

Communication and Language

Listening, Attention & Understanding

Follow an instruction linked to daily routine, activity, special event.
Enjoy listening to stories and begin to remember much of what happens.
Join in during group activities, sharing own experience and knowledge.

Speaking

Begin to use a wider range of vocabulary. Learn new rhymes and begin to develop a repertoire of songs. Comment on a favourite character or part of a story.
Continue to use talk to organise themselves and their play.

Personal, Social & Emotional

Self-Regulation

Begin to show awareness of how others may be feeling.
Begin to recognise that some actions can hurt the feelings of others.

Managing Self

Continue to follow classroom routines and rules.
Be independent with self-care routines - toileting/handwashing/snack time/outdoor play.
Brush Bus - Toothbrushing / oral hygiene.

Building Relationships

Begin to play with more children - child-initiated learning / small group activities.
Begin to see themselves as part of a community.

Jigsaw - Celebrating Difference

Unit Title - Self-confidence and self-awareness
Key Knowledge - How to explore and enjoy all the activities within the classroom
Key Vocabulary - friend, share, take turns, happy, sad, play
Key Skills Developed - Self-confidence and self-awareness to select and use activities and resources more independently and competently

Physical Development

Gross Motor Skills

Continue to develop movement skills of walking and running, while negotiating space.
Continue to develop riding skills on a trike, balance bike.
Continue to develop ball skills - rolling to a partner and kicking a ball.

Fine Motor Skills

Begin to show a preference for dominant hand.
Begin to develop a comfortable grip when using pencils and pens.
Continue to learn to use a knife and fork.
Get dressed independently for outdoor play.

PE - PE Hub

Unit 2 - Body Management

RE

Unit Title - Christmas

Key Knowledge - Christmas is the celebration of Jesus' birthday. Jesus was a very special baby, the Son of God. The church celebrates Christmas in special ways.

Key Questions - What is a birthday? When is your birthday? In what ways do you celebrate your birthday? How do we celebrate Jesus' birthday? Why was Jesus a special baby?

Vocabulary - Christmas, Jesus, Bethlehem, Mary, Joseph, donkey, inn, shepherds, star and stable

Skills Developed - recall/retell the nativity story. identify the characters in the nativity story. use religious words to talk about Christmas. talk about why Christmas is important. talk about how the church celebrates Christmas. talk about their own experiences of Christmas. talk about feelings related to celebrating Christmas and birthdays.

Nursery - Autumn 2

Let's Celebrate

Key Texts - The night before my birthday by Natasha Wing
The light in the night by Marie Voigt, The story of Diwali Rama & Sita, The Christmas Story

Christian Value - Peace

Expressive Arts & Design

Creating with materials (Art & DT)

Unit Title - Patterns & colour / Rainbow Art

Key Knowledge - to look at rangoli patterns and see how these are used within celebrations.

Key Vocabulary - rangoli, patterns, colour

Key Skills Developed - children to work with different materials to create rangoli patterns and to work with clay to make Diva's

Being Imaginative and Expressive

Unit Title - Imaginative Role Play

Key Knowledge - how to use props and costumes to role play and act out a story (Nativity) To learn new songs and join in with others / why we celebrate Christmas

Key Vocabulary - Jesus, Mary, Joseph, gifts, stable, star

Key Skills Developed - Children to take part in the Christmas Nativity, having roles, acting and singing songs.

Music - Charanga Unit - Me (Miss Taylor)

Enhancement Ops

Nativity performed for parents and carers

Literacy

Phonics

Twinkl Phonics Level 1

Comprehension / Reading

Key knowledge - listen to stories in small or larger groups. Learn which words rhyme through different games and activities. We will learn to continue a rhyming string.

Key vocabulary - listen, hear, sound, rhyme, rhythm

Writing

Make marks on picture to represent name.
To begin to understand that marks represent meaning. Point to marks, talk about marks.

