Key knowledge - I know that stories change through the years

Key vocabulary - story, tale, character, similar, different

Key skills - I can listen to traditional fairy tales and talk about the characters, story and setting, looking at any similarities or differences to more modern stories.

PE

The PE Hub - Co-operate and solve problems - Unit 1

Key skills - To organize and match items in a variety of ways. Differentiated ways to manoeuvre objects. skipping in isolation and with rope.

Key vocab - travel, heart rate, co-operate, construct, shapes

Music

Charanga Unit - Big Bear Funk - Mr Powers

Literacy

Key knowledge - I know that stories contain lots of different characters.

Big Questions - Is everyone welcome in Magic Land?

Key vocabulary - characters, story, beginning, ending

Key skills - I can listen to different stories and talk about all of the different characters.

Phonics

Games - Metal Mike, chain games, sound lotto.

Twinkl Phonics - Level 1

Natural World (Science and Physical Geography)

Unit Title - Potions / Freezing

Key knowledge - I know how to make a potion. I know that a liquid can become a solid (freezing water to ice)

Key vocabulary - mix, pour, add, stir, liquid, solid, freeze, melt

Key skills - I can mix different ingredients together. I can turn water into ice by freezing.

PSED (PSHCE)

Unit Title - Jigsaw - Relationships

Key knowledge - I know how to make friends. I know how to solve friendship problems and make others feel part of a group. I know what makes a good relationship.

Key vocabulary - friends, friendship, respect, treat, help, solve

Key skills - I can tell you about my family. I understand how to make friends. I can tell you some of the things I like about my friends. I know what to say and do if somebody is mean to me. I can work together and enjoy being with my friends.

Maths

Unit Title - Number problems

Key knowledge - I can solve real world mathematical problems with numbers up to 5.

Key vocabulary - count, add, all, together, how many, how many more

Key skills - I can add a number of different items together to solve a problem.

Computing

Unit Title - Programming

Key Knowledge - I know that: some toys can be programmed; programmable toys need clear instructions.

Big Questions - What is an instruction? What instructions do we use in the classroom? What can you instruct your friend to do? What can we instruct the Beebot to do?

Key Skills - I can: program a Beebot move forwards; program a Beebot to move backwards; program a Beebot to turn; clear a set of instructions.

Key Vocabulary - Forwards, backwards, program, clear, instructions

Nursery Summer 1 Magic Land

Key Texts -

The princess & the wizard
The elves and the shoemaker
The foggy foggy forest
Cinderella

Christian Value - Compassion

Creating with Materials (Art and DT)

Unit Title - Fairy homes/houses

Key knowledge - I can make a suitable home for a fairy/wizard.

Key vocabulary - select, twigs, material, stones, pebbles

Key skills - I can collect various items from the classroom and school grounds to make a home/house.

Being Imaginative and Expressive (Art and Music)

Unit Title - Imagination

Key knowledge - I know how to engage in imaginative play. This will be inspired by the shared texts and stories told.

Key vocabulary - imagine, fairy, wizard, home, land, pretend, play

Key Skills - I can use the available resources to make props to use in my play

RE

Unit Title - I am Special

Key Knowledge - give pupils an understanding that they are unique and special. To know they are loved, valued and made by God.

Key Questions - How do we know that we are special in the eyes of God? How do we know that God is our heavenly father? What are my favourite things? Why are names important?

Vocabulary - God, love, father and unique

Skills Developed - talk about themselves, their likes, dislikes, and what makes them special. talk about feelings they have experienced.

Environment Writing and Maths

Children to try to write their name on all of their work. Outdoor writing using the chalks and paintbrushes and water.

Enhancement Ops

Children to use sunshine garden and school grounds to collect materials to make fairy homes and houses.

Physical Social Emotional and Development - Jigsaw

Unit Title -Relationships Text- Salim's Secret by Noor Ramadani

Key Knowledge - I know what a family is; know that different people in a family have different responsibilities (jobs), know some of the characteristics of healthy and safe friendship; know that friends sometimes fall out; know some ways to mend a friendship; know that unkind words can never be taken back and they can hurt; know how to use jigsaw's calm me to help when feeling angry; know some reasons why others get angry.

Big Questions -What do you do if you feel upset or angry with someone? How do you stay calm?

Key Skills I can identify what jobs they do in their family and those carried out by parents/carers and siblings; can suggest ways to make a friend or help someone who is lonely; can use different ways to mend a friendship; can recognise what being angry feels like; can use calm me when angry or upset.

Key Vocabulary - family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing.

Understanding the World: Technology (Computing)

Unit Title - Digital Art - iPads - SketchBook app

Key Knowledge - I know that: iPads can be used for creating pictures; different effects can be made with different brush applications on an iPad; work can be saved so that I can go back to it at a later date.

Big Questions: What can we use to paint? How can we use an iPad to paint? How can I add detail to my painting on an iPad?

Key Skills - I can: change the brush size and shape on a paint program; change the colour by using a colour wheel; create recognisable pictures; use the text tool to label my picture

Key Vocabulary - Icon, app, paint, save, label

Understanding the World People, Culture and Communities

Unit Title - Our Friends in Pakistan

Key Knowledge children will learn handy phrases in Pakistan (Urdu), for example, hello, bye and how are you; that Pakistan has different languages, food, religion and clothing; how to say handy phrases in Pakistan (Urdu), for example, hello, bye and how are you?

