

Past and Present

History

Unit Title - History of Space Travel

Key knowledge - I can talk about people who have travelled to space

Key vocabulary - space, travel, time, research, history

Key skills - Children will use timelines and the internet to research the history of space travel.

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

Unit Title - Travelling to different places

Key knowledge - I know different places which you can travel to and how to travel there

Key vocabulary - travel, places, far, near, atlas, globe

Key skills - Children will use globes, atlases and the internet to research different places

Natural World (Science and Physical Geography)

Unit Title - forces / gravity

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

Key vocabulary - gravity, space, atmosphere

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

RE

Unit Title - Special Times

Key Knowledge - the arrival of the holy spirit is remembered at Pentecost. people of faith have special times of prayer. special times create memories. celebrating special times is important.

Key Questions - When are your special times? How are special times celebrated?

What makes time special? Where do people go for their special times of prayer?

Why does the church celebrate Pentecost?

Vocabulary - Anniversary, christening, baptism, wedding, celebration, funeral, Holy Spirit, birthday and prayer.

Skills Developed -talk about special times. recall/retell the story of Pentecost. talk about feelings associated with special times. Ask questions about special/holy times.

PE

The PE Hub - Manipulate and coordination - Unit 1

Key skills - Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.

Key vocab - carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes.

Music

Mr Powers - Charanga Unit - Reflect, Rewind, Replay

PSED (PSHCE)

Unit title- Jigsaw - Changing Me

Key knowledge - I can name parts of my body & show respect. Can tell some things I can do & some foods I can eat to be healthy. Know that I grow and change. Can talk about how I feel about moving to school from nursery. Can remember some fun things about nursery this year.

Key vocabulary -

Key skills - Understand that everyone is unique and special. Can express how I feel when change happens. Understand and respect changes that they see in themselves and other people. Know who to ask for help if they are worried about changes.

Nursery

Summer 2

The Way Back Home

Key Texts -

Whatever Next

Little Rockets Special Star

Laura's Secret

Christian Value - Hope

Environment Writing and Maths

Children to write their name on all of their work. Children to write their name on models displayed.

Outdoor writing using the chalks, paintbrushes and water.

Enhancement Ops

End of year fun day

Shuffle up day

Literacy

Key knowledge - I know that we can travel to space.

Big questions - How do we get there?

Key vocabulary - space, planets, galaxy, astronaut

Key skills - I can listen to stories and learn facts about space travel and the universe

Phonics

Twinkl Phonics - Level 1.

Maths

Focus - Separate a group of objects and start to represent numbers.

Key Knowledge - Learn how to separate a group of objects in different ways, beginning to recognise that the total is still the same. Learn that we can represent numbers in lots of different ways.

Key Vocabulary - separate, count, accurately, objects, different, same, total, mark, record

Creating with Materials (Art and DT)

Unit title - Large scale junk modelling

Key knowledge - I can make a rocket using information I have gained from stories and the internet

Key skills - To use different junk modelling materials to make a rocket, planet etc.

Being Imaginative and Expressive (Art and Music)

Unit Title - Charanga Unit - Reflect, Rewind, Replay - Consolidation of learning.

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 explore how to use their voice.

Physical Social Emotional and Development – Jigsaw

Unit Title – Changing Me Text: The Hungry Caterpillar by Eric Carle

Key Knowledge – I know and can name parts of the body; tell you some things I can do and foods I can eat to be healthy; understand that we all grow from babies to adults; can express how I feel about moving to Year 1; can talk about my worries and/or the things I am looking forward to about being in Year 1; can share my memories of the best bits of this year in Reception

Big Questions – Which parts of your body do you know the name of? What are you excited about for next year?

Key Skills I can name parts of the body; I can tell you some of the things I can do and foods I can eat to be healthy; I understand that we all grow from babies to adults; I can express how I feel about moving to Year 1; I can talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1; I can share my memories of the best bits of this year in Reception.

Understanding the World: Technology (Computing)

Unit Title – Word Processing – MS Word

Key Knowledge – I know that: computers can be used for writing; my writing can be printed out; my writing can be saved; once my writing is saved I can look at it on other computers linked together.

Big Questions: What can we write on the computer? Where can I look at my writing? How can other computers talk to each other?

Key Skills – I can: write a sentence on the computer; tell the computer to start my sentence with a capital letter; tell the computer to put a full stop at the end of my sentence; use the space bar to put spaces between my words; ask a grown up to help me save and print my work

Key Vocabulary – Keyboard, type, print, save, space bar, capital letter, shift key, full stop

Understanding the World – People, Culture and Communities

Unit Title – Toys around the world.

Key Knowledge I know about my immediate environment (toys I own) and can explain similarities and differences between these and toys from different countries; I know how to draw on knowledge from stories, non-fiction texts and computing.

Big Questions Are toys made of the same materials in all countries? What are the most common materials used to make toys?

Key Skills I can identify some of the ways in which we find out about toys around the world by identifying different sources; Recognise some similarities and differences between toys/games in this country and toys/games in other countries.

Key Vocabulary, describe, similarities, differences, themselves, others, communities, traditions.

Understanding the World – The Natural World

Unit Title – Changing Materials and Seasons.

Key Knowledge –I know important processes and changes in the world around me including the seasons and changing states of matter; I know some similarities and differences between natural and contrasting environments; I know how to explore nature around me and make observations, draw pictures of plants and animals.

Big Questions –What can you hear, feel, smell, see and touch during the summer? Will these senses be different in other countries?

Key Skills I can understand some important processes and changes in the world around us including the seasons and changing states of matter; I can describe some similarities and differences between natural and contrasting environments; I can make observations and draw pictures of plants and animals.

Key Vocabulary– change, alter, materials, Seasons

RE

Unit Title – Special Places

Key Knowledge – I know that: Christians worship in a church; people consider places to be special for different reasons; Muslims take off their shoes in a mosque.

Key Questions – Where is your special place? Why is it special? Why is the church a special place? When do you visit your special place? Who goes with you to your special place? What makes a place a holy place?

Key Skills – I can: talk about my special places; talk about places of worship as special/holy places; talk about taking off your shoes in a special/holy place.

Vocabulary – Church, Jesus, Mosque, holy and Temple.

Reception

Summer 2

Toys Then and Now

Key Texts

Toys; Toys in Space; That Rabbit Belongs to Emily Brown.

Christian Value

Hope

Understanding the World

Past and Present

Unit Title Toys we used to play with.

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

Big Questions How have toys changed? What toys did I used to play? What toys did my grandparents play with?

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

Key Vocabulary – Toys, old, new, then, now, changes, grandparents, babies, favourite, today, modern, new, present, now, 21st century, century, describe, question, source evidence.

