

**Year Group: Nursery**

**Term: Autumn 1 - Can we be friends**



**This term's Christian Value is: Endurance**

### **RE - Saying Thank You to God at Harvest Time**

**Key Knowledge** - We (Christians) believe God created the world. we (Christians) believe that we should say thank you to God at Harvest time. we (Christians) celebrate the Harvest Festival with a special service in church.

**Key Questions** - Why is it important to say thank you? Why do we say thank you to God at Harvest time? Can you think of a way to give thanks to God for his creation and the harvest? Why is it important to help others? What are your favourite foods and why do you enjoy them?

#### **Communication and Language**

##### **Listening, Attention and Understanding**

- Pay attention to one thing at a time.
- Listen 1-1 to develop independence within daily routine.
- Enjoy listening to stories and begin to remember much of what happens.
- Listen to short stories with illustrations / props / sounds.
- Recall key events / name key characters.
- Begin to join in text retell with some actions.
- Follow an instruction with one part.
- Understand simple questions about who, what and where.
- Begin to understand some 'why' questions related to own experiences.

##### **Speaking**

- Begin to use a wider range of vocabulary.
- Learn new rhymes and begin to develop a repertoire of songs.
- Fill in some missing words.
- Begin to talk about a familiar book 1-1.
- Comment on an illustration, favourite character or part of the story.
- Develop communication, begin to use different tenses.
- Begin to use longer sentences of 4 to 6 words.
- Start a conversation with an adult or friend.
- Begin to use talk to organise themselves and their play.

#### **Personal, Social & Emotional Development**

##### **Self Regulation**

- With support follow the daily routine.
- Play with others, sharing resources and taking turns.
- Begin to talk about feelings.

##### **Managing Self**

- With support, begin to follow classroom routines and rules.
- Begin to be independent within self-care routines - Toileting/Handwashing/Snack time/Outdoor time.
- Brush Bus - Toothbrushing / oral hygiene.

##### **Building Relationships**

- Begin to see self as a valued individual.
- Describe self, positively (proud, special, love)

#### **PSHCE- Jigsaw**

**Unit Title-** Being Me in My World

##### **Learning Priorities**

How to share and take turns.

How to work in different areas of the classroom either on their own or in a small group.

#### **Physical Development**

##### **Gross Motor Skills**

- Negotiate space and begin to adapt speed and direction to avoid obstacles.
- Continue to develop climbing skills - Use stairs using alternate feet, and with support explore climbing frame.
- Continue to develop balancing skills - Completing low level obstacle courses, walking up and down a ramp, standing still and standing on one leg.

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- Begin to use large-muscle movements to - wave flags and streamers (top to bottom & anti-clockwise) and to paint and make marks (top to bottom & anti-clockwise)

### Fine Motor Skills

- Threading, cutting and weaving.
- Fine motor activities in provision.
- Begin to learn to use a knife and fork.
- Begin to get dressed independently for outdoor play.
- Use some one-handed tools and equipment - Across different areas of provision, pouring, filling, stirring, mixing, rolling, painting, drawing and mark making.

### PE -The PE Hub

#### Unit Title - Body Management Unit 1

Explore balance and managing own body.

Able to stretch, reach, and extend in a variety of ways and positions.

Able to control the body and perform specific movements on command.

### Literacy

Key Texts - Hello Friend, Marvellous Me, Two Homes.

#### Phonics/Reading:

Join in with level 1 activities.

Distinguish between different sounds - Environmental sounds, Instrumental sounds, Body percussion. Rhythm and rhyme - begin to develop awareness of words that sound the same.

Alliterative activities - begin to identify words starting with the same phoneme within names.

Explore and copy different voice sounds.

Handle books carefully and correctly.

Enjoy sharing a book with an adult - One to one and during small group time.

#### Writing:

Add some marks to their drawings, which they give meanings to. For example, "That says mummy".

Make marks on picture to represent name.

The Phonics Scheme we use is Twinkl.

### Mathematics

#### Unit Focus - Numbers to 5 and basic shapes

Begin to recite numbers to 5 in correct order.

Begin to say one number for each item to 3.

Join in with number rhymes/songs with props and actions.

Use some number names in play.

Show interest in shapes in the environment.

Manipulate and turn shapes.

Begin to talk about and describe basic shapes (round, pointy, spotty, stripy)

The Maths Scheme we use in nursery is Numberblocks.

### Understanding the World

#### Past and Present (History)

##### Unit Title - Me and my family

To communicate freely and with confidence about their immediate family.

### Expressive Arts and Design

#### Being Creative (Art & DT)

Begin to explore colour and chose a particular colour for a purpose.

To use mirrors to observe own features and copy using appropriate colours to create self-portraits.

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Begin to make sense of their own life history - when I was a baby, the people in my family.

**People, Culture and Communities**

**(Geography)**

**Unit Title - My House**

To communicate freely and with confidence about their houses and homes.

To look at different types of houses.

Notice differences between people, babies and children.

**Natural World (Science and Physical**

**Geography)**

**Unit Title - Our Bodies**

Begin to use some of their senses in hands on exploration of natural materials - Getting to know new outdoor learning space.

Communicate freely and with confidence about different parts of the body (leg, arm, elbow, tummy)

Create lines and circles using a range of different media. Explore printing using hands, fingers, feet, leaves etc. Use and explore a variety of new materials and tools.

**Being Imaginative & Expressive (Music)**

To learn new songs and familiar rhymes.

To join in with their friends and share songs they already know.

Begin to take part in simple pretend play, imitating home experiences.

Begin to create own small world scenes.

Start to tune in to body percussion sounds.

Experiment with different instruments.

**The Music Scheme we use is Charanga**

**Enrichment opportunities:**

- Autumn nature walk within school grounds
- Harvest Time
- Grandparent to visit class
- Mum and baby to visit class

**Things to remember**

- PE is on a Friday
- Music is on Thursdays
- Please ensure all items of clothing are clearly labelled with your child's name
- Please keep an eye on Dojo - all letters and further communication from school will be via Class Dojo
- A water-proof coat to be worn to school and wellies to be left in school
- Spare change of clothes to leave on peg in school
- £1 donation towards baking/creative activities.