Big Questions What do the children learn in school in Pakistan?

Key Skills I can write/say hello, goodbye and how are you in Urdu; I know the names of different foods in Pakistan; I know about traditional clothing worn in Pakistan; I know about routines in different schools in Pakistan

Key Vocabulary Pakistan, Urdu, Asia, Islamabad, Muslim, Islam, Mehndi, Continent.

Understanding the World The Natural World

Unit Title - What is life like in Pakistan?

Key Knowledge - Children will use a globe both Pakistan on the globe and compare its size to UK

Big Questions - Where is Pakistan on the globe or on the map of the world? What is the weather like in Pakistan?

Key Skills I can draw and label my house; I can create a map of my community; I can create models of transport that people use in Pakistan.

Key Vocabulary Buildings, materials, continent, countries, globe, equator.

RE

Unit Title - Prayer

Key Knowledge - I know that: Jesus taught his disciples (us) the Lord's Prayer; prayer is a form of communication with God; prayer is expressed in a variety of ways; people pray for many different reasons. _

Key Questions - What is a prayer? How do we pray? Where do people pray? When you talk to God what do you say? How does God listen to and answer our prayers? Can you think of different ways to pray?

When do people pray? Can you think of some reasons why people pray?

Key Skills - I can: talk about the stories of Daniel and Jonah; talk about the different ways people pray; talk about their own experiences of prayer.

Vocabulary - Pray, prayer, God, Jesus, the Lord's Prayer

PE

Key skills

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

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

Team Games.

Understanding the World Past and Present

Unit Title Our Friends in Pakistan

Key Knowledge I know: some similarities and differences between things in the past and now; comparing and contrasting my life experiences and what has been read in class; about lives of the people around me - in my community, life and family.

Big Questions

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

Key Vocabulary - Pakistan, people, culture, changes, traditional, religion, housing, transport, clothing, school, language - Urdu, Punjabi, Arabic

Reception

Summer 1

Our Friends in Pakistan

Key Texts

Pakistan - Countries - Alice Harma
The Great Night Journey and other
Stories - Anita Ganeri

Christian Value

Compassion

Environment Maths

- Numeral formation -
- Matching numbers to number words
- Writing number words
- Using shapes to create looking at Arabic numbers.

Environment Writing

- Write a prayer for the prayer tree

- Labelling models ● Mark making and letter formation ● Labelling patterns ● Writing invitations. ●

Enhancement Ops

Links with sister school in Lahore

Coronation celebrations

Literacy

Unit title - Our Friends in Pakistan - **Key Texts** Pakistan - Countries - Alice Harma
The Great Night Journey and other Stories - Anita Ganeri

Key Knowledge:

Writing I can: form many capital letters and lower case letters correctly; Include capital letters and full stops in many of my sentences. I can use my phonics knowledge to begin to label, caption and write sentences independently.

Reading: I can: read and understand simple sentences; use my phonics knowledge to decode and read aloud regular words; read the quick words taught this year (the, to, no, go, I, he, she, we, me, be, was, you, they, all, are, my, her) and high frequency words.

Comprehension I know how to answer, what why where when questions linked reading.

Spellings/Phonics - Phase 2 & 3 consolidation - introducing phase 4 consonants blends and quick words. High frequency word list

Maths

Focus—To 20 and beyond, First Then and Now

Number Building numbers beyond 10; Counting patterns; Beyond 10; Adding more; Taking away.

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

Key Knowledge— I know number patterns to 20; match picture to numeral; fill 10 frame beyond 10; how to estimate; finding missing numbers; ordering numerals to 20; which holds the most?; matching shapes; matching models; replicating shapes; tangrams.

Big Questions-Can you see which number is represented? What happens when you get to 20 and beyond? Does that shape fit? What will happen if you move it around?

Key Vocabulary add, subtract, plus, take away, more than, less than, match, rotate, manipulate, compose, decompose, tangrams, replicate.

Being Imaginative and Expressive (Art and Music)

Unit Title - Charanga - Big Bear Funk

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 do different instruments make? What is a riff?

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; begin to explore and play some percussion instruments.

Key Vocabulary pulse, rhythm, pitch, melody, tempo, perform, express, explore: funk, riff, instruments, percussion.

Creating with Materials - (Art and DT)

Unit Title— Textiles

Key Knowledge-I know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; I know how to share my creations, explaining the process I have used.

Key Vocabulary thread, weave, fabric, wool, hessian, textiles

Key Skills Developed To develop threading and weaving skills, To practice and apply threading and weaving skills to paper, To practice and apply threading and weaving skills to fabric and wool, To use threading and weaving to design a product, To create a product following a design

Big Questions How can you thread this material? How can you weave this material? Is it different with a different material? What design would you like on your bunting? Can you copy your design?

Science-Big questions / Observing overtime

Unit Title— Animals including humans.

Scientist Focus— Steve Irvin Zoologist

Key Knowledge— identify and name a variety of common animals, sort into fish, mammals, amphibians reptiles and birds. Identify common animal /groups, and recognise that some are carnivores, herbivores and omnivores. Describe and compare the structure of the animals- birds compared to fish. Identify, name and draw the basic parts of the human body and link these to the senses. **Inv**-Which colour bird seed do the birds like the best?