Mathematics

Number & Numerical Pattern

Focus - Uses number names accurately in play—Recite number names in sequence / start to group/sort objects

Key Knowledge - count objects by lining up and arranging. Learn that lots of things can be counted. Learn different ways to sort objects (by size, colour)

Key Vocabulary - count, point, next, number, sort, same

Understanding The World

Past and Present (History)

Unit Title - Family celebrations (birthdays)

Key Knowledge - children to share their experiences of family celebrations and recall what and how it was celebrated.

Key Vocabulary - celebrate, birthday, past, family

Key Skills Developed - children to develop an understanding of celebrations within their close family

People, Culture & Communities (Geography)

Unit Title - Celebrations from around the world (Diwali)

Key Knowledge - why and what do we celebrate?

Key Vocabulary - celebrate, light, culture,

Key Skills Developed - children to become aware of where they live and the natural world and explore how different people and communities celebrate

Natural World (Science)

Unit Title - Light and dark

Key Knowledge - to look at how light is used within celebrations and to experiment with light and dark

Key Vocabulary - light, dark, shine, effect, experiment

Key Skills Developed - children to experiment with light and dark and record the results

Communication and Language

Listening, Attention & Understanding

- To continue to understand 'how' and 'why' questions.
- To listen to and begin to talk about stories, joining in with repeated phrases and actions.
- Discuss characters, events and settings.

Speaking

- To continue to use new vocabulary throughout the day.
- Engage in non-fiction books.
- To answer questions within an adult led group.
- Re-tell simple stories once a deep familiarity of the text has been developed.

Personal, Social & Emotional

Self Regulation

- Talk to others to solve conflicts and find solutions.
- To compromise and negotiate to solve problems
- To consider the feelings of others

Managing Self

- Continue independent use of zips, buttons, coats, shoes etc
- To continue to access all areas of provision (inside and outside)
- To discuss the importance of daily exercise and healthy eating

Building Relationships

- To see self as a valuable individual
- Describe self in a positive way (proud, special, love)
- To continue to build constructive and respectful relationships
- To use social language to develop friendship

Jigsaw

Unit Title - Celebrating Difference

Key Knowledge - To understand what they are good at whilst others may be good at different things. To discussing we are different and special but similar in many ways. To understand why home is a special place and to discuss friendship and how to be a kind friend. To know which words to use to stand up for themselves when someone says or does something unkind.

Physical Development

Gross Motor Skills

- To balance, run and stop.
- To change direction
- To jump/hop
- To participate in team games

Fine Motor Skills

- To begin to use anticlockwise movement and retrace vertical lines
- To hold scissors correctly and cut zig zag lines
- To use tripod grip when using mark making tools
- To accurately draw lines, circles and shapes to draw pictures
- To write taught letters using correct formation
- To begin to hold a knife correctly to use to cut food

PE - PE Hub

Dance - Children will be able to recognise that actions can be performed to music. They will copy, repeat, and perform some basic actions to music.

Fitness with Mr Juliff

Key Vocabulary - dance, twist, turn, rhythm, step,

RE

Unit Title - Why is Christmas Special to Christians?

Key Knowledge - Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. To know who is special to them (friends and family), recall what happens at a traditional Christian festival (Christmas), re-tell the story of Christmas.

Key Questions - Why do Christians perform Nativity plays at Christmas? Why do Christians celebrate Jesus' birthday? What special things do Christians do at Christmas to share Jesus' love?

Vocabulary - Nativity, Mary, Joseph, Jesus, gift, special, celebrate, precious.

Reception - Autumn 2 Celebration Good Times!

Key Texts - Pumpkin Soup, Celebrations around the World, Binny's Diwali, You Must Bring a Hat, Kipper's Birthday, The Christmas Story

Christian Value - Peace

Expressive Arts & Design

Creating with materials (DT)

Unit Title - Junk Modelling

Key Knowledge to verbally plan and build a model.

Key Vocabulary - model, plan, join, stick, cut, glue stick

Key Skills Developed - - to safely use and explore a variety of tools, materials and equipment, exploring with colour, design, form and function. Creative and critically thinking.

Music - Charanga Unit - My Stories

Songs - I'm a Little Teapot, The Grand Old Duke of York

Listening and responding to different styles of music

embedding foundations of music - pulse, rhythm, tempo dynamics, structure and notation.