**Useful Websites**

- Songs/stories - Cbeebies:  
<https://www.bbc.co.uk/cbeebies>
- Maths - Numberblocks

Year Group: Reception

Term: Autumn 1 - All About Me



This term's Christian Value is: **Endurance**

### RE - Friendship

**Key Knowledge** - Christians consider themselves to be friends of Jesus. Jesus has 12 special friends called disciples.

**Key Questions** - What is a friend? How do we make friends? How do we choose friends? Who are our friends? What makes a good friend? Why are friends important? How does it feel when we have no friends? Why do we trust our friends? Who were Jesus' special friends?

#### Communication and Language

##### Listening, Attention and Understanding

- Understand a question or instruction has 2 parts - daily routines (tidy up time/challenges in provision)
- Understand 'why' questions
- Understand how to listen carefully and why it is important
- Learn new vocabulary
- Begin to join in with rhyming stories/songs
- Listen to and discuss stories
- Discuss features of a book - title

##### Speaking

- Use new vocabulary throughout the day
- Ask questions
- Begin to articulate their ideas in well formed sentences
- Develop social phrases - routines of the day and greetings - 'Good morning, how are you?'
- Friendships - 'Would you like to'

#### Personal, Social & Emotional Development

##### Self Regulation

- Begin to express feelings and consider feelings of others.
- Identify and name feelings
- Focus on keeping calm, being patient, waiting for a turn, sharing and tidying up after themselves.

##### Managing Self

- Manage own self-care needs: independently use of zips, coats, shoes/wellies.
- Develop confidence to try new activities and show independence
- Access all types of enhancement (indoors and outdoors)
- 'Brush Bus' - Toothbrushing/oral hygiene

##### Building Relationships

- Begin to see self as a valuable individual - describe self positively (proud, special, love)
- Begin to build constructive and respectful relationships

##### PSHCE- Jigsaw

**Unit Title**- Being Me in My World

##### Learning Priorities

To help others feel welcome.

To recognise and manage my own feelings.

To understand why it is good to have kind and gentle hands.

To understand what responsible means.

### Physical Development

#### Gross Motor Skills

- Revise fundamental movement skills - rolling/crawling/walking/jumping/running
- Develop overall body strength, balance, co-ordination and agility
- Begin to use core muscles to achieve good posture when sat on carpet or at the table
- Begin to use large/small apparatus with others and independently
- Further develop skills needed to manage school day; lining up/queueing/mealtimes/personal hygiene/handwashing

#### Fine Motor Skills

- Threading, cutting and weaving
- Fine motor activities in provision
- Draw lines and circles using gross motor skills
- Manipulate objects with good fine motor skills
- Hold pencil/paint brush beyond whole hand grasp

### **PE - PE Hub - Key Skills**

Gymnastics/ manipulation and coordination

#### **Learning Priorities**

To move safely, to take off and land on two feet, to balance and move balls, to copy and repeat actions, to perform simple shapes.

To handle balls/balloons, to hop/jump and step.

### **Literacy**

**Key Texts-** The Colour Monster Goes to School, What Makes Me a Me, Our Class is a Family, Elmer, We are family, The Leaf Thief

#### **Learning Priorities:**

**Comprehension:** Joining in with rhymes and repeated stories, having a favourite story/rhyme, Understand the 5 key concepts about print; print has meaning, can have different purposes, we read English from left to right and top to bottom, the names of the different types of book. Sequence familiar stories through the use of pictures.

**Writing:** Name writing activities. Mark making. Develop a dominant hand and work towards a tripod grip. Give meanings to marks and labels. Use initial sounds to label.

**Word reading:** Phase 1/2 phonics. Hear general sound discrimination, identify rhythm, rhyme, alliteration and begin to orally blend and segment simple words.

**The Phonics Scheme we use is Twinkl.**

#### **Opportunities/Provision/Focused activities:**

Name writing, labelling, CVC pictures of objects containing sound s,a,t,p,i,n,m,d,g,o,c,k,c,k,e,u,r, to segment, lists, pencil control.

### **Mathematics**

**Focus- Block 1:** Match, sort and compare

**Block 2:** Talk about measures and pattern

Number- Match and Sort; Compare Amounts

Measure, Shape and Spatial Thinking- Compare Size, Mass & Capacity, Exploring Pattern.

#### **Key Knowledge**

**Block 1:** Children will be matching pictures and objects; identifying a set, sorting objects to a type, exploring sorting techniques, create sorting rules and comparing amounts.

**Block 2:** Children will be comparing size, mass and capacity, exploring simple patterns and continuing and creating simple patterns.

#### **Opportunities/Provision/Focused activities:**

Recycling/sorting materials, Matching and sorting objects, Copying simple AB patterns, Exploring how many scoops it takes to fill different sized containers (Sand Area) 10 little fire fighters counting song. Counting beads, pattern cards. Compare bears. Using a tens frame bus for counting on and off passengers.

### **Understanding the World**

**(Science and Physical Geography)**

**Unit Title- Changing Seasons**

#### **Learning Priorities:**

Explore the natural world around them; begin to identify local tree species; sort leaves by shape and size. Describe what they see, hear and feel whilst outside; develop new vocabulary to describe leaves - long, spiky, gold, rust, orange, crunchy etc.

Understand/observe the effect of changing seasons on the natural world around them

### **Expressive Arts and Design**

**(Art)**

**Unit Title - Marvellous marks. Rainbow Art**

#### **Key Knowledge:**

Creating with Materials - drawing self portraits with increased detail showing emotions. Exploring colours and mixing. Use and explore a variety of materials and tools. Explore new techniques. Talk about new creations. Begin to return to and build upon previous learning.