Environment Maths

- Numeral formation –
- Matching numbers to number words
- Writing number words
- Using shapes

Environment Writing

- Labelling models
- Writing lists
- Writing short narratives and instructions on the computer

Enhancement Ops

Class visit to Imagine That
Visit to church to look at the different parts

Literacy

Unit title – Toys Then and Now

Key Texts That Rabbit Belongs to Emily Brown; Toys in Space; Toys.

Key Knowledge:

Writing I can write recognizable letters (lower case and capital) most of which are correctly formed; Write simple phrases and sentences that can be read by others- including oral rehearsal/ word spacing/full stop and capital letters; Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as: 2-3 part story (story map/planner), instructions, fact cards (spidergram to collate information).

Reading: Comprehension/Word Reading

Spellings/Phonics – Phase 2/3/4 consolidation; Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs; cvc words; cvcc,

Maths

Focus– Find My Pattern and On the Move

Number Doubling and matching. Sharing and grouping, Even and Odd,

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

Key Knowledge– I know how to: count forwards and backwards within 10, compare quantities, identify more and fewer, double means twice as many, double numbers up to 5, find half of a group within 10, replicate models, follow a repeating ABBC pattern, measure in different ways, follow a map and use positional language. Consolidation of previous teaching

Big Questions– How do you double a number? How many different models can you make from a set of different shapes? What strategies were most successful, which didn't work and why?

Key Vocabulary measure, short, long, full, empty, half, positional language, maps, forward, left, right, in front, behind, next to, in between, on top, inside, count, altogether, scale, build,

PE

Unit Title– Manipulation and Coordination unit 2

Key Knowledge–I know how to coordinate similar objects in a variety of ways; I know how to differentiate ways to manoeuvre objects; I know how to skip in isolation with a rope

Big Questions–What does "opposition" mean when playing a game?

Key vocabulary– Weight, spin, slide, apparatus, anticipate, beat, freeze, hop, grip, jump, switch, low.

Being Imaginative and Expressive (Art and Music)

Unit Title – Reflect, rewind and replay

Key knowledge: I know; nursery rhymes off by heart; the stories of some of the nursery rhymes; that we can move with the pulse of the music; that the words of songs can tell stories and paint pictures; how to sing or rap nursery rhymes and simple songs from memory; that songs have sections; that a performance is sharing music

Big Questions What can you explain about songs, music and performing?

Key Skills I can: sing, dance and perform a selection of songs

Key Vocabulary pulse, rhythm, pitch, melody, tempo, performance, .

Creating with Materials – (Art and DT)

Unit Title– Making Toys (D/T)

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; I know how to make use of props and materials when role playing characters in narratives and stories.

Key Vocabulary materials, wood, bricks, metal, water resistant, waterproof, old, new, push, pull, electricity, battery powered.

Key Skills Developed I can select appropriate materials/ resources to make a toy; I can construct with a purpose in mind; I can represent my own ideas in design; I can explore using moving parts.

Big Questions What are toys made of? What materials can be used? How will it work/ move? Will it make a sound?

Science

Unit Title—continue **animals including humans** for 2 weeks.

Investigation on humans..

Weather, including seasonal change

Scientist Focus—Christopher Wren, Robert Hooke, Richard Towneley, George James Symons-meteorologists.

Key Knowledge—Animals-molluscs. Look at humans as mammals and the 5 senses re-cap. To be able to describe the weather. Chart to look at rainfall on a set day in Prest-wich compare this to Kenya. I can take the temperature in/outside each day, look at different types of thermometers-inv off time. Invent your own rain gauge. I can describe it the weather in each season and talk about seasonal changes that happen. Look at clothing for different seasons. Compare weather in other countries.

History

Unit Title— **Royalty over time, including the texts The Queen's knickers/ hat and the King's pants.**

Key Knowledge—Queen Victoria was queen for almost 64 years. This time was called the Victorian period. Cars and trains were invented during this time. Queen Elizabeth the 2nd reigned from 1952 until her death in 2022¹. She was the longest-serving British monarch and the longest-reigning female head of state in history, with **70 years and 214 days on the throne**¹²³⁴. She witnessed many changes in her country and the world, such as the end of the British empire, the Brexit referendum, and several wars . Prince Charles reign starts 2022- What will he do/see?

Key Vocabulary— Monarchy, Parliament, succession, crown, power. Reign, royal, rule, as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after

Key Skills Developed— asking questions, recognising historical events/ changes in living memory, chronology, examining artefacts,

Art and Design/Design Technology

Unit Title— Cooking and nutrition: Fruit and vegetables

Key Knowledge- I know: the differences between fruit and vegetables; that some foods typically known as vegetables are actually fruits; that a blender is a machine which mixes ingredients together into a smooth liquid; that a fruit has seeds and a vegetable does not; that fruits grow on trees or vines; that vegetables can grow either above or below the ground; that vegetables can come from different parts of the plant.

Key Questions- What is the difference between fruit and vegetables? What is a blender used for? Where do fruits and vegetables grow? Which parts of fruit and vegetables can we eat?

Key Vocabulary— fruit, vegetable, leaf, seed, root, stem, smoothie, healthy, carton, design, flavour, peel, slice

Key Skills Developed- I can: identify if a food is a fruit or vegetable; identify where plants grow and which parts we eat; taste and compare fruits and vegetables; make a fruit and vegetable smoothie.

PE-run jump throw unit 1 CW

Hit, catch, run Unit 2 SJ

Key Skills—link running and jumping, develop throwing techniques. Develop sending and receiving skills to benefit the team, think about tactics.

Key Vocabulary—backwards, distance far, forwards, fast, furthest, high, hop, link, medium, fastest. Batter, bolw, catcher, collect, field, hit, pick up, retrieve, hit, roll, stop, strike, throw.

Music—Charanga Unit

Reflect, rewind and revisit.

Listen and appraise, singing, playing instruments, improvisation, composition, play and perform.

Y1: Term and Focus—Summer 2

Key text—The Queen's knickers

Christian Value—Hope

Worship focus-You are God's treasure

Cross-Curricular Maths

Graphs and charts for Science weather recording.

Time line with dates for history.

Scale on rain gauge

Cross-Curricular Writing

Scientist— writing

The Royal family.

Enhancement Ops

NSPCC pantosaurus

PSHE (Jigsaw) -Changing me

Key Knowledge— start to understand the life cycles of animals and humans; know some of the things about me that have changed and some things about me that have stayed the same; know how my body has changed since I was a baby; identify parts of the body that make boys different to girls and use the correct names for these; understand that every time I learn something new I change a little bit; know about changes that have happened in my life.

Key questions- What changes have already happened to you? How do you feel about these? How are boys and girls body parts different? What changes have happened in your life?