Key Vocabulary— animal, reptile, bird, fish, mammals, amphibians. Common animals names and those from Africa.

Key Skills Developed— group, sort and label. Observe, investigation, prediction.

Big Questions? What do we mean by carnivore, herbivore and omnivore? What groups can we split animals into?

PE-Athletics/Orienteering

Key Skills— map reading, identifying a key to simple equipment.

Key Vocabulary— match, find, shape, right, left, forward, backwards, in front, behind.

Music-Charanga unit-Your imagination

Listen to music from films e.g Aladdin.. Warm-up Games. Sing the song Your Imagination, practise for the end-of-unit performance: . Play instrumental parts . Improvise option .

Skills-find the pulse, clapping rhythms, sing, play instruments and perform. Vocab-keyboard, drums, bass, pulse, rhythm, pitch, compose, improvise, perform, audience, imagination.

English

Key Texts— One Plastic Bag Isatou Ceesay, Ronald the Rhino-twinkl, non-fiction african animals.

Key knowledge-Recognise the spelling patterns and where the rhyme is, draw and retell the story, alter the storyline by changing character/setting/event, look at beginning middle, end of story. Look at non-fiction to fiction. Write using the past tense in a newspaper article.

Spelling rules—more on ed, ing, er, est, tion, sion

Phonics— end of phase 5 wk 26 onwards. Revision on alien words and phoneme recap.

Key genres— recount, narrative and poetry

Key vocabulary— blurb, non/fiction, storyline, beginning, middle and end. Rhyme

Maths

Focus— complete mass and volume. Multiplication and Division, Fractions and Geometry.

Key Knowledge— Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.

Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for: lengths and heights

Geometry: Describe position, direction and movement, including whole, half, quarter and three quarter turns

Key Vocabulary— multiples, arrays, doubles, sharing, grouping, divide, heavy/light, heavier than, lighter than, capacity and volume, full/empty, more than, less than, half, half full, quarter, fractions, turns

History/Geography

Unit Title— Going on Safari

Key Knowledge— To understand the geographical similarities and differences through studying the human and physical geography of Kenya compared to the UK: to locate Africa and identify Kenya, to understand what a National park is, to explore the climate and weather of Kenya and compare that to the UK, to recognise some of the main animals that live in Kenya, to draw simple maps and use compass points to navigate around a map, look at a very simple key and identify water/mountains/housing etc.

Key Vocabulary—Africa, Kenya continent, country, Safari, climate, National Park, game reserve, savannah, endangered species, habitat, extinct, protect, tourism, migrate, Maasai tribe, culture, tradition, warriors

Key Skills Developed— To use maps, atlases and globes to locate Africa and Kenya. to use photos, videos and web sites to find out about Kenya . To identify the four points of a compass and use them to navigate around a map.

Term and Focus—Summer 1

Key text—Ronald the Rhino

Christian Value—Compassion

PSCHE Focus—Being grateful for what we have. Comparing life in Africa to ours.

Cross-Curricular Maths

Sorting and grouping, graph in Science,

Cross-Curricular Writing

PSHCE and English, with both books.

Enhancement Ops

Smithills farm class trip—Geography fieldwork.

Kenya Day

Use of animal online resources/butterflies.

RE

Unit Title— 1:8 Joseph and 1:4 Jesus was special.

Big Questions—How do we know God was with Joseph? I wonder how Joseph was feeling? I wonder why Joseph was a Bible hero? I wonder what we can learn from this story? What does special mean? Jesus was special. How? Why? What made Jesus special? Who were the special friends of Jesus and how did they try to follow his teachings? How do we make and build friendships?

Key Knowledge— explore one of the most well-known epic stories of the Old Testament. Help pupils to talk about the actions and feelings of the characters and relate them to their own experiences. Consider what we can learn from this story. Learn more about the nature and characteristics of God.

Key Vocabulary— Joseph, Jacob, brothers, dreams, coat, Egypt and forgiveness

Key Skills Developed— I can: recall events from the life of Joseph; talk about the actions and feelings of the characters and relate them to their own; retell stories of the events in the life of Joseph; talk about the nature and characteristics of God; talk about their own feelings and experiences; ask and respond sensitively to questions about their own and others feelings and experiences; retell stories of Jesus covered in this unit; make the connection between the Bible stories and Christian beliefs about Jesus.

Art and Design/Design Technology

Unit Title— Craft and design: Woven Wonders

Key Artists - Judith Scott, Cecilia Vicuna

Key Knowledge- I know that: art can take many different forms; wool can be wrapped tightly and fixed in place; I can keep trying if something doesn't work first time; I can weave paper strips over and under; I can compare what I make to other pieces of artwork.

Key Questions- Is it art? What is craft? What is weaving?

Key Vocabulary— art, craft, loom, thread, warp, artist, knot, plait, threading, weaving, weft

Key Skills Developed- I can: understand that art can be made in different ways; choose, measure, arrange and fix materials; explore plaiting, threading and knotting techniques; learn how to weave; combine techniques in a woven artwork.

PSHE Unit Title—Relationships

Key knowledge—I know that: I belong to a family; there are people who help us; it is important to be a good friend to myself; I can celebrate special relationships I have.

Key Questions—Who is in my family? What makes a good friend? Who is special to me?