#### **Key Vocabulary:**

Long, short, thick, thin, straight, wavy, curved, squiggly, line, mark, texture, pattern, bumpy, soft, ridged, hard

during Autumn time e.g. colder temperature, darker nights, weather, clothing.

**(History)**

**Unit Title- How Time has Changed**

**Learning Priorities:**

Begin to make sense of their own life story and family's history. Begin to comment on images of familiar situations in the past (when older family members were little). Develop new vocabulary; past, history, long ago

**Key Skills developed:**

Making marks with wax crayons, felt tips, compare different ways of making marks and drawings, create simple observational drawings, use a variety of colours and materials to create a self portrait

**(Music)**

**Charanga Unit Title: Me**

**Learning Priorities:**

Children will listen and respond to different styles of music, learn to sing or sing along to know nursery rhymes, improvise leading to playing musical instruments, share and perform the learning.

**Enrichment opportunities:**

- Autumn nature walk within local area
- Harvest Time
- Grandparent visit

**Things to remember**

- Please engage in daily reading with your child; this can be through singing, rhymes, sharing a story at night time.
- Please read your child's home reading book for 10 minutes a day. Reception children will be given a specific day for them to return their book to school.
- PE is on a Monday and Friday
- Music is on Thursdays
- Please ensure all items of clothing are labelled with your child's name
- Please keep an eye on Dojo - all letters and further communication from school will be via Class Dojo
- A water proof coat to be worn to school and wellies to be left in school

**Useful Websites**

- Songs/stories -
- I am special song:  
<https://www.youtube.com/watch?v=JL36Pq3Ra4o>
- We're all amazing song:  
[https://www.youtube.com/watch?v=vbHQ-OS9\\_G0](https://www.youtube.com/watch?v=vbHQ-OS9_G0)
- Cbeebies: <https://www.bbc.co.uk/cbeebies>
- Maths - Whiterose:  
<https://whiteroseeducation.com/1-minute-maths>
- Phonics - Twinkl Phase 2  
<https://www.youtube.com/watch?v=0SzkjubQ-OK>

### Science

Unit Title— Exploration topic

Scientist Focus—Louis Braille

Key Knowledge- To identify my body parts, To understand we use different parts of our body for different senses, To investigate the sense of touch, To investigate the sense of sound, To investigate and predict how far away you can hear certain sounds

Key Vocabulary— sense of smell, touch, taste and sight rough flat hot warm prickly woolly dry damp silky smooth bumpy cold spiky scaly wet waxy soaking knobbly. Fin-gers feet high low fast slow

Key Skills Developed— listening to and asking questions, making predictions. observa-tions, thinking, communicating, interaction skills.

### History/Geography

Unit Title—Local area

Key Knowledge— To locate Prestwich and the UK on a map, To identify human and physical features of the local area, To devise a simple map using symbols and a key

Key Vocabulary— Library, town, city, country, village. Shopping area, prescient, shopping centre. Tram, cars, buses, train, public transport. Names of shops e.g. bakery. Dentist, doctor, opticians, school etc

Key Skills Developed— collect data about what is in the local area. Interpret data on maps using a simple key , looking at a Prestwich and finding the symbols that are used for the tram/carpark.

### Jigsaw– Being me in my world

Key knowledge- I know how to use my Jigsaw Journal

I understand the rights and responsibilities as a member of my class , I understand the rights and responsi-bilities for being a member of my class

I know my views are valued and can contribute to the Learning CharterI can recognise the choices I make and understand the consequences

I understand my rights and responsibilities within our Learning CharterKey

Vocabulary-Belonging Special Rights Responsibilities

Key questions -Which picture helps you to feel calm? Can you feel your tummy rise and go back in again? Isyour mind calm? Does it feel good to be calm and quiet? Does your mind feel ready to learn? How do we know we belong? How does it feel to belong?

### Art & Design Tech

Unit title- Drawing

Key knowledge-To know how to create different types of lines, To explore line and mark-making to draw water. To draw with different media, To develop an understanding of mark-making, To apply an understanding of drawing materials and mark-making to draw from observation

Big Questions-

Key vocabulary-Line, Vertical, Horizontal, Diagonal, Wavy, Cross-hatch, optical art, Wavy, Waves, Water, Lines, 2D shapes, 3D shapes, Abstract, Contemporary, Drawing mediums, Narrative, Printing, Shade, Form, Shape, continuous, marks, mark-making, line, look, observe, dots, circles, lightly, firmly

Key skills developed I can describe the lines in the work of an artist and in my own work. I can hold a pencil and chalk in different ways to experiment with the line. I create and work in the style of a modern artist, lines feel different to make, and that they look different. I can add plants and creatures to bring art to life, I can evaluate my art and the work of others using the language I have learnt. I can experi- ment variety of different media in this piece. I can say which medium I prefer and why. I can look care- fully at an object to identify shapes, lines and textures. I can control a pen/pencil to create different types of lines. I can use a range of drawing tools to create different marks. I can layer different materi- als to experiment creating effects.

### PE-gym

Key Skills— travelling, balancing, sequences.

Key Vocabulary— walk, run, jog, hop, skip, for-wards, backwards, sideways, high and low. Parts of body.

### Music—Charanga

UnitHey you!

Using voice and recognising instruments.

### Term and Focus—Autumn 1

Key text— The Tiger Who

Came For Tea, Leaf Man

Christian Value—

Endurance

PSCHE Focus—Being me in my world.

### Cross-Curricular Maths

Collect data in Geog-different shops

lpad-data on simple graph.

### Cross-Curricular Writing

Harvest prayer

Science investigation

### Enhancement

### Opportunities

Harvest festival

Speaker from Clergy in for RE.

Trip to the Local shops

and using the Library.

### English

Key Texts– The Tiger Who Came For Tea and Leaf Man

Grammatical knowledge developed– What is a sentence both orally and written, capital letters, full stops, finger spaces and positioning of writing on page.

Spelling rules—Words with plurals, add s.

Ai/oi, ar, ee ea, er, or, ur oa, igh.