Children will learn to sing nursery rhymes and action songs improvising leading to playing classroom instruments.

Children will learn new songs and perform in the Christmas Nativity.

Enhancement Ops

Nativity performed for parents and carers

Visitors - To discuss Diwali, Thanksgiving

Prestwich Library visit

Visit to St Mary's Church

Cake shop - Post Office - Father Christmas's workshop

Literacy

Phonics

Twinkl Phonics Level 2/3. Secure Level 2 phonics. Blend sounds into words of known GPCs. Segment simple words.

Comprehension

Re-tell simple stories using their own words. Discuss main characters. Sequence familiar stories. To continue to engage in story time. To answer questions about stories read to them.

Reading

Read simple phrases and sentences. Read guided reading books/home readers aligned to phonic knowledge. Read common exception words: I, go, no, to, the, into

Writing

Write name correctly, begin to form lower case letters, to segment simple words with support, to write CVC words and labels using taught sounds. To write lists, labels, invitations, cards, recipes

Mathematics

Number

Block 3 - Its me, 1,2,3 & Block 5 - 1,2,3,4,5

Children will be able to count on and back 0-5; identify 1 more, 1 less than a given number; they will find, subitise and represent numbers 0-5 and look at the composition of the numbers.

Numerical Pattern

Block 4 -Circles and triangles & Block 6 - Shapes with 4 sides

Children will be able to identify and compare circles and triangles. We will be exploring shapes in the environment and describing position. Children will be able to name and identify 4 sided shapes, and we will be looking at day and night.

We will be incorporating the NCETM Mastering Number into our maths carpet sessions and into provision; focusing on subitising, composition and finding numbers.

Understanding The World

People, Culture & Communities (Geography)

Unit Title - Celebrations in Our World

Key Knowledge and skills - Where celebrations take place. Exploring the globe identifying different countries and similarities between places and celebrations. Sharing family celebrations in our families and local communities. Know that other children have different celebrations and celebrate in different ways. Begin to use maps to identify places of importance of what foods and natural resources are used in celebrations.

Key Vocabulary - village, town, city, country, continents, life and death, church, synagogue, mosques, temple, traditions, customs, beliefs

Natural World (Science)

Unit Title - Linked with Celebrations in Our World/Exploring the natural world around them

Key Knowledge and skills - Understand the effect of changing seasons on the natural world around them Autumn - Winter. Observe/talk about changing seasons.

Key Vocabulary - autumn, winter, temperature, cold, ice, snow, freezing,

Science

Unit Title— Seasonal Changes

Scientist Focus— Robert Fitzroy

meteorologist

Key Knowledge- to collect information about the weather, present info in tables and charts to compare weather, collect info on changes e.g. plants and animals, present information in different ways to compare the seasons, gather data about the day length regularly and present this to compare seasons.

Key Vocabulary— summer, winter, autumn, spring, rain, snow, hail, sleet, fog, cold, warm, day, night, daytime, nighttime, puddles, day length, daytime, nighttime, sunrise, sunset

Key Skills Developed— listening to and asking questions, pattern seeking, making predictions. observations, thinking, communicating, interaction skills.

Geography

Unit Title— Weather

Key Knowledge— I know that: there are different types of weather and I can make comparisons between different types of weather. I know how to make recordings and observations about the weather.

Key Vocabulary— types of weather, rain gauge, temperature, forecast, weather, seasons, patterns, symbols, dangers., clothing.

Key Skills Developed— Identify seasonal and weather patterns in the UK and location of hot and cold areas of the world.

Jigsaw— Being me in my world

Key knowledge- I can identify similarities between people in my class, I can identify differences between people in my class, I can tell you what bullying is, I know some people who I could talk to if I was feeling unhappy or being bullied, I know how to make new friends, I can tell you some ways I am different from my friends

Vocabulary- Celebration Difference Special Unique
Introducing Teddy Musical storytelling RBA

Key questions - Does your mind feel calm and ready to learn? What similarities can you see? What is the same in each picture?