Key Vocabulary- relationship, family, friends, special, qualities, safe, behaviour, appreciation

Key skills- I can: make friends and be a good friend; be a good friend to myself; celebrate special relationships; name some people who are special to me; explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.

Computing

Unit Title—C15 ICT Living with Technology.

Key Knowledge—Identify input and output devices • Recognise a traditional computer, understanding its function and role within the classroom/ home • Successfully photograph an example of a computer in the classroom, uploading it to a photo editing app • Use voiceover to create an interactive image using the editing app • Consider wider social aspects of technology, connecting computers with the environment • Produce a poster highlighting a more sustainable use of technology

Key skills-I can: identify devices and functions, use the camera function and upload to a photo app, add a voice.

Key Vocabulary— . Computer Tool Input Output Screen Keyboard Speaker Camera Scanner Printer Voiceover Edit Environment

Science

Unit Title— Plants

Scientist Focus— Jane Colden

Key Knowledge— observe and describe how seeds grow into mature plants, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Key Vocabulary— root, leaf, stem, flower, bud, seed, bulb, germination, sprout, shoot, seed dispersal, sunlight, water, temperature, nutrition,

Key Skills Developed— performing simple tests, identifying and classifying, asking simple questions, observing closely using a variety of equipment

History

Unit Title— Knights and Castles

Key Knowledge— to know about events beyond living memory that are significant nationally or globally (The Battle of Hastings), to know about the lives of significant individuals in the past who have contributed to national and international achievements (William the Conqueror)

Key Vocabulary— Norman, battle, King, Bayeux tapestry, Feudal system, knights, lords, peasants, castle, battlements, moat, drawbridge, motte, bailey, fort, arrow loops, portcullis, barbican

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

Design and Technology

Unit Title— Structures and castles

Key Skills Developed— Understand that wide and flat based objects are more stable, the importance of strength and stiffness in structures, know the features of a castle— and their purpose, know that a façade is the front of a structure and understand that a castle needed to be strong and stable to withstand enemy attack.

Key Vocabulary—

2D, 3D, castle, design, key features, net, scoring, shape, stable, stiff, strong, structure, tab.

Computing

Unit Title— Word Processing

Key Knowledge— Identify combined input and output devices, recognise non-traditional computers, understanding their wider purpose within the surrounding environment, analyse the accessibility of the touchscreen, recognising how it caters to different learning needs and design a poster showcasing an inclusive shopping centre.

Key Vocabulary— Embedded computer, Combined input-output device, Appliance, Accessibility

Key Skills Developed— Use technology purposefully to create, organise, store, manipulate and retrieve digital content, recognise common uses of information technology beyond school.

PE

Key Skills— Orienteering Use thinking skills to solve multi-step instructions. Solve more challenging problems using searching skills to find given things from clues and pictures.

Key Vocabulary— Reach, search, find, explore, find, teamwork, speed, verbal, tactile, map, key, equipment, variety

Key Skills - Send and Return

Develop sending skills with a variety of balls, track, intercept and stop a variety of objects.

Key Vocabulary - serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet

Music - Friendship Song - Pop Focus

Key Knowledge/Skills - Know that music has a steady pulse, create rhythms from words, add high and low sounds, pitch and sing and play our instruments.

Vocabulary - Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

Year 2

Summer 1

Knights and castles

Key text— Tell me a dragon- Jackie Morris

The Egg- M. P. Robertson

Christian Value— Compassion

PSCHE focus- Relationships – We will look at families and friendships and how we can resolve conflicts or problems when they occur, what makes strong relationships.

Cross-Curricular Maths

PE- keeping score and timing

Science- presenting results and measuring

Cross-Curricular Writing

RE- Describe the setting of the hillside in Galilee

History- Knight wanted

Enhancement opportunities

Skipton castle trip

Medieval banquet

Visit to church

English

Key Texts- Tell me a dragon- Jackie Morris; The Egg- M. P. Robertson

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

Spelling rules— spell common homophones; contractions, add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly, est, er. Prefix dis.

Key genres- description, narrative, instructions, explanation,

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

Maths

Focus— Reading scales, measurement, position and direction, problem solving and efficient methods

Key Knowledge— solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, applying their increasing knowledge of mental and written methods, arrange combinations of mathematical objects in patterns and sequences, use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). Measurement of lengths in cm and m, volume in millilitres and litres, weight in grams and kilograms

Key Vocabulary— add, subtract, efficient, total, equals, clockwise, anti-clockwise, turn, quarter, half, three quarters, centimetre, metre, millimetre, litre, kilogram, grams

RE

Unit Title— Why is the church a special place for Christians?

Key Questions— What makes a place special? Where is your special place? What do you think makes a Church a special place? Why is the church a special place for Christians? Why/when do people go to Church? What happens in the Church? What makes a place holy/sacred?

Key Knowledge— that the church is a special place where Christians meet to worship and pray. It is also the body of people and not just the building. that for Christians the church is a holy blessed space. the story of Moses and the people of God building the tabernacle (tent of meeting) to house the ark of the covenant. that people of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there.

Key Vocabulary— Church, Vicar, Minister, pews, font, altar, stained glass, worship, holy, sacred,

Key Skills Developed— ask good questions that reveal understanding about the church and what happens there. connect the features of the church to Bible Stories. use religious vocabulary to name and describe the features of a church building.