Some common exception words including the/ was/ he/ me /she/ my/no/go/so.

Key genres– labels, captions, postcards and instructions.

Key vocabulary— title, front cover, back cover, blurb, picture, capital letters, full stops, finger spaces,

### Maths

Focus— Place value

Key Knowledge— Sort, count and represent objects, 1 more, 1 less, count, read and write num-bers forwards and backwards 0-10, 1-2-1 correspondence, use the language greater than and less than, equal to, intro more less < > and equals, order objects and numbers, ordinal numbers and know the number line.

Key Vocabulary— ordinal, more than, less than, more/less, most/least, order/compare, count, sort.

### RE

Unit Title— My World, Jesus' world 1:9 and Harvest 1:1.

Key Questions—Where did Jesus grow up? What type of clothes/toys/food did he enjoy? Did he go to school? Did he have a mobile phone/computer? (etc) Why do we celebrate Harvest? What food do we like, and where does it come from? How/why should we help those who didn't have a good harvest?

Key Knowledge—That Jesus lived a long time ago and the world that we live in today is very different. Thata harvest happens around the world, but not everyone has enough food, what should we do as Christians. (WWJD)There are Christian charities working worldwide to improve the living conditions of people in third world countries and other areas of poverty. Our food comes from lots of different countries.

Key Vocabulary— Harvest, festival, celebrate, food names, Jesus Jerusalem, Nazareth, in the past, Bible and Bible stories, a long time ago, in the past, compared to today, Christian Aid

Key Skills Developed— Empathise with others. Investigate about Jesus' past and to enquire.

### Computing-Technola

Digital Literacy

Key knowledge-Learn that an iPad can be used to do lots of different things. Navi- gate an iPad using simple functions. Use a variety of apps to create different con- tent. Start learning basic keyboard and typing skills. Use the skills taught in this module to create a poster.

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

Key vocabulary-iPad, Swipe, Zoom, Lock, Unlock, Volume, Save, Format, File, Photo, App, Typing, QWERTY, Home Button

### Science

**Unit Title**— Living things and their habitats

**Scientist Focus**— Rachel Carson

**Key Knowledge**— the differences between living, dead and never alive, know how living things are suited to their habitats, identify and name a variety of plants in their habitats, understand basic food chains

**Key Vocabulary**— habitat, micro-habitat, living, dead, MRS GREN, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition, food chain

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

### PE

**Unit**— Gymnastics: Unit 1

**Key Skills**— describe and explain how performers can transition and link elements, perform with control and consistency basic actions, create and perform a simple sequence

**Key Vocabulary**— shape, sequence, pattern, movement, music, timing, hang, link, carry

**Mr Juliff Unit**— Attack, Defend, Shoot: Unit 1

### Music

**Charanga Unit**— Hands, feet, heart

## Year 2

### Autumn 1

#### Oh, I do like to be beside the seaside

**Key text**— The Lighthouse Keeper's Lunch

**Christian Value**— Endurance

### History/Geography

**Unit Title**— Beside the seaside

**Key Knowledge**— understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Southport), understand and use key vocabulary

**Key Vocabulary**— physical features, beach, cliff, coast, hill, mountain, sea, ocean, river, soil, vegetation, season and weather  
human features, city, town, village, port, harbour, pier

**Key Skills Developed**— Use key words to describe locations, sort physical and human features, recognise features on an aerial photograph and map, devise a simple map

### PSHCE

**Focus**— Being Me in My World

**Key Objectives**— Hopes and fears for the year, Rights and responsibilities, Rewards and consequences, Safe and fair learning, environment, valuing contributions, Choices, Recognising feelings.

### Cross-Curricular Maths

**Geography**— compass directions, position and direction

**Art**— accurate measuring

**Science**— presenting results

### Art/Design Technology

**Unit Title**— Painting and mixed media: Life in colour

**Artist focus**— Romare Bearden

**Key Knowledge**— different amounts of paints and water can be used to mix hues of secondary colours; composition means how things are arranged on the page; colours can be mixed to 'match' real-life objects; collage materials can be shaped to represent shapes in an image; patterns can be used to add detail to an artwork.

**Key Vocabulary**— collage, mixing, primary colour, secondary colour, surface, detail, overlap, texture

**Key Skills Developed**— develop knowledge of colour mixing; know how texture can be created with paint; use paint to explore texture and pattern; compose a collage, choosing and arranging materials for effect; evaluate and improve artwork.

### Cross-Curricular Writing

**RE**— Prayer, writing from the point of Mary Jones

**Geography**— Leaflet about Southport/Lytham St Annes

**Computing**— Poster about internet safety

### Computing

**Unit Title**— There's an App For That!

**Key Knowledge**— Learn how to understand the basic navigation of an iPad. To use gestures to navigate the iPad, To use the iPad safely of the iPad. To create and design their own drawings using apps that involve swiping and tapping.

**Key Vocabulary**— home button, swipe, tap, zoom in/out, lock, unlock, volume up, volume down,

### Enhancement opportunities

Harvest festival

Trip to the Seaside

Seaside role play area

Seaside art and craft

### English

**Key Texts**— The Lighthouse Keeper's Lunch, The Lighthouse (literacy shed visual text)

**Grammatical knowledge developed**— using capital letters, full stops, and question marks; use and recognise expanded noun phrases; recognise nouns, verbs, adjective and adverbs

**Spelling rules**— phase 5 phonics recap, spell common exception words

**Key genres**— description, narrative, book review, instructions

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

### Maths

**Focus**— Place value, Addition and subtraction

**Key Knowledge**— count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward; recognise the place value of each digit in a two-digit number (tens, ones); identify, represent and estimate numbers using different representations, including the number line; compare and order numbers from 0 up to 100; use <, > and = signs; read and write numbers to at least 100 in numerals and in words; use place value and number facts to solve problems.