Key Vocabulary— life cycle, change, baby, male, female, penis, vagina, grow, feelings, worried, excited.

English

Key Texts— The Queen's knickers

Grammatical knowledge –adjective, adverb, noun, conjunction, vowel, consonant, past tense, plural.

Spelling rules—phase 5 additional phonemes and phonemes on the phoneme hand.

Phonics— phase 5 recap on split vowel digraphs and spelling.

Key genres— fiction, rhyme.

Key vocabulary— Monarchy, Parliament, succession, crown, power. Reign, royal, rule, as old/new, past, present, future, century, crown jewels, residence, poetry, rhyme, letters, lists.

Maths

Focus—Number: Place value to 100, Measurement—Money and Time

Key Knowledge— Count to 100, forwards and backwards from any given number, count read and write numbers to 100 in numerals, identify one more and one less than given numbers.

Money: Recognise and know the value of different denominations of coins and notes

Time: Sequence events in chronological order using language, recognise and use language relating to dates, including days of the week, weeks, months and years, tell the time to the hour and half past the hour, compare , describe and solve practical problems for time, measure and begin to record time

Key Vocabulary—equal to, more than less than, most, least, forwards, backwards, coins, notes, value, sequence, chronological, before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening, weeks, months, years, hours, minutes seconds, quicker, slower, earlier, later

RE

Unit Title—What do Christians believe God is like?

Key Questions—
What do we know and believe about God the creator of the world?
I wonder how God felt when he had made the world?
How have the actions of people spoilt the world?
What do you feel about the wonder of creation?
What are your favourite things that God created?

Key Knowledge—talk about ways in which we can all help to take care of the world. talk about how creation shows the power and wonder of God. talk about being creative and what I enjoy doing when I am creative. look around me and wonder how amazing God's creation is. talk about what I enjoy most in creation. provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world.

Key Vocabulary—God, Creation, Genesis, pollution, world, environment, psalm and hymns.

Key Skills Developed—Investigate Reflect Interpret

Computing

Unit Title—Royal reporting.

Key Knowledge—Start learning basic keyboard and typing skills, draw the character, import a picture, choose the font/colour/size, add a voice to link to the report, Use the skills taught in this module to create a newspaper/report.

Key Vocabulary— design, draw, write, text, edit, import, illustrate, save photo.

Key Skills Developed—keyboard for typing-how to hide it and recall, how to use a template, drawing app and use of tools, using a word app— change/edit colour/font/size, add a sound or voice to enhance.

Science

Unit Title— The environment

Scientist Focus— James Blythe and John Brown Co (wind turbines)

Key Vocabulary— endangered, renewable, energy, turbine, solar, reduce, reuse, and recycle,

Key Skills Developed— Compare two different measurements. Draw a simple conclusion from the results of a test. Identify the material of an object. Suggest ways to reduce, reuse and recycle. Take a survey using a tally. Think of a way to teach people to use less energy. Communicate ideas to other people. Use different sources to find out answers to questions. Label the animal groups. Measure an amount of water in ml. Record the amount of water measured. Answer questions about an animal they have researched.

History

Unit Title— WW2- Life on the home front

Key Knowledge— to know about events beyond living memory that are significant nationally or globally (WW2), significant historical events, people and places in their own locality (how was Greater Manchester affected by the war?) the lives of significant individuals (Gracie Fields)

Key Vocabulary— WW2, allies, axis, home front, Blitz, Anderson shelter, Morrison shelter, propaganda, evacuees, rations

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

Art and Design

Unit Title— Painting and Mixed Media

Key Knowledge - Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages.

Key Vocabulary— Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface

Key Skills Developed: Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. Creating a range of secondary colours by using different amounts of each starting colour or adding water. Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects. Choose materials and tools after trying them out.

Computing

Unit Title— Position and coding

Key Knowledge— children can code directions to get from one place to another using different apps.

Key Skills Developed— Understand the language of forwards, backwards, left, right, $\frac{1}{4}$ turn, $\frac{1}{2}$ turn, anti-clockwise, clockwise and apply it to coding.

PE - Run, Jump, Throw and Hit, Catch, Run

Key Skills— Throw and handle a number of objects. Develop power, agility, co-ordination and balance. Negotiate obstacles showing increased accuracy. Develop hitting, feeding and bowling skills.

Key Vocabulary— run, throw, obstacle, stamina, dynamic concepts, overarm, underarm, field, hit, feed

Music

Listening to and performing music from W W2 (Gracie Fields, Vera Lynn, Louis Armstrong, Ella Fitzgerald)

Listen and Appraise Classical music. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments

Singing, Play instruments within the song, Improvisation using voices and instruments, Composition, Share and perform the learning that has taken place

Year 2

Summer 2

WW2

Key text— The Lion and the Unicorn- Shirley Hughes

Christian Value— Hope

Cross-Curricular Maths

PE- keeping score and timing

Science- presenting results and measuring

History- measuring to make gas mask box

Cross-Curricular Writing

History- Evacuee diary, evacuee letter

Enhancement opportunities

VE day celebration and 'Dig for Victory' day

PHSCE

Changing Me

Learning Intentions- I can recognise signs of life in nature, I can tell you about the natural process of growing, I can recognise how my body has changed since I was a baby, I can appreciate that some parts of my body are private and name them correctly (penis, testicles, vulva, vagina, anus.) I can identify what I am looking forward to when I move to my next class

Social and emotional development- I can understand that some changes are outside of my control, I can identify people I respect, I feel proud about becoming more independent, I can start to think about the changes I will make when I am in year 3.

English

Key Texts- The Lion and the Unicorn- Shirley Hughes

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; add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly,

Key genres- narrative, letter, diary, instructions

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— Consolidation of number work, revision

Key Knowledge— solve problems with addition and subtraction, recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100, add and subtract; a two-digit number and ones, a two-digit number and tens, two two-digit numbers, show that addition of two numbers can be done in any order and subtraction of one number from another cannot, recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems, recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value, find different combinations of coins that equal the same amounts of money, solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Key Vocabulary— number, digit, place value, ones (units), tens, hundreds, place holder, equal, greater than, less than, fewer, more, dienes, number line, value, partition, bar model, whole part model, add, subtract, minus, take away, pence, pound, money, amount, total,

RE

Unit Title— What happened at the Ascension and Pentecost?

Key Questions— Why is Ascension a special celebration in the church year? What happened at Pentecost? Why is Pentecost often called the Birthday of the Church? How does it feel when we say goodbye?

Key Knowledge— Christians believe that 40 days after the resurrection, Jesus ascended into heaven. Christians believe that God is three in one - Father, Son and Holy Spirit. the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still. the events of Pentecost still impact on the church today.

Key Vocabulary— Ascension, Pentecost, Holy Spirit, disciples, power, heaven and Trinity.