Science

Unit Title—Plants (continued from Spring 2)

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

Geography

Unit Title— Somewhere to Settle

Key Knowledge— I know what a settlement is; I know important features of a settlement site; I know things settlers needed from a settlement site and why they develop in certain locations; I know settlements have been built at different times in history; I know different types of land use

Big Questions— What does the word settlement mean? What features would you see?

Key Vocabulary— village, town, city, countries, settlement, site, location, invaders, map, atlas, globe, land use, transport and trade links, key, symbols, route, eight compass points, 4 and 6 figure grid references, Ordnance Survey maps, natural resources (energy, food, minerals and water),

Key Skills Developed— I can identify features/land use on a digital map; I can use a key and symbols to identify transport links on maps; I can use an atlas to find a route between two places; I can draw a map of a settlement; I can create a key for a map; I can use 8 compass points and 4 and 6 figure grid references

Art/Design Technology

Unit Title— Food: Eating seasonally

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

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

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

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

PE— Unit title— Orienteering

Key knowledge— I know orienteering uses diagrams, maps, symbols, keys, colours; I know an orienteering map is a 'bird's eye view' diagram of the ground, I know the map key is the most important part of the map

Big Questions— How do you know which way to hold your map? Which animal would often see our school from this point of view? Which features on the map stand out the most? Can you identify where you are on the map?

Key Vocabulary— diagram, map, symbols, key, map features, map reading skills

Key Skills Developed-I can develop spatial awareness of symbols by transferring information on a diagram into reality; I can use agility, balance, co-ordination whilst holding or looking at the map; I can identify basic orienteering symbols and colours using a map key; I can co-operate and discuss effectively to review and evaluate performance in order to improve work as a team; I can recognise, orientate and follow the school orienteering map; I can recognise the orienteering map is a 'bird's eye view' diagram of the ground; I can use the key to recognise the relevant symbols and features on the school orienteering map; I can travel safely to and from orienteering control marker signs; I can record information accurately.

Music

Unit title—Charanga Unit— Bringing us together

Musical genre—Disco

Key vocabulary— Pulse, rhythm, pitch, disco, tempo, dynamics

French

Unit title—In a French classroom

Classroom equipment, colour and size adjectives, items in a school bag

Y3 Summer 1 – Under the Sea

Key texts— Dolphin Boy, The Pearl Diver

Christian Value— Compassion

Cross-Curricular Writing

Computing— make a PowerPoint presentation about a sea creature

Enhancement Ops

Visit local area to explore how land is used.

Coronation artwork

PSHE— Relationships

Key knowledge— I know that different family members carry out different roles or have different responsibilities within the family; I know that gender stereotypes can be unfair e.g. mum is always the carer, dad always goes to work etc; I know that some of the skills of friendship, e.g. taking turns, being a good listener; I know some strategies for keeping safe online; I know how some of the actions and work of people around the world help and influence my life; I know that all children have rights (uncrc); I know the lives of children around the world can be different from my own.

Big Questions- What do you do if your friend makes you upset regularly?

Key Vocabulary- male, female, stereotype, career, job, role, responsibilities, respect, differences, similarities, global, fair trade, inequality, exploitation, rights, justice, united nations, equality, deprivation,

Key skills- I can identify the responsibilities I have within my family; I can solve a conflict; I can access help if I am concerned about anything on social media or the internet; I can empathise with people from other countries who may not have a fair job/ less fortunate; I can understand I am connected to a global community in many different ways; I can identify similarities in children's rights around the world; I can identify my own wants and needs

English

Key Texts- Dolphin Boy, The Pearl Diver

Grammatical knowledge developed- different types of nouns: common, proper, collective, abstract

Spelling rules- ary, short u sound spelt with o, ou that sounds like u, struct, uni, scop, spect, press and vent word families

Key genres— narrative, non-fiction: information text, explanation, non-chronological report, Kenning poetry

Key vocabulary— summarise, predict, improvise, empathise, setting, character, Kenning, heading, sub headings, glossary,

Maths

Focus— Number: Fractions

Key Knowledge— Add and subtract fractions; partition the whole; find unit fractions of a set of objects; find non-unit fractions of a set of objects; reason with fractions of an amount

Key Vocabulary- , Divide, equal, unit fractions, non-unit fractions, denominator, partition, whole, numerator, equivalent, add, subtract

Focus-Measurement: Money

Key knowledge - Convert pounds and pence; add and subtract money; find change

Key Vocabulary—pounds, pence, convert, equal, add, subtract, change

RE

Unit Title— 3.3 Jesus the man who changed lives

Key Knowledge— I know that Christians believe Jesus has the power to change people's lives; I know that choosing to follow Jesus is not necessarily an easy way of life; I know that people's lives today can be transformed by becoming a Christian and choosing a different way of life.

Big Questions— What does change mean? How can our lives be changed? Is it easy to change? How did Jesus change lives? When did/does Jesus change lives? What happens when Jesus changes a person's life?

Key Vocabulary-Jesus, Mother Theresa, Levi, Zacchaeus, saint, disciples, Christian Aid, Cafod, forgiveness, humility, service

Key Skills Developed— I can talk about my experiences of change; I can retell the story of Jesus changing someone's life; I can talk about the ways in which Jesus changed/changes people's lives.