**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

### RE

**Unit Title**— Why is the Bible such a special book?

**Key Questions**— Why is the Bible special?, Why does the vicar/minister think that the Bible is special?, Which Bible stories do you enjoy?, Who uses the Bible?, The Bible is in two parts which are different. Why/how are they different?

**Key Knowledge**— The Bible is the Christian holy book, The Bible is made up of a library of books, The Bible is in two sections- the Old Testament and the New Testament, Owning a Bible is very important to Christians, The Bible contains God's big story from the beginning through to the kingdom of God, People of other faiths have different holy books.

**Key Vocabulary**— Bible, Books, Old Testament, New Testament

**Key Skills Developed**— Opportunity to look at and handle many different Bibles; Look at the Bible as a library; Listening to stories from both Testaments and know where they can be found.



## Science

Unit Title— Animals including Humans

Key Knowledge— I know: the importance of the right type and amount of nutrition as well as the functions of skeletons and muscles.

Big Questions— Why is nutrition important? Why do we need a skeleton and muscles?

Key Vocabulary— Plants, animals, skeletons, bones, teeth, nutrients, food groups, diet, muscles, support, protection, movement, organs

Key Skills— I can: understand that plants and animals obtain food in different ways; identify the correct amount of nutrients for animals including humans; name different types of skeletons; identify and categorise animals based on the type of skeleton they have; identify the main bones in the body; understand how a skeleton protects, supports and helps the body to move; explain how pairs of muscles work together to enable movement.

## History/Geography

Unit Title— The UK

Key Knowledge— I know: the countries that make up UK, know the flags of these countries and how they contribute to union jack flag, know how these countries are split into regions, counties, cities, towns, villages etc, know geography of UK, including physical features of mountains, seas; know how the UK has changed over time particularly in capital cities (population growth)

Big Questions-How many countries are in the UK? What are the capital cities? Tell me about their flags? How are the UK countries different?

Key Vocabulary— capital cities, counties, regions, countries of the UK, peak, population, atlas, map, seas, rivers, 8 compass points

Key Skills— I can: use atlas and maps to locate capital cities in UK, counties, regions, countries, seas, rivers; label a map with features; find the height of mountains on a map; use 8 compass points for direction

## Art/Design Technology

Artist Focus— Anthony Browne, Georgia O’Keeffe, Charles Darwin, Carl Lineaus

Key Knowledge— I know: how to recognise and draw simple shapes in objects; that tone refers to the light and dark areas of an object or artwork; how to create different textures on paper by using a rubbing technique; how to select an interesting composition; how to draw in a large scale.

Big Questions— Why are so many things in school made up of straight lines, rectangles and squares? What does abstract mean? What are you using to make a rubbing with? What makes a drawing look more realistic?

Key Vocabulary— arrangement, geometric, line, objects, organic, shape, blend, dark, even tones, shading, smooth, frottage, rubbing, texture, botanical, form, magnified, abstract, composition, expressive.

Key Skills— I can: recognise how artists use shape in drawing; understand how to create tone in drawing by shading; understand how texture can be created and used to make art; apply observational drawing skills to create detailed studies; apply an understanding of composition to create abstract drawings.

## PE

Unit Title— Gymnastics Unit 1

Key Knowledge-I know: how to create a sequence of 2 contrasting elements; demonstrate extension in shapes; produce flow in sequence; how to perform different rolls and jumps; how to perform in unison and contrast with a partner & group

Big Questions— Can you name 2 contrasting shapes to use in balances? How can you keep time with your partner? How can we improve our own/others’ performances?

Key Vocabulary— straddle, tuck, pike, extension, balance, sequence, flow, contrast, symmetry, Teddy Bear Roll, Over the shoulder roll, Log Roll, Egg Roll, Dish & Arch shapes

Key Skills— I can: create a sequence using 2 contrasting shapes using floor and low apparatus; show flow in a sequence; perform a sequence using different types of rolls; jump for height & distance; perform in unison with a partner; create a group sequence using contrasting actions

## Music—Charanga Unit (Let your spirit fly)

### French

Recognise different French sounds and copy them.

Count from 0-6.

Use greetings and introduce myself.

Respond to classroom phrases.

Term and Focus— Y3 Autumn 1

Key text— Anthony Browne books

Christian Value— Endurance

### Enhancement Ops

Harvest Festival

Artwork inspired by Anthony Browne

Computer research about Anthony Browne

## PSCHE

Unit title—Being me in my world

Key Knowledge— I know: my worth and can identify positive things about myself and my achievements; responsible choices and ask for help when I need it; why rules are needed; that my actions affect myself and others.

Big Questions— What is special about you?

Key Vocabulary— positive, goals, challenges, rewards, consequences

Key Skills— I can: make someone else feel welcome and valued, work cooperatively in a group, understand that my behaviour brings rewards/consequences.

## English

Key Texts— Anthony Browne author focus (Gorilla, The Zoo)

Grammatical knowledge developed— statement, question, exclamation & command sentences, verbs, adjectives, conjunctions, commas, apostrophes for contraction and singular possession, past and present tense, present perfect tense

Spelling rules— long a spelt as: ei, ey, ai; ur spelt as ear, homophones and near homophones, suffixes ed, ing and er, ly ily

Key genres-narrative, interview, diary, balanced argument, question & answer poetry

Key vocabulary— prediction, summarise, story plan, draft, edit, full stop, question mark, exclamation mark, comma, apostrophe, conjunction, infer

## Maths

Focus—Place Value, addition, subtraction

Key Knowledge— Children build on their understanding of tens and link this to hundreds. Children will identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number, recognise the place value of each digit in a three digit number (hundreds, tens and units). Compare and order numbers up to 1000, read and write numbers up to 1000 in numerals and words. Solve number problems and practical problems involving these ideas. Count in 50s. Add and subtract 1 digit from a 2 digit number. Add and subtract 2 digits from a 3 digit number, use inverse operations

Key Vocabulary— multiples, digits, more/less than, base 10, hundreds, tens, units, even, odd, place value grid, > < =

## RE

Unit Title— Unit 3.6 Harvest

Key Knowledge— I know: bible stories which mention harvest; why is it mentioned in the bible that people should bring God their finest; how harvest has been celebrated in UK over last 100 years; how harvest is celebrated around the world; the content of church harvest festival services; what harvest celebrations teaches us about Christian belief; why it is important for Christians to celebrate harvest

Big Questions— Why, how and when do we celebrate harvest? What do we celebrate at harvest? What are we actually giving thanks for? Who celebrates the harvest? How is the harvest celebrated around the world? Why is the harvest celebrated by everyone?