Key Skills Developed— retell the stories of Jesus' ascension and the events of Pentecost. talk about their ideas of heaven. connect the gifts of the spirit with the school's Christian values. describe the symbols of the Holy Spirit.

Science

Unit Title-Magnets and Forces

Key Knowledge-I know that: forces are pushes and pulls; friction can slow the movement of a toy car over different surfaces; magnetism is a force; some materials are magnetic and some are not; how to conduct an investigation to find the strength of different types of magnet; magnets have magnetic poles that can attract and repel

Big Questions- What is friction? Does friction speed things up or slow them down? What parts of the magnets attract each other?

Key Vocabulary– force, push, pull, friction, surface, magnet, magnetic, attract, magnetic field, pole, north, south, repel, compass, direction.

Key Skills Developed– I can: identify the forces acting on objects; investigate how a toy car moves over different surfaces; sort magnetic and non-magnetic materials; investigate the strength of magnets; explore magnetic poles; observe how magnets attract some materials.

History

Unit Title– Ancient Egypt

Key Knowledge– I know: where Egypt is on a map; when the Egyptians lived; understand what was important to people during ancient Egyptian times; about ancient Egyptian life; about the ancient Egyptian ritual of mummification; that different evidence from the past can give us different answers about it; about the tomb of Tutankhamun; about the use of hieroglyphs as a form of communication and recording; about the powers of different Egyptian gods

Big Questions- What was important to the ancient Egyptians/how did they live? What were the significant achievements of this ancient civilisation? Who was Tutankhamun? Why were gods important in their lives?

Key Vocabulary– BC, AD, Ancient, Egypt, Egyptian, artefacts, kingdoms, wealth, exhibit, cultural, historical, riverbanks, Nile, source, mouth, valuable, minerals, fertile, crops, desert, burial, amulets, organs, mummified, preserved, soul, afterlife, obsidian, purified, canopic, natron, scarab, linen, sarcophagus, resin, Book of the Dead, pharaoh, tomb, treasures, crown and sceptre, archaeologist, hieroglyphs, hieroglyphics, decode, translate civilisation, culture, embalming, shroud, mummification, Ra, Ma'at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth or Sekhmet, sources of evidence

Key Skills Developed-I can: use maps to locate Egypt; find out about ancient Egyptian life by looking at artefacts; compare and contrast the powers of different Egyptian gods; select and organise relevant historical information

Art and Design/Design Technology

Unit Title– Craft and design: Ancient Egyptian scrolls

Key Knowledge– I know: the importance of Ancient Egyptian art; that texture in an artwork can be real; the ideas and thoughts behind Ancient Egyptian art; how Ancient Egyptian art influences modern day artwork

Big questions– What did Ancient Egyptian art look like? What artistic techniques did the Ancient Egyptians use? What was the ancient process for paper making?

Key Vocabulary– material, painting, papyrus, ancient, civilisation, imagery, scale, sculpture, technique, zine, scroll, composition

Key Skills Developed– I can: investigate the style, pattern and characteristics of Ancient Egyptian art; apply design skills inspired by the style of an ancient civilisation; apply understanding of ancient techniques to create a new material; apply drawing and painting skills in the style of an ancient civilisation; apply an understanding of Egyptian art to create a contemporary response

PSHE-unit title– Changing Me

Key knowledge– I know: that in animals and humans lots of changes happen from birth to growing up, and that usually it is the female who has the baby; how babies grow and develop in the mother's uterus; what a baby needs to live and grow; that boys' and girls' bodies need to change so that when they grow up their bodies can make babies; stereotypical ideas about parenting and family roles; what I am looking forward to when I move to my next class.

Big Questions– Which parts of your body do you know the names of?

Key vocabulary-male, female, changes, birth, animals, babies, mother, growing up, baby, grow, stereotypes, looking forward, excited, nervous, anxious, happy

Key Skills Developed– I can: express how boys' and girls' bodies change on the outside and inside during the growing up process and can tell why these changes are necessary; recognise stereotypical ideas about parenting roles; identify what I am looking forward to in my next class.

PE– Striking and fielding– Rounders

Mr. Juliff– Athletics

Key knowledge– I know: the rules for rounders; how to bowl underarm; how to throw/field the ball depending on the distance; how to use the long barrier position when fielding; who to throw the ball to; how to stand and move to bat the ball; how to run around the bases to stay in the game and score

Big Questions– Why do we need to return the ball to the bowler/bases as quickly as we can when fielding? Why do we need to be directly behind the ball before getting into the long barrier position? Why is the forward stepping position significant when bowling?

Key Skills– I can: retrieve and throw the ball as a fielder; bowl an underarm ball at a target; bat with one hand; collect and return a moving ball; throw over longer distances

Key Vocabulary– batting, fielding, bowling, bases, long barrier, batter, bowler, fielder, innings, no ball, batting box, back-

Music

Unit title—Charanga Unit— Reflect, rewind and replay

Musical genre—All genres

Key vocabulary— classical, pop, reggae, disco,

Y3 Summer 2 Focus– Egypt

Key text– The Time Travelling Cat

Christian Value-Hope

PSCHE Focus– Changing Me

Worship– You are God's treasure

Cross-Curricular Writing

Computing– research and take notes on an ancient Egyptian artefact and produce a museum exhibit card for it.

Enhancement Ops-

Class Egyptian Day

Egyptian art and craft

English

Key Texts– The Time Travelling Cat, various non-fiction texts about Egypt

Grammatical knowledge developed– paragraphs, word families, root words, prefixes, suffixes,

Spelling rules– al suffix, sure, ture, silent letters

Key genres– narrative, diary entry, non-chronological reports, explanation and instruction texts, playscript, formal letter writing

Key vocabulary-facts and opinions, simile, index, contents, glossary, subject specific Ancient Egyptian vocabulary, heading, sub-heading

Maths

Focus– Measurement: Time

Key Knowledge– Roman numerals to 12, telling the time to 5 minutes and to the minute, read the time on a digital clock, use am and pm, units of time and durations

Key Vocabulary– hours, minutes, seconds, analogue, digital, numeral, hand, am, pm

Focus– Geometry: Shape

Key knowledge - turns and angles, right angles, compare angles, draw and measure accurately, recognise and describe 2D and 3D shapes, draw polygons and make 3D shapes

Key Vocabulary— angle, horizontal, vertical, parallel, perpendicular, 2D, 3D, polygon

Focus– Statistics

Key knowledge - Interpret and draw pictograms and bar charts

Key Vocabulary— pictograms, bar charts, data, tables

RE

Unit Title– 3.5 Which rules should we follow? (Christianity, Judaism, Islam, Sikhism and Buddhism)

Key Questions– What are rules? Why do we have rules? Who makes the rules? Who keeps the rules? Is there a difference between rules and laws? Who makes the law? What would happen if there were no rules/laws? Are the 10 commandments still as relevant today? Why did Jesus bring a new commandment? Why do religions have rules?