Computing

Unit Title— ICT and social studies—Computing legends: Ada Lovelace

Key Knowledge- -I know that: their were societal restrictions in the Victorian period and how these restrictions limited access to knowledge; you can successfully navigate different mediums whilst collating data; data can be inputted onto a cohesive spreadsheet; data is important when collating a presentation

Big questions— Why was Ada Lovelace a significant figure? What were the societal restrictions in the Victorian period? How reliable is data and different sources? What is a spreadsheet?

Key Vocabulary— spreadsheet, cells, rows, columns, data, data quality, formatting, presentation, slides, layers, erasure, societal restriction

Key Skills Developed— I can: understand computer networks including the internet; use search networks effectively; select, use and combine a variety of software

SCIENCE

Unit title- Electricity

Scientist focus – Thomas Edison

Key knowledge -Classify and present data, identifying common appliances that run on electricity. Identify circuit components and build working circuits. Know whether circuits are complete or incomplete. Know which materials are electrical conductors or insulators. How to explain how a switch works in a circuit, build switches and report their findings. Know how to solve problems about electricity using reasoning skills.

Key vocabulary – electricity, electric, electrical, mains, battery, appliance, record, classifying, present data, bulb, wire, buzzer, motor, cell, switch, bulb/battery holder, circuit, complete, incomplete, energy ball, components, observations, conclusions, conductors, insulators, enquires, Thomas Edison, watts.

Key skills developed – Group and classify appliances, record findings, use a range of electrical equipment, make predictions, draw simple conclusions from results, decide how to set up a simple practical enquiry, report and present results and conclusions to others in oral form, use straightforward evidence to answer questions and identify similarities, differences, patterns and changes relating to simple scientific ideas and processes.

R.E

Unit title -Are all places of worship the same? Do people worship God in the same way?

Key questions -What does church mean? Are all churches the same? What does it mean to belong to a church? What makes this place special? What makes this place Holy? To whom is this place special? Why do people gather here to worship?

Key Knowledge-That not all church buildings are the same but have similar features according to denomination. That Peter and the disciples 'built' the church after the events of Pentecost. That the bible gives guidance to the church about behaviour and attitude, and I can talk about what that guidance is. That Christianity is a worldwide multi-cultural faith. That people of other faiths have different place to worship, and I can name the buildings, key features and the worship that takes place there.

Key Vocabulary- Church, chapel, cathedral, sacrament, vicar, curate, priest and minister, Islam, mosque, Imam, Quran.

Key Skills Developed -Use religious vocabulary to name features of the church building, talk about their significance and link to the bible, identify similarities and differences between churches and denominations worldwide. Talk knowledgeably about other places of worship, the features of the building and the worship that takes place there.

P.E/GAMES

P.E Hub –Cricket/ Orienteering

Unit focus – **Cricket** -Develop and apply a range of skills in competitive context. Choose and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply with consistency. **Orienteering** - Navigate in the correct order between a set of control points using a detailed image/map and deciding on the best way/route to complete the course.

Vocab –**Cricket**-batting, fielding, bowling, bat, wicket, stumps, balls, crease, boundary, run, batsman, bowler, wicket keeper, field, innings, strike, cross, four, six, single, over, balls, pull, shot, forward. **Orienteering** -map, diagram, scale, follow, challenges, orienteering, compass, teamwork, sequence

Year 4

Term -Summer 1

Christian Value -Compassion

Enhancement Opportunities

Drop everything and read session

Easter service

Linked Schools project

Roman Day

Camping experience

Sports day

ENGLISH

Key Text- The Roman News by Andrew Langley and Philip De Souza and Escape from Pompeii by Christina Balit.

Grammatical knowledge developed – Standard English- forms for verb inflections instead of local spoken forms were or was

Spelling rules – Adding the prefix 'inter', 'anti', 'auto', 'ex', 'non' words ending in 'ar' and 'er'.

Key genres – Newspaper report, persuasive pamphlet, descriptive setting, performance poetry.

Key vocabulary – Headline, pun, alliteration, subtitle, rhyme, report, 5Ws, chronological report, non-chronological report, captions, third person, past tense, direct and reported speech, title, opinion, fact, rhetorical question, fronted adverbial, subordinate clause, adverbial, extended sentences, short impactful sentences, persuasive language.

Maths

Focus – Decimals, money, and

times tables

Key knowledge – tenths/hundredths -as a fraction, a decimal, on a place value chart, on a number line, divide 1 and 2 digit numbers by 10 and 100, Make a whole with tenths and hundredths, partition and flexibly partition decimals, compare and order decimals, round to the nearest whole number, halves and quarters as decimals, write money using decimals, convert between pounds and pence, compare, estimate and calculate money, solve problems with money.

Key Vocabulary -tenths, hundredths, fractions, place value, decimals point, digits, whole, partition, round, half, quarter, money, pounds, pence, amount, value, compare, estimate, calculate, solve. Times, multiply, product of, lots of.

History/Geography

Unit title – The Roman Empire and its impact in Britain.

Key knowledge – To know about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius. To know why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made. Know about the resistance of Queen Boudicca and understanding different perspectives. Describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. To know what a Roman bathhouse is and who used them.

Key vocabulary– Invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, Roman road, camber, highway, Boudicca, rebellion, Hadrian, turret, milecastle, fort, Picts,

Key skills developed– Develop an awareness of the Roman Empire and its impact on Britain. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Develop the appropriate use of historical terms.