Key Vocabulary— Harvest festival, thankfulness, sukkot

Key Skills— I can: find bible stories in different parts of the bible using old and new testaments, chapters, books, verses; analyse, investigate, enquire; research celebration of harvest over last 100 years in UK and around the world

## Computing (Technola)

Unit Title— Digital Literacy

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

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

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

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

## SCIENCE

### Unit focus- Sound

**Scientist Focus**— Christian Doppler

**Key Knowledge**— How is sound made? How does it travel? How can we hear it? What materials are the best for soundproofing?

**Key Vocabulary**—sound vibration, amplitude, ear, waves, volume, pitch, loud, high,low, particles

**Key Skills Developed**— Make observations and conclusions, create an instrument that can play high, low, loud and quiet sounds. Identify best materials for absorbingsound. Explain how sound travels.

## P.E./Games

**Unit focus-** Tag rugby and gymnastics-

**Key skills-** **RUGBY** -Consistently perform basic tag rugby skills, implement rules and develop tactics in competitive situations, increase speed and build endurance during game play. **GYMNASTICS**-Become increasingly confident and competent to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences.

**Vocabulary** -**RUGBY**- passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, compete, evade, pace, pick-up, step. **GYMNASTICS**-fluency, contrasting, unison, low, combinations, full turn, half turn, sustained, explosive, power, control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap.

## ENGLISH

**Key Texts**— One Boys War by Lynn Huggins Cooper and Archie's war scrapbookby Marcia Williams

**Grammatical knowledge developed**—Using determiners, clauses,expanding sentences, using conjunctions, expanding sentences using adverbs, expanding sentences using prepositions.

**Spelling rules**— homophones and near homophones, prefixes - in, il, im,words with augh and au, words ending in 'sion'.

**Key genres**-Letters, diaries, descriptive narrative, information leaflet

## Maths

**Focus**— Place Value, number addition and subtraction.

**Key Knowledge**— count in multiples of 6,7,9, 25 and 1,000. Find 1,00 more or less than a given number. Recognise the value of each digit in a 4 digit number. Order and compare numbers beyond 1,000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10,100 an 1,000. Solve number and practical problems that involve all of the above with increasingly large positive numbers. Count back threw zero to include negative numbers.

**Key Vocabulary**— Multiple, Roman numerals, patterns, column, rounding, nearest 10,100,1000, hundreds, thousands, place value, total, partitioning, estimate, strategies, more, less, varies fluency, greater, largest, smallest,possibilities, reason

# YEAR 4

Term -Autumn 1 2023  
Christian Value -Endurance

### Enhanced Opportunities

Visit to Fuseliers Museum  
Ceramic poppy making afternoon.  
Harvest festival  
Drop Everything and Read session.

## R.E

**Unit focus -God David and the Psalms**

**Christian concepts-** God- creation-fall -gospel-salvation- kingdom of God

**Key Questions** -What values do you consider to be important? Who inspires you? What are the qualities of a good king? What is Godlike?

**Key knowledge** – That David is a key figure in God's plan for his people. Some Christians have had to endured great struggles and preserve in difficult circumstances to keep the faith and follow God's way.

**Key skills developed** - Synthesis, Investigation, Expression, interpretation.

**Key vocabulary** – Samuel, David, Jonathan, Saul, Goliath, inspiration, and Psalms.

## History/Geography

**Unit focus**— The effect and impact of World War 1 in our local area

**Key Knowledge**— What caused WW1, who was involved, what was the impact

on the people of Britain and in particular the people of Prestwich. What was the role of women in WW1.

**Key Vocabulary**— War, conflict, peace, soldiers, trenches.

**Key Skills Developed**— Researching local history visiting war graves, looking in records and archives. Impact of war upon a community.

## Art/D.T

**Unit title** – Power prints

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

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

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

## Music

**Unit focus** – Mamma Mia

**Musical genre** – Pop music

**Key vocabulary** – Keyboard, electric guitar, bass, drums. Improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.

## French

**Unit focus** -Portraits -describing in French.

**Key skills developed** - To begin to understand that adjectives change if they describe a feminine noun.

**Key Vocabulary** –

il a/elle a, il est/elle est, heureux/heureuse sérieux/sérieuse, les cheveux, les yeux petit/petite, grand/grande, il s'appelle... elle s'appelle...blond(e)(s), noir(e)(s)

## Cross curricular writing

R.E –Retelling of narrative.

History—Diaries, letters and propaganda posters.

## Cross curricular maths

Science—Recording sound– decibels, using graphs and data. Presentation of results

History—Statistics linked to WW1

## Computing

**Unit focus** - Sphero Movie Trailer

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

**Key skills developed** - recognise the importance of clear instructions when coding the Sphero • Understand permissions involved with recording footage of other people, acting respectfully and responsibly • Adapt my working style for independent and group tasks.

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

## P.H.S.C.E

**Unit focus**-Being me in the world.

**Learning intension**-Know my attitude and actions make a difference to the class team. Understand who is in my school community, the roles they play and how I fit in it. Understand how democracy works- through the school council, understand that my actions affect myself and others, to care about other people's feelings and try and empathise with them. Understand how groups come together to make decisions, understand democracy and how having a voice benefits the school community.