Key Knowledge– I know that: the Old Testament contains the stories of the people of God; Moses rescued the people of God from Egypt and brought the Ten Commandments down from Mount Sinai; Christians try to live out the commandments given by God and Jesus; the commandments are the foundation of Christian and Jewish societies; other faiths have rules to follow that have been given to them a long time ago.

Key Vocabulary– rules, laws, Moses, commandment, Mount Sinai, Covenant, Old and New Testament

Key Skills Developed– I can: reflect, apply, enquire, analyse

Computing

Unit Title– ICT and digital literacy (Keynote) - create an Egyptian God/Goddess presentation

Key Knowledge– I know that: Keynote can be used to create a presentation

Big questions– What are the features of Keynote? How can I make my presentation as interesting as possible?

Key Vocabulary– Keynote, presentation, animation, transition

Key Skills Developed– I can: add transitions to my presentation; add animations where appropriate; record a video to enhance my presentation

French

Unit title—French transport

On the road in France and journey to a French school

SCIENCE

Unit title- Living things and their habitats

Scientist focus – Gerald Durrell

Key knowledge - To know how to group living things in a variety of ways, identify Vertebrate and invertebrate, recognise positive and negative change in our Local environment, describe environmental dangers to endanger species

Key vocabulary – Organism, sort, group, criteria, Venn diagram, Carroll diagram. Variation, classification, vertebrates, invertebrates Characteristic, classification, key Habitat, environment, wildlife, change, danger. Endangered, extinct, conservation.

Key Skills Developed – Use Carroll and Venn diagram generate questions to use in a classification key, record observations, research a topic, write a report present to the class.

P.E/GAMES

Unit focus – Athletics and rounders

Key skills -Athletics -The children will learn to challenge themselves in running, jumping, and throwing tasks. To accelerate over short distances. To run and jump using one footed take off. To use a sling action in order to throw a discus. To run on a curve and exchange a baton in our team. To apply the skills they have developed in a competitive way. **Rounders** - Throw and catch with increasing accuracy, run at speed to avoid being stumped out, intercept balls to stop runs in game, play in backstop a small game situation, play in a game using rounders scoring system.

Vocab – Athletics -volleyball, pairs, net, serve, feed, receive, send, switch, court, side-line, height, rally, opposition. **Rounders** - zones, directing, speed, avoid, intercept, role, scoring system, gain, stumped.

ENGLISH

Key Text- The Great Kapok Tree by Lynne Cherry, Journey to the River sea by Eva Ibbotson.

Grammatical knowledge developed – Consolidating –determiners, coordinating conjunctions, subordinating conjunctions, adverbs, prepositions, speech, tenses, noun types, root words, fronted adverbials, apostrophes, writing paragraphs

Spelling rules – Adding the suffix ‘ous’ (no change to root words) Adding the suffix ous (no definitive root word)-ous (words ending in y becoming i and words ending in ‘our’ becoming ‘or’). Adding the suffix ‘ous’(words ending in ‘e’ drop the ‘e’ but not ‘ge’) Adverbials of manner. Key Genres- non chronological reports, recount, letters, poems, balance arguments,

Key genres –non chronological reports, recount, letters, poems, balance arguments, persuasive text

R.E

Unit title -What is prayer?

Key questions - What is prayer? How do people pray? When do people pray? Why do people pray? Where do people pray?

Key Knowledge- That prayer is the way in which believers communicate with God. Prayer is connected to faith. Christian beliefs are revealed in the content of prayer

Key Vocabulary- pray, prayer, collect

Key Skills Developed- To be able to talk about the similarities and differences in the way people of faith pray. Talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer.

Year 4

Term -Summer 2

Christian Value - Hope

Enhancement Opportunities

Brazilian drumming session
Sports Day
Linked schools swap days
Church visit -prayer workshop
Field trip -Prestwich clough -science
Shuffle -up session
Y4 Fun Day

Maths

Focus - Time, shape, statistics, position and direction

Key knowledge –To know the relationships between a year, a month, a week and a day, know the number of seconds in a minute and minutes in an hour, know how to convert between analogue and 12-hour digital times, know how to write 24-hour clock times, know the 24-hour clock format by converting to 12-hour clock times and representing them on analogue clocks, understand angles as turns, identify angles and triangles, quadrilaterals and polygons, ,know lines of symmetry interpret and draw pictograms and bar chart, know how to solve comparison, sum and difference problems using discrete data, introduce line graphs, introduced to coordinate grids and begin to describe the positions of points on a grid, plot points with given coordinates on a grid, read and plot points by drawing 2-D shapes on a coordinate grid, translate points and shapes on a coordinate grid.

Key Vocabulary - Years, months, weeks, days, hours, minutes, seconds, convert, analogue, digital times, 24-hour clock, convert from the 24 hour clock, angles, turns, compare, order, triangles, quadrilaterals, polygons, lines of symmetry, symmetric figure, interpret charts, comparison, sum and difference, interpret line graphs, position, co-ordinates, plot, 2-D shapes, grid, translate, translation, acute, obtuse, right angles,

Geography/History

Unit title – Rainforest

Key knowledge – Can describe animals and plants living in the rainforest. To know about key aspects of physical geography and how to tell the difference between weather and climate. Know how to label a map to show countries where rainforest is found. To know some animals that live in each level of the rainforest. To know the geographical similarities and differences through the study of human and physical geography of the UK and South America.

Key vocabulary- Rainforest, temperate, tropical, boreal, deciduous, camouflage, climate, tropics, forecast, forest floor, understory layer, canopy layer, emergent layer, habitat, diet, species, natives, tribes, woodlands.

Key skills developed- can use maps and atlases to find rainforests. Can describe key aspects of a tropical climate. Can describe the features of layers of the rainforest. Can compare the Amazon rainforest with an English forest (Sherwood). Can explain the effects humans are having on the rainforest.

Art/D.T

Unit title –

Key Knowledge – To understand starting points in a design process, to explore techniques to develop imagery, explore using a textile technique to develop patterns, can discuss the work and patterns created by William Morris, know how to how to create a repeating pattern, to know how and why art is made for different purposes

Key vocabulary – batik colour palette craft craftsperson design develop designer imagery industry inspiration mood board organic pattern repeat repeating rainforest symmetrical texture theme

Key skills developed - describe images and objects using art vocabulary, select images that interest me to draw, gather images, shapes and colours together, identifying a mood/theme, can discuss the inspiration for an artist's work, choose interesting sections of one picture to draw, can use materials and tools to show colour and texture, can create a pattern using a drawing, can develop a pattern using inspiration taken from research, identify where a pattern repeats, create a repeating pattern, develop a pattern by adding extra detail, recognise and compare different methods of creating printed fabric, evaluate patterns to consider successes and improvements, consider how their designs could be used for a product.