Art/D.T

Unit title – Electrical systems -Torches

Key Knowledge – To understand that electrical conductors are materials which electricity can pass through. To understand that electrical insulators are material which electricity can not pass through. To know that a battery contains stored electricity that can be used to power products. To know that an electrical circuit must be complete for electricity to flow. To know that a switch can be used to complete and break an electrical circuit.

Key vocabulary – battery, bulb, buzzer, conductor, circuit, circuit diagram, electricity, insulator, series circuit, switch, component, design, design criteria, diagram, evaluation, LED, model, shape, target audience, input, recyclable, theme, aesthetics, assemble, equipment, ingredients, packaging

Key skills developed–Designing a torch considering the target audience and creating both design and success criteria focusing on features of individual design ideas. Making a torch with a working electrical circuit and switch. Using appropriate materials to cut and attach materials. Assembling a torch according to design and success criteria. Evaluating electrical products. Testing and evaluating the success of the final product.

Music

Unit title -Charanga-Blackbird -The Beatles

Musical genre – Pop with a political message.

Key vocabulary–: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.

M.F.L -French

Unit title-Clothes -Getting dressed

Convert indefinite article to a possessive adjective

Clothing vocabulary.

Use J'aime or Je n'aime pas, (I like/I don't like).

Use il and elle correctly.

Cross curricular maths –

Science—presentation of results.

History—Using Roman numerals.

Cross curricular writing-

RE— Information leaflet about a place of worship.

History—Diary entry of a Roman

Science –Script for electricity television

show.

Computing

Unit title – I.C.T and Social Studies - Computing Legends: Steve Jobs

Key knowledge–Identify Steve Jobs as the founder of Apple, understand the key stages of Apple's development, successfully navigate different resources, collating data, input data into a cohesive spreadsheet, consider my own relationship to devices and how this makes access to research and entertainment more accessible, produce an interactive presentation.

Key vocabulary – Links, pre-defined formula, data type, multi category axis, SUM function, pie chart, accessibility, democratisation, neuro-typical, neuro-atypical, equality, capitalism, free market.

P.H.S.C.E

Unit title - Relationships

Learning intention– Recognise situations which can cause jealousy in relationships, identify someone they love and can express why they are special to me, tell you about someone they know that they no longer see, can recognise how friendships change, know how to make new friends and how to manage when they fall out with my friends, understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when they are older, know how to show love and appreciation to the people and animals who are special to them.

Social and emotional learning intention– Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens, know how most people feel when they lose someone or something they love, understand that we can remember people even if we no longer see them, know how to stand up for themselves and how to negotiate and compromise, understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend, that they can love and be loved.

Key vocabulary –. Relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, strategy, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, loss, memories, special, remember, friendships, negotiate, compromise, trust, loyalty, betrayal, empathy, boyfriend, girlfriend, attraction, pressure, personal, comfortable, special, love, appreciation, symbol, care.

Key skills developed – Know how to make friends, try to solve friendship problems when they occur, help others to feel part of a group, show respect in how they treat others, know how to help themselves and others when they feel upset or hurt, know and show what makes a good relationship

Science

Unit Title—Properties and Changes of Materials

Key Knowledge— This ‘Properties and Changes of Materials’ unit will teach your class about different materials, their uses and their properties, as well as dissolving, separating mixtures and irreversible changes. The children will sort and classify objects according to their properties. They will explore the properties of materials to find the most suitable material for different purposes. The children will work scientifically and collaboratively to investigate the best thermal insulator, making predictions and forming conclusions. Furthermore, they will have chance to find the best electrical conductor, in the context of making floodlights brighter. They will have the opportunity to work in a hands-on way to explore dissolving, identifying the different variables in their own investigations. They will find out about different ways to separate mixtures of materials, using filtering, sieving and evaporating. Finally, they will learn about irreversible changes, and participate in two exciting investigations to create new materials, including casein plastic and carbon dioxide.

Key Vocabulary— Material, property, separating, dissolve, soluble, insoluble, thermal conductor, insulator, reversible, irreversible, solid, liquid, gas, magnetic, non magnetic, particles, structure, filter, sieve, carbon dioxide.

Key Skills Developed—Compare materials according to their properties, Investigate thermal conductors and insulators, investigate which electrical conductors make a bulb shine the brightest, investigate which materials will dissolve, Use different processes to separate mixtures, Identify and explain irreversible chemical changes.

History/Geography

Unit Title—Magnificent Mountains

Key Knowledge—In this Unit, children find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region.

Key Vocabulary— Valley, summit, foot, slope, region, climate, mountainous, lava flow, magma, tectonic plates, fold mountain, features, mountain range, fault line, Earth’s crust, mantle, core, tourism, plateau.

Key Skills Developed—Use an atlas and map to find counties, identify key mountain ranges around the world, locate key areas of higher ground around the UK, Use a map to find and describe key features of mountains, Explain how different types of mountains are formed, Describe a mountainous climate, Describe how tourism affects mountainous regions.

Art/Design Technology

Unit Title—Architecture

Key Knowledge— I know: Look closely at detail and interpret these; design a building based on an architectural style; To know and use perspective; Know and discuss Hunderwasser’s style; reimagine buildings in a style; add colours and motifs; use the monoprinting method, develop and identify composition; understand the purpose of a monument; know what a legacy is.