**Key vocabulary** – Included, Excluded, Welcome, Valued Team, Charter, Role, Job description, School, Community, Responsibility, Rights, Democracy, Reward, Consequence, Democratic, Decisions, Voting, Authority, Role, Contribution, Observer, Choices, UN Convention on Rights of the Child *Learning Charter*.

## Science

Unit Title—Changes in Humans

Scientist Focus—Louis Pasteur, Alexander Flemming

Key Knowledge— Humans change as we develop and grow older, data is raw unorganised facts where as information has a structure and is in context, puberty is the physical changes to our body as we grow older, the gestation period of organisms is different for each species, life expectancy varies and is reliant on a number of variables.

Key Vocabulary— puberty, life cycle, gestation, growth, reproduce, foetus, fertilisation, sexual, asexual, baby, toddler, child, teenager, adolescent, life expectancy, old age, early/middle/late adulthood

Key Skills Developed—describe the stages of human development, explain how babies grow and develop, describe and explain the main changes that take place during puberty, identify the main changes that take place during old age, report findings from enquiries, identify the relationship between variables.

## History/Geography

Unit Title—The Victorians

Key Knowledge—The Victorians refers to an era in British History when Queen Victoria was Monarch, this era was from 1837-1901, the vast difference between the deprived and the affluent during this time including health and housing, the advancements in technology during this era, common illnesses and the reasons why along with cures at the time, The work of Dr Barnardo in helping street children and John Snow into the spread of cholera.

Key Vocabulary— Queen Victoria, compare, deprived, affluent, era, industrial revolution, terrace, workhouse, slums, cholera, diphtheria, small pox, cobbled, John, Snow, medicine, technological, engineer, Isambard Kingdom Brunel, Orphan, Orphanage, Dr Barnardo, British Empire

Key Skills Developed—Place key events in British history on a timeline, compare modern housing and conditions with those of a Victorian slum, Research common illnesses from the era along with their given 'cure', diagnose illnesses from a description, recognise the Victorian inventions that are still around today, understand the hardship of life for the deprived in Victorian England, Understand the reasons the British Empire spread during this time.

## Art/Design Technology

Unit Title—Painting and mixed media—Portraits

Artist Focus—Vincent Van Gogh, Frida Kahlo, Akunyili Crosby, Singh Burman, Chila Kumari

Key Knowledge— To know how a drawing can be developed, how to combine materials for effect, the features of a self portrait, develop ideas by experimenting with materials and techniques, to apply knowledge and skills to create a mixed media portrait.

Key Vocabulary—collage, identity, mixed media, mono print, multi media, photomontage, self portrait

Key Skills Developed— I can draw a portrait using the continuous line method, explore the way the background can change the effect of a drawing, explain what I want my photo composition to be, decide the best position for my line drawing when copying it onto the background, use art vocabulary to describe the similarities and differences between portraits, justify my opinions when talking about the message behind my self portrait, give a definition of mixed media, use chosen media to create a self portrait that represents an aspect of my identity.

Outcome—Create a written portrait outline, explain reasons for the positions of their portrait, produce a self portrait using mixed media

PE—Gymnastics PE Hub Unit1 & Tag Rugby (SJ)

Key Vocabulary—symmetry, asymmetrical, aesthetics, elements, control, counter balance, combination, sequences

Music—Violins Mr Price

French—Applying language rules to sentence structure/building. Using phonics to help me read and write, Use a bilingual dictionary

Term and Focus—Y5 2023 Autumn 1

Street Child —Berlie Doherty

Christian Value—Endurance

Enhancements— Apple Store Visit

Cross-Curricular Maths

Science—presentation of results

History—population/disease graphs

PE— symmetry, asymmetrical, sequence

Cross-Curricular Writing

RE— Diary

History—Biography of a Victorian scientist John Snow

PSCHE- Being me in my world

Key knowledge—I know what I most value about my school, I can empathise with people in this country whose lives are different to my own, I understand that my actions affect me and others, I can contribute to the group and understand how we can best function as a whole. I understand why our school community benefits from a learning charter.

Key Skills developed—I can face new challenges positively, I understand my rights and responsibilities as a citizen, I make choices about my own behaviour because I know how rewards and consequences feel, I understand how an individual's behaviour can affect a group, I understand how democracy and having a voice benefits the school.

## English

Key Texts-Street Child

Grammatical knowledge developed—Choosing nouns/pronouns, expanded noun phrases, fronted adverbials, plural and possessive, direct/indirect speech

Spelling rules—Twinkl Y5 1A word list. Words with silent letters, homophones, prefixes and suffixes

Key genres-diary; narrative; film narrative; eye-witness account; non-chronological report

Key vocabulary—character; narrative; dialogue; informal and formal language; passive voice; active voice; inverted commas; semi-colon; first, second, third person, comparison

## Maths

Focus—Place Value; Addition, Subtraction

Key Knowledge—read write and compare numbers to 1,000,000 and determine the value of digit; count forwards and backwards from any number in steps of 10; use negative numbers in context and count across zero; round to the nearest 10, 100, 1000, 10,000 and 100,000; solve number problems; read roman numerals up to 1000 and in years; add and subtract increasingly large numbers mentally; use formal written methods to add and subtract, use rounding to check answers; solve addition and subtraction multi step problems;

Key Vocabulary—million, hundred thousand, ten thousand, thousand, hundred, ten, ones, negative, positive, zero, calculate, accuracy, round; accurate; inaccurate; reason; addition; subtraction; place value

## RE

Unit Title—How and why do Christians read the Bible?

Key Questions—How and why is the Bible used? Do you need a Bible to be a Christian? Why is the Bible holy? Why is the Bible a best seller? Why are there so many versions of the Bible?

Key Knowledge— that the Bible is inspired by the word of God, that there are many translations of the Bible, that the Bible guides Christians and effects their daily lives; to know about holy books from other faiths and their impact

Key Vocabulary—Old testament, New testament gospel, word of God, translation

Key Skills Developed—to see and handle a wide variety of bibles; To talk to an adult about how and why they use/read the bible; Compare the teaching of the bible and Christian behaviour; Making connections between Bible passages, Christian values and beliefs.