Music

Unit title - Reflect, rewind and replay

Musical genre – Variety -recap of previous genres from Y4

Key vocabulary-: consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

M.F.L -French

Unit title- French food

Miam, miam!

Ordering food

- French shops
- Money
- Create a menu

Cross curricular maths –

Geography – graphs and charts

Science - Venn and carol

diagrams

Cross curricular writing-

R.E – prayer writing

Science – report writing

Geography -Fact file and rainforest brochure

Computing

Unit title – Film making (weather reports from the rainforest) and fact file/brochure of a rainforest creature.

Key knowledge- I know that photos, text and film can be combined in imovie and other apps; sound pictures text and film can be layered together; film can be enhanced by improving sound quality

Key vocabulary – clip, crop, edit, timing story board, create, download, retrieve, upload, save, green screen.

Key skills developed- retrieve photos and film from a folder, download photos and film that they have taken, create a storyboard for a film, add sound and text screens to a film, crop the length of a film clip

P.H.S.C.E

Unit title - Changing me

Learning intention- Understand that everyone is unique and special, Understand and respect the changes that they see in themselves, Understand and respect the changes that they see in other people, know who to ask for help if they are worried about change, Are looking forward to change

Social and emotional learning intention- I understand that some of my personal characteristics have come from my birth parents, , I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this, I know how the circle of change works and can apply it to changes I want to make in my life, I can identify changes that have been and may continue to be outside of my control that I learnt to accept, I can identify what I am looking forward to when I move to a new class

Key vocabulary – . Personal, unique, characteristics, parents, genes, feelings, puberty, menstruation, menstrual cycle ,periods, menstrual pads, period pants, tampons, circle, season, change, control, acceptance, looking forward, excited, nervous, anxious, happy

Key skills developed – appreciate that I am a truly unique human being I have strategies to help me cope with the physical and emotional changes I will experience during puberty, I am confident enough to try to make changes when I think they will benefit me, I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively, I can reflect on the changes I would like to make next year and can describe how to go about these

Year 4 spellings term 3B

Week 1 Adding the suffix -ous (No change to root word)	Week 2 Adding the suffix -ous (No definitive root word)	Week 3 Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')	Week 4 Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')	Week 5 Adverbials of frequency and possibility	Week 6 Adverbials of manner
dangerous	tremendous	various	famous	regularly	awkwardly
poisonous	enormous	furious	nervous	occasionally	frantically
mountainous	jealous	glorious	ridiculous	frequently	curiously
joyous	serious	victorious	carnivorous	usually	obediently
synonymous	hideous	mysterious	herbivorous	rarely	carefully
hazardous	fabulous	humorous	porous	perhaps	rapidly
riotous	curious	glamorous	adventurous	maybe	unexpectedly
perilous	anxious	vigorous	courageous	certainly	deliberately
momentous	obvious	odorous	outrageous	possibly	hurriedly
scandalous	gorgeous	rigorous	advantageous	probably	reluctantly

Next half term, as part of our PHSCE work on changing me, we will be discussing puberty. We will be specifically focusing on girls and puberty, describing how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.

I wanted you all to have access to the resources I will be using in the lesson, as you may wish to have a conversation with your child before this lesson (which will be during week 3 next half term). At **NO POINT in** the lesson do we discuss how babies are made.

As you may be aware, some girls develop early and could start their periods during the next two years at primary school. It is important that all the children know the facts and feel informed of the changes they or their classmates will soon be experiencing to support each other in a positive way.

If anyone wishes to discuss this unit, please feel free to send me a dojo.

Thank you for your support

Here are the materials I will be using in the lesson

Play a quick round of Zoom/Eek then move to the more puberty-focussed Connect Us game on the next slide.

Bring the class into a circle. The first child turns to the child on their right, makes eye contact and calls out 'Zoom!'; that child then calls out 'Zoom!' to the person on their right and it continues around the circle.

To change the direction of the 'Zoom!' a child can call out 'Eek!' ('Eek' is the sound of screeching brakes) instead, at which point the zoom goes in the opposite direction around the circle until another 'Eek!' is called. (Make sure that all children are included.)

With the children sitting in a circle, remind them of the word 'Puberty' and invite some suggestions about what it means, and clarify as necessary.

Use a set of the 'How do I feel about puberty?' cards for a circle round:

Fan out the cards - face down, ask a child sitting next to you to choose one, read it out and complete the sentence stem according to their own thoughts and feelings.

Emphasise that there are no right or wrong answers and that anybody has the right to pass if they don't have anything to say. The first child then offers the cards face down to the child next to them, and so on round the circle. Draw this together by pointing out the variety of feelings people have about puberty and growing up - some positive, some negative, some uncertain - and the sources of support that may have been mentioned.

Tell children that everyone has questions about growing up and remind the class that Jigsaw Jaz's postbox can be used to ask any questions they don't want to ask about in class.

To avoid embarrassment, Jigsaw Jaz could choose the cards and the children answer for him.

Calm Me

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn.

Teacher to use the Jigsaw Chime and the 'Calm Me' Script with the next slide.

Explain to the class that everyone goes through puberty, and it usually starts sometime between 9 and 11 years of age, and carries on into the teenage years. Sometimes some of the changes start a little earlier, and sometimes a bit later, but they are not all big changes and some of them you will not even notice at first as they happen slowly to allow you to adapt to them over a few years – just like we don't 'feel' ourselves growing from being a toddler to being a child.

Puberty brings a few more changes alongside just growing bigger and taller, as it is also the time when our bodies change

Bring out your 'bag of tricks' - a cloth bag deep enough for the contents not to be seen, with a collection of items related to puberty and growing up: e.g. deodorant (boy and girls products), spot cream, hair gel, comb, diary, teenage magazine, smart phone, iPad, bra, shaving foam, menstrual towel, tampon, pant liner, etc. Invite children or Jigsaw Jaz one at a time to come up, pull out an item, say what it is and place it on the floor in the middle of the circle. If they don't know what an item is, invite other children in the circle to say if they know. Reassure that this is new information for everyone and that it's OK to not be sure about some of these items.

When all the items are revealed, go through them and *briefly discuss* how each relates to an aspect of growing up. Finish with the items of sanitary wear and ask children to say what they know already about what these are and what they are for.

Today we are going to find out a bit more about how the female body changes on the inside so that a woman is able to have a baby.