Big Questions-Is your drawing representative of the picture? Have you composed and created a clear print? How can you improve your work? What can you tell me about Hunderwasser? What patterns/motifs would you paint on your house? Would local people approve of your design? Are the materials practical, safe and cost effective? Have you considered the interior and the exterior?

Key Vocabulary— abstract, amphitheatre, ancient, architects, composition, cryptic, legacy, ornate, pattern, plaque, mono print, representation, shading, sketch, stadium, symbolism, temple, continuous, taper, texture, observation, Hundertwasser, perspective,

Key Skills— I can: To draw by interpreting forms from direct observation; to compose a print from a larger observational drawing; to transform the look of a building in the style of a famous artist; to design a building in an architectural style; to design a monument.

PE

Key Skills—Cricket (SJ) Orienteering (KC)

Key Vocabulary— stance, stumps, boundary, wicketkeeper, innings, over, offensive, defensive, decipher, solve, orient, problem solve.

Music—Violins Mr Price

French—Unit 1 French Monster pets—using a bilingual dictionary, Using pronouns and cognates, learning agreement in longer phrases.

Term and Focus— Y5 Summer 1

Roof toppers—Katherine Rundell

Christian Value—Compassion

Enhancement Ops

Cabbage Chemistry workshop

Easter Eucharist in Church

Female Pro footballer visit (Let Them Play)

Bikeability week

Bridgewater Gardens trip

Cross-Curricular Links

Creating a musical Detective work

Human rights & liberties

PHSCE —Relationships

Key knowledge—I know how to keep building my own self esteem, I can recognise when an online community begins to feel unsafe or uncomfortable, I can recognise when an online community is helpful or unhelpful to me, I can identify things to do that reduce my screen time so my health isn't affected, I can recognise and resist pressure to use technology in ways that may be risky or cause harm to myself or others.

Key skills developed—I have an accurate picture of who I am as a person, I know belonging to an online community has positive and negative consequences, I understand there are rights and responsibilities in an online community, I know there are rights and responsibilities when playing games online, I can recognise when I'm spending too much time online (screentime), I can explain how to stay safe when using technology to communicate with friends online.

English

Key Texts— Rooftoppers—Katherine Rundell

Grammatical knowledge Commas—using them to avoid ambiguity in writing.
Cohesion—using devices to build cohesion in a paragraph.

Spelling rules—Twinkl Y5 3A word list. Words using the letter string ‘ough’. Adverbials of time and place, words with an ‘ear’ sound spelt ‘ere’, statutory list.

Key genres— Narrative, discussion/debate

Key vocabulary— Narrative, guardian, eccentric, connection, plane of experience, contempt, justice, liberties, orphanage, Victorian/Edwardian, suspense, critical, debate, dialogue, mood, context, relationship, background beliefs, scholar, experiences.

Maths

Focus—Geometry: Properties of shape and position and direction.

Key Knowledge—Understand and use degrees, classify angles, estimate angles, measure angles up to 180, draw lines and angles accurately, calculate angles around a point, calculate angles on a straight line, lengths and angles in shapes, working with regular and irregular polygons, reasoning with 3D shapes, read and plot co ordinates, solve problems with co ordinates, calculate translations, calculate translations using co ordinates, identify lines of symmetry, identify and use reflection in horizontal and vertical lines.

Key Vocabulary— degrees, arm, turn, apex, classify, estimate, reason, angle, acute, right, obtuse, reflex, straight line, protractor, point, polygon, non polygon, 3D, regular, irregular, straight sides, axis, horizontal, vertical, interval, brackets, comma, ordered pair, x axis, y axis, origin, plot, translate, rotate, mirror image, reflect, lines of symmetry, reasoning

RE

Unit Title—Exploring the lives of significant women in the old testament

Key Questions— What can I learn from this story? Why is this a significant moment? Why is this women important? In which values and beliefs are the actions of the women rooted? Did she do the right thing? Where does this story fit into God’s big story?

Key Knowledge— That there are significant women in the Bible who made incredible choices that have an impact on God’s big story. Worship can be expressed in a variety of different ways including prayer, dance, compassion, and self sacrifice. Sometimes people of faith face great challenges and remain true to their face.

Key Vocabulary—Ruth, Esther, Purim

Key Skills Developed—Make links between their own values and the values of others (i.e. the women in the Bible) Ask important and relevant questions about the lives of the women in the Bible, Ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments. Reflect on the the lives of the women in the Bible and describe the features that inspire them.

Computing—Technola—ICT and Social Studies

Unit Title— Computing Legends—Alan Turing

Key Knowledge—I know that: Alan Turing as the father of computational theory and artificial intelligence, marginalised communities have been oppressed and objectified in the pursuit of societal goals.

Key Vocabulary— Specified formula, auto formatting, bar chart, appropriation, repression, artificial intelligence, progressive, representation.

Key Skills Developed— I can: explore the life and achievements of forerunning computer scientist Alan Turing, Appreciate what it may have been like to engineer for the British Government as a LGBTQ+ person particularly at a time when homosexuality was illegal, grasp the nature of inequality, successfully navigate different resources whilst collating data, input multiple sets of data into a cohesive spreadsheet, produce a complex interactive presentation.