## Computing—Technola

Unit Title— Digital Literacy—Still image editing

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

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

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

**Science**

Unit Title—Living Things and Their Habitats

Scientist Focus—Carl Linnaeus

Key Knowledge—how animals can be classified based on their similarities and differences; that the Linnaean system is widely used to classify all living things; the different levels within this system; that microorganisms can be useful and harmful; to know some uses of microorganisms and some of their dangers; how to describe the different characteristics of microorganisms

Key Vocabulary—classify, classification, compare, domain, Linnaean, kingdom, class, phylum, order, family, genus, species, characteristics, vertebrates, invertebrates, microorganism, organism, flowering, non-flowering

Key Skills Developed—design and carry out an investigation using controlled, independent and dependent variables; explain predictions using prior knowledge; draw conclusions from their investigation; use correct scientific terminology to classify organisms

**History/Geography**

History/Geography

Unit Title—Amazing Americas

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

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

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

**Art—Photo opportunities**

Artist Focus - Hannah Hoch, Edward Weston, Edvard Munch, Sarah Graham, Derek O Boateng.

Key Knowledge- know what a photomontage is; To demonstrate an understanding of design choices made for effect using digital photography techniques

I understand the term macro; can develop a self portrait from a photograph into a drawing; know that photographs and paintings express emotions.

Key Questions -What is a photomontage? What is composition? How can you use photography to make the message stronger?

Key Vocabulary—montage, truism, self-portrait, digital, macro, crop, expression, technique, composition, selfie, online, saturation, frame.

Key Skills Developed– use of secondary sources;demonstrate an understanding of design choices made for effect using digital photography techniques. ; replicate a mood and expression of a painting through photography; understand abstract art through photography.;Analysing and describing the elements of other artists' work, e.g. the effect of colour or composition.

**PE — Tag Rugby, Gymnastics PE Hub Unit1**

Key Vocabulary— Passing, running, tag, try– area, attack, defend, pressure, support, space

Flight, vault, sequence, asymmetrical, balance, strength, flexibility, combination, direction, speed

**Music—Charanga Unit**

**Happy— Pharrell Williams**

French— French sports and the Olympics, to know that conjugation is when verbs match the pronoun, conjugate aller, jouer and faire and comparing sports in France with the UK.

**Autumn 1**

**Y6**

**Christian Value—Endurance**

**Cross-Curricular Maths**

**Science—presentation of results**

**Geography—grid references**

**Cross-Curricular**

**RE—Diary of a pilgrim; report on Hajj**

**Enhancement Ops**

**Harvest Festival**

**PSHCE**

Learning Intentions: identify goals for the year; understand fears and worries for the future and know how to express them; understand that there are universal rights for all children but for many these are not met; understand that my actions affect other people locally and globally; make choices about my own behaviour and understand how rewards and consequences feel and understand how these relate to rights and responsibilities; understand how an individual's behaviour can impact on a group; understand how democracy and having a voice benefits the school community

Social and emotional development: feel welcomed and valued and know how to make others feel the same; understand own wants and needs can compare these with children in different communities; understand that actions affect myself and others; care about the feelings of others and try to empathise with them; contribute to the group and understand how we can function best as a whole; understand why our school community benefits from a learning charter and how others can be helped to follow it by modelling it

Rainbow Flag : Spirits, symbols and identities.

**English**

Key Texts—The Unforgotten Coat

Grammatical knowledge—relative clauses; modal verbs to indicate possibility; adverbs to indicate possibility; brackets, dashes or commas to indicate parenthesis; expanded noun phrase to convey complicated information concisely; using commas to clarify meaning or avoid ambiguity in writing;

Spelling rules—synonyms; changing –ant words into –ance/ancy words; ce/cy and se/sy words; changing –ent words into –ence/ency words; join a prefix to a root work with a hyphen; join compound adjectives

Key genres-diary; poetry, flashback, descriptive writing

Key vocabulary—refugee, suspense, first person, dialect, dialogue, memory, polaroid, relative pronoun, modal verb, adverbs, parenthesis, brackets, dashes, commas, expanded noun phrase.

**Maths**

Focus—Place Value; Addition, Subtraction, Multiplication and Division

Key Knowledge—read write and compare numbers to 10,000,000 and determine the value of digit; round any whole number to a required degree of accuracy; use negative numbers in context and calculate intervals across zero; use the formal method of multiplication; use the formal method of long division diving 4 digits by 2 digits and interpreting remainders as appropriate; perform mental calculations with large numbers; recognise how to do use BODMAS to calculate in the correct order

Key Vocabulary—million, hundred thousand, ten thousand, thousand, hundred, ten, ones, negative, positive, zero, calculate, accuracy, round; accurate; inaccurate; factors; multiples; prime; reason; addition; subtraction; multiplication; division; square numbers; common; cube numbers.

**RE**

Unit Title—Life as a Journey

Key Questions—Life is a journey. Do you agree? Why?; In what ways can life be compared to a journey?In what ways does having faith give meaning and purpose to the journey of life?; Is choosing to journey through life as a Christian an easy option? Why? Why not?; Is every person's journey the same? Why not?; Why do people go on a pilgrimage?; Does a pilgrimage have to be to a place of worship?

Key Knowledge—some people undertake a pilgrimage as part of living out their faith; the life journey of people in the Bible effects the behaviour, beliefs and life choices of Christianity, being a Christian and following Jesus' teaching has an impact on a person's life; the life journey of Jesus answers questions about what Christians believe; Christians in many countries across the world are persecuted because of their faith

Key Vocabulary—Journey, pilgrimage, rites of passage and Holy Land

Key Skills Developed—reflect on the similarities and differences between pilgrimages made by Christians and people of other faiths; investigate the impact that following Jesus has on lives; synthesise the features of living life as a Christian.

**Computing (Technola)**

Unit Title— Digital Literacy; Arthouse Animation

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

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

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