Introduce the word 'menstruation' (literally meaning a monthly event) and explain this is a special part of puberty that affects girls/ people who are born

female;

- *When a girl's body reaches puberty the eggs (ova) in her ovaries start to mature. If an egg (ovum) isn't fertilised it doesn't mature. Puberty can happen any time between the ages of 9 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.*

- *Once a month, one of the tiny eggs (ova) stored in the woman's ovaries is released. It passes into the fallopian tube and then into the womb/uterus.*
- *Every month the womb/uterus makes a thick, soft, spongy lining with an extra supply of blood to provide all the nutrients that a baby would need.*
- *If an egg (ovum) isn't fertilised, then the lining of the womb isn't needed. The lining breaks up and the spare blood it contains passes out of the woman's body. This is what is called 'having a period'. Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that the girl's/woman's body is working as it should.*
- *Girls and women need something to soak up the blood (menstrual flow). They can use an absorbent towel which they wear in their underwear, period pants or sometimes a tampon which they insert into the vagina, or period pants. It is important that these are changed regularly.*

After the children have completed this activity, gather them into a closing circle. Bring out Jigsaw Jaz and suggest that Jigsaw Jaz has gone very quiet, and might be a bit worried about all this growing up information.

Ask the children in pairs to think of something Jigsaw Jaz might be unsure or anxious about. Pass Jigsaw Jaz to each pair in turn, for them to say what they think the worry or question might be, and invite the others to suggest answers, reassurance, or who it would be good to talk to for more help.



Changing Me

How Do I Feel About Puberty? - Ages 8-9 - Piece 3

One way my body will change during puberty is...

I'm looking forward to being a teenager because...

Something that worries me about getting older is...

What I like about being the age I am now is...

The trouble with being the age I am now is...

Compared with my friends, I think the rate at which I'm growing is...

When something's bothering me I can always talk to...

When I start growing hair in new places, I might feel...

One way I can look after my body as I get older is...

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—Enough for everyone

Key Knowledge—In Enough for Everyone, children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.

Key Vocabulary— planet, resources, natural, conservation, finite, carbon footprint, impact, energy, eco, settlement, electricity distribution, renewable, origin, food miles, food wastage, global shortage, import, export, CO2, human geography, economics, politics

Key Skills Developed— Explain what settlers need, To explain how electricity is generated and distributed, to explain where electricity is generated in the UK, To explain renewable sources of electricity, To explain where our food comes from, To use digital maps to calculate food miles, To understand the importance of conserving food, water and energy supplies, To understand that access to natural resources varies in different countries.

Art/Design Technology

Unit Title—DT—Food-What could be healthier?

Key Knowledge— To understand where meat comes from – learning that beef is from cattle and how beef is reared and processed, including key welfare issues. To know that I can adapt a recipe to make it healthier by substituting ingredients. To know that I can use a nutritional calculator to see how healthy a food option is. To understand that ‘cross-contamination’ means that bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.

Key Vocabulary— Beef, processed, diet, supermarket, reared, ethical, ingredients, farm, balanced, diet.

Key Skills Developed— Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. Writing an amended method for a recipe to incorporate the relevant changes to ingredients. Designing appealing packaging to reflect a recipe. Cutting and preparing recipes safely. Using equipment safely, including knives, hot pans and hobs. Knowing how to avoid cross-contamination. Following a step-by-step method carefully to make a recipe. Identifying the nutritional differences between different products and recipes. Identifying and describing healthy benefits of food groups.

PE

Key Skills—End of year games/athletics (SJ) Tennis (JP)

Key Vocabulary— agility, accelerate, sustain, push, service, teamwork, rules, volley, overhead, singles, doubles, backhand, forehand, overarm, underarm

Music—Violins Mr Price & Song writing unit with Mr Power

French—Kapow Uint5 - Verbs in a French week

Conjugate –er verbs, recognise the 3 verb endings, Knowing some verbs are irregular, Build and deliver presentations

Term and Focus—Summer 2

The last wild—Piers Torday

Christian Value—Hope

Enhancements—Bibby’s Farm, Bridgewater Gardens , Pizza Express, God & Big Bang, Shuffle up day, Sports Day

Cross-Curricular Maths

Geography — Food miles, calculating distances and journeys.

Science — Recording and comparing results.

Computing—Volume, area and shape in designs.

Cross-Curricular Writing

Persuasive writing

Advertisements

Biographies/Obituaries

PHSCE– Changing Me

Key knowledge—I am aware of my own self image, I can describe and explain how boys’ and girls’ bodies change during puberty, I understand that sexual intercourse can lead to conception and that is how babies are usually made, I can identify what I am looking forward to about coming a teenager and identify these responsibilities, I can identify what I’m looking forward to about Year 6.

Key skills developed—I can develop my own self esteem, know puberty is a change that everyone goes through and is natural, express my feelings about puberty, I can appreciate how amazing the human body is and can reproduce in these ways, I can cope with the changes of growing up and think about the changes of next year.

English

Key Texts— The Last Wild—Piers Torday

Grammatical knowledge using devices to build cohesion within a paragraph, linking ideas across paragraphs using adverbials of time, place and number, prefixes and suffixes (converting nouns or adjectives into verbs)

Spelling rules—Twinkl Y5 3B word list. Unstressed vowels, Adding verb prefixes. Converting nouns/verbs into adjectives.

Key genres— Adventure narrative, Biographies/Non chronological reports (Famous Scientists & Inventors)

Key vocabulary— Adventure, equality, ethical, narrative, biography, cohesion, comma, brackets, dashes, expanded noun phrases, concise, unstressed vowel, prefix, suffix

Maths

Focus—Decimals, Negative numbers, Converting units, volume

Key Knowledge—Add and subtract decimals across 1, Add decimals with the same number of decimal places, add and subtract decimals with different numbers of decimal places, efficient strategies for adding and subtracting decimals, decimal sequences, multiplying by 10 100 and 1000, dividing by 10 100 and 1000, multiplying and dividing decimals, understanding negative numbers, count through zero in 1s, count through zero in multiples, compare and order negative numbers, find the difference, convert kg and k, convert mm and ml, convert units of length, convert between metric and imperial, convert units of time, calculate timetables, compare volume, estimate volume, estimate capacity.

Key Vocabulary— tenths, hundredths, thousandths, place holder, decimal point, dp, digit, place value chart, part whole model, bar model, compare, exchange, place holder, column, minus, negative, thermometer, scale, freezing, sequence, forwards, backwards, ascending, descending, convert, metric, imperial, kg, g, mm, m, cm, pound, inch, foot, timetable, volume, capacity, cm², m³, ml, l

RE

Unit Title—Exploring loss, death and Christian hope

Key Questions—What is death? What does it mean when something or someone dies? Is death an ending or a beginning? What happens when we die? Where do we go? Where is heaven? What is heaven like?