Art & Design Tech

Unit title- Textiles: Puppets

Key knowledge/skills – join fabrics using different methods, evaluate existing products, use a template to create a design, join fabrics together accurately, embellish design using design methods

Key vocabulary- design, glue, safety pin, equipment, hand puppet, techniques

PE - Dance

Key Skills— to show mood and feelings, to move as if we're living in the jungle, create and perform movement which show friendship, use repeated actions

Key Vocabulary— stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end

Music— Charanga

Unit-

Rhythm in the way we walk and banana rap

Term and Focus—Autumn 2

Key text— Rosie's Hat

Jolly Christmas Post Man

Christian Value—Peace

PSCHE Focus— Caring/friendship

Cross-Curricular Maths

Maths – comparing tables, graphs, pictograms, and numbers (weather)

Times of day, day length across the different seasons.

Cross-Curricular Writing

Report on weather

Weather diaries

RE- Jesus calms the storm

Enhancement

Opportunities

- Weather walk
- DT- Design and make Rosie's hat using fabric.
- Visit from a postman/women
- Nativity
- Visit from St Mary's clergy – What is God like?

English

Key Texts— Rosie's Hat, Jolly Christmas Postman

Grammatical knowledge developed— What is a sentence both orally and written, capital letters, full stops, finger spaces and positioning of writing on page. Adding adjectives to sentences and applying graphemes taught. Use conjunctions like 'and' to join sentences together. Introduce a range of punctuation e.g. questions.

Spelling rules— words ending in y. Phase 5 alternative sounds.

Phonics- Phase 5 week 7+ (following Twinkl Scheme)

Key genres— Narrative, letter, poetry/rhyme, diaries, postcards. Non-fictions – weather report

Key vocabulary— breeze, escape, flutters, dash, tossed, catsle, photograph, caught, feather, address, stamp, communication, formal, informal, weather.

Maths

Focus— Addition and Subtraction

Key Knowledge— Number bonds to 10, addition within 10, add together, add more, addition problems, find a part, subtraction – find a part, fact families, subtraction – takeaway/cross (How many left?), subtraction problems

Key Vocabulary— make, add, plus, more, equals, sum, minus, less, total, same as, difference between

RE

Unit Title— What do Christians believe God is like? (God)

Key Knowledge— Identify what a parable is, Tell the story of the The Lost Son and recognise link with Christian idea of God as the forgiving Father, Give examples of a way in which Christians show their belief in God as loving and forgiving, Give an example of how Christians put their beliefs into practice in worship, Think, talk and ask questions about whether they can learn anything from the story for themselves

Key Vocabulary— God, forgiving, loving, Christians, parable, prayers, bible

Computing-Technola

Computer Science

Key knowledge- Learn that code is a language used to give computers instructions. Understand the terms 'code', 'command', 'algorithm' and 'program'. Create a multi-step algorithm to complete a real-world task. Use commands to create algorithms for a computer program. Learn about 'for loops', 'start and end functions', 'events', and 'delays'. Find a bug in code. Follow a debugging strategy. Create a multi-step program which follows a brief. Offer constructive feedback on a classmate's project. Develop a project in response to a classmate's feedback.

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

Key vocabulary- -Command, Instruction, Algorithm, Code, Bug, Debug, Program, Programming, Repeat, Start, End, Delay

Science

Unit Title— Uses of everyday materials

Scientist Focus— Charles Macintosh

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

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

History/Geography

Unit Title— The Great Fire of London and The Gunpowder Plot

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

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

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

Art/Design Technology

Unit Title— Sculpture and 3D: Clay houses (linked to Great Fire of London)

Key Knowledge— to know that pieces of clay can be joined; a clay surface can be decorated by pressing into it or by joining pieces on; that patterns can be made in clay using shapes.

Key Vocabulary— casting, impressing, detail, negative space, roll, sculpture, smooth, ceramic, score, shape, sculptor, slip, glaze, join, three dimensional.

Key Skills Developed— to use their hands as a tool to shape clay; to use impressing and joining techniques to decorate a clay tile; to use drawing to plan the features of a 3D model; to make a 3D clay tile from a drawn design.

Computing

Unit Title— Computer Science

Key Knowledge— learn that code is a language to give computers instructions, understand the key vocab,

Key Vocabulary— command, instruction, algorithm, code, bug, debug, program, programming, repeat, start, end, delay

Key Skills Developed— to create a multistep algorithm to complete and real world task, use commands to create a computer program, find a bug in a code.

PE

Key Skills— S. Juliff -circuit training and fitness
C.Williams- Dance

Key skills— to describe and explain how performers can transition from shapes and balances; challenge themselves to move imaginatively responding to music, work as part of a group to create and perform

Key Vocabulary— direction, huddle, group, mood, feeling,

Music

Unit— Charanga Unit- Playing in a band

Year 2

Autumn 2

Fire, Fire (The Great Fire of London and The Gunpowder Plot)

Key text— The Great Fire of London- Susanna Davidson

Christian Value— Peace

PSCHE focus— Celebrating differences

PSHCE

Focus— Celebrating Differences

Key Objectives— Name differences and similarities between classmates, explain that sometimes people get bullied because they appear to be different including gender stereotypes and that this is not OK, explain why it is OK to be different from friends

Cross-Curricular Maths

Science— presenting results in graphs, tally charts

PE— position and direction

Cross-Curricular Writing

RE— Message from Zechariah to Elizabeth, conversation between Mary and Gabriel, newspaper report

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

English

Key Texts— The Great Fire of London- Susanna Davidson

Grammatical knowledge developed— using capital letters, full stops, question marks and exclamation marks; use apostrophes for contraction and possession; recognise nouns, verbs, adjective and adverbs

Spelling rules— le saying /l/, adding -er and -est to words ending in y, el saying /l/, al and il saying /l/, adding -ed and -er to words ending in e, eer saying /ear/, ture sating /cher

Key genres— description, diary, poem, newspaper report

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

Maths

Focus— Addition and subtraction, Shape

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 2-D and 3-D shapes, count the number of sides and vertices on 2-D shapes, count the number of faces, edges and vertices on 3-D shapes, recognise lines of symmetry, sort 2-D and 3-D shapes.

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, sides, vertices, faces, edges, symmetry, 2 dimensional, 3 dimensional.

RE

Unit Title—Why was the birth of Jesus such good news?

Key Questions— Why was the birth of Jesus good news? Why is this news so important? What difference did it make to the world? How did the good news spread further? How is this good news told today? How is this good news celebrated today? What do angels do?

Key Knowledge— That we believe that the birth of Jesus is good news, that angels brought the good news to Zachariah, Mary and the shepherds, that we believe Jesus is the saviour of the world.

Key Vocabulary— Bible, Books, Old Testament, New Testament, good news, Christmas, Jesus, angels

Key Skills Developed— I can ask good questions about the Christmas story. I can tell you all about what happened to Zachariah. I can tell you the Christmas story. I can talk about the message of the angels. I can describe the different ways artists portray angels. I can talk about the ways we share the good news at Christmas time.

Science

Unit Title— Rocks

Scientist Focus— Mary Anning

Key Knowledge— I know: the different types of rocks and how they are formed; how to compare and group rocks based on appearance and simple properties; how fossils are formed, about the contribution of Mary Anning to the field of palaeontology; how soil is formed; the permeability of different types of soil.

Key Questions—How are rocks formed? How are fossils formed? How did Mary Anning improve our understanding of fossils? How is soil formed?

Key Vocabulary— rocks, igneous, sedimentary, metamorphic, formation, volcano, changes, compare, natural, human-made, properties, permeable, impermeable, hard, soft, durable, buoyancy, fossil, fossilisation, soil, sub soil, organic matter, rapid, moderate, slow, transformations.

Key Skills Developed— I can: name the 3 different types of rocks; handle and identify the properties of different rocks; state the 4 different types of matter that soil is comprised of; give examples of natural and human made rocks; group rocks by their properties and identify similarities and differences.

History Unit