Key Knowledge— To know we (Christians) believe that through the death and resurrection of Jesus we have the promise of living forever with God (eternal life). To know we (Christians) believe that when you die your spirit goes to be with God in heaven.

Key Vocabulary—Life, death, heaven, eternal life, funeral and hope

Key Skills Developed—To make links between what the Bible says about death and heaven and Christian beliefs. To identify Christian beliefs about God and heaven found in prayers and worship songs. To give their own opinion about what happens when you die. To talk about what they think heaven is and what heaven will be like. To show understanding of the similarities and differences between religions on the subject of death and heaven. To use appropriate religious vocabulary to show understanding of Christian beliefs about heaven. To talk about what the Bible says and what Christians believe heaven will be like.

Computing

Unit Title—E safety

Key Knowledge—The children will know the dangers and the legalities of social media and how it can be used as a force for both good and bad. The role they play in being a good ‘digital citizen’ when using technology and policing cyberspace in the right way, strategies in how to cope with any negative behaviours, SMART, recognising cyber bullying.

Key Vocabulary— social media, chat group, digital citizen, legalities, secure, SMART, cyber space, cyber bullying, personal information, secure, unsecure, private, filter, edit, password.

Key Skills Developed— How to recognise when a group on social media is becoming unhealthy, How to recognise their feelings and the ways in which social media may make them feel, Strategies to deal with negative online behaviour. How to behave and online expectations when accessing social media/chat groups. How to keep your personal information secure and private.

Science

Unit Title—Evolution and Inheritance

Scientist Focus—Charles Darwin

Key Knowledge—recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Key Vocabulary—offspring, environment, fossil, plants, animal, variation, genes, DNA, natural selection, inherited traits, habitat, evolution, inheritance, adaptive traits, adaptation, fossilisation

Key Skills—to observe differences in living things, to use keys and data to find information, to classify different living creatures

PE

Key Skills—Tennis, Athletics

Key Vocabulary—develop, hit, volley, serve, backhand, lob shot, pass, sprint, strength

Music—Preparation for end of year show

Star Wars—The Umpire Strikes Back.

French— planning a French holiday—using future tense , using aller, possessive pronouns, translating a simple story

English

Key Text— The Peppered Moth by Anita Loughrey

Grammatical knowledge developed—revision of key concepts for use in writing

Spelling rules—word families based on common words, words that can be nouns or verbs, words with long /o/ sound spelt ‘ou’ or ‘ow’, words ending in ible or ibly

Key genres— non chronological report, recount (memory writing)

Key vocabulary— non chronological report, adaptation

Maths

Focus—investigations and revision

This unit will take the form of using different investigations including: NRich and White Rose maths Investigations ; Maths preparation for High School.

Vocabulary—explain, evaluate, engage, elaborate, pattern, calculator

Key Skills Developed—pupils will be able to try different approaches to problem solving, pupils will be able to recognise that a problem can have different outcomes, pupils will use their number knowledge , pupils will build resilience in their mathematical working.

Term and Focus—Summer 2—Year 6

The Peppered Moth— Anita Lough

Christian Value—Hope

History/Geography

Unit Title (Geography)—Our Changing World

Key Knowledge—know different types of weathering, describe how physical, chemical and biological weathering changes rocks, know how different coastal features are formed, know and identify famous coastal features of the UK, understand and explain how coasts change over time, understand how human activity could affect the earth.

Key Vocabulary—physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion, protection, physical changes, human changes

Key Skills Developed— Using Prestatyn as a focal point to observe and record the physical features of the coast and tide; recognise how physical geography is changing due to human activity.

Cross-Curricular Maths

Science—presentation of results

Geography—interpretation of data

RE

Unit Title—Ideas About God (links with Islam and Hinduism)

Key Questions—What words would you use to describe God? What is the nature and character of God? What images do you have of God? How is it possible for God to be visible and yet invisible? Where is God? How old is God? What is God’s name? What makes God happy? What makes God sad? What does God do all day? Does God really know everything? How do you know?

Key Knowledge— Bible stories help to deepen our knowledge and understanding of God; we (Christians) believe God is three in one, the Trinity; God is given many names by Christians and members of non-Christian faiths. These names describe His nature and characteristics; Bible texts are used to answer questions about the characteristics and nature of God; other faiths believe in a creator God; what the significance of the first pillar of Islam is

Key Vocabulary—God, Father, Son and Holy Spirit, Trinity and Celtic, Allah, Brahman, Islam, Hinduism, pillars

Key Skills Developed—use religious language to show they are developing an understanding of the Trinity; identify the elements in Christian worship that express Christian beliefs about God.; ask big questions and express their own views.

Cross-Curricular Writing

RE—report of ideas of God in other faiths

Science—write up of investigation

Art/Design Technology

Unit Title— Cooking and nutrition: Come Dine with me (design technology)

Key Knowledge—I know that; ‘flavour’ is how a food or drink tastes; many countries have ‘national dishes’ which are recipes associated with that country; ‘processed food’ means food that has been put through multiple changes in a factory; it is important to wash fruit and vegetables before eating to remove any dirt and insecticides; what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).

Key Vocabulary—equipment, flavours, ingredients, method, research, recipe, bridge method, cook book, cross contamination, farm to fork, preparation, storyboard

Key Skills Developed— I can: write a recipe, explaining the key steps, method and ingredients. including facts and drawings from research undertaken; follow a recipe, including using the correct quantities of each ingredient; Adapt a recipe based on research; work to a given timescale; work safely and hygienically with independence; evaluate a recipe, considering: taste, smell, texture and origin of the food group; Taste testing and scoring final products: evaluate health and safety in production.

Enhancement Ops

End of Year Show

Wales Trip

Leavers’ Service

Transition Work

God and the Big Bang

Youth Service Transition Support Session

Computing

Unit Title—Film Making (promotional video for St Mary’s Primary– why you should come to our school)

Key Knowledge—I know that: photos, text and film can be combined in iMovie and other apps; sound, pictures, text and film can be layered together; films can be enhanced by improving sound quality; film clips can be cropped to take the clip needed

Key Vocabulary— Clip, crop, edit, timing, story board, create, download, retrieve, upload, save, green screen

Key Skills Developed—I can: retrieve photos and film from a folder; download photos and films that I have taken; create a storyboard for a film; add sound and text screens to a film; crop the length of a film clip that I want to include in my film; add transitional effects between clips, images and text screens .

PSHCE

Learning Intentions: I am aware of my own self-image and how my body image fits into that; I am aware of the importance of a positive self-esteem and what I can do to develop it; I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

Social and Emotional Development: I know how to develop my own self esteem; I can express how I feel about my self-image and know how to challenge negative ‘body-talk’; I know how to prepare myself emotionally for the changes next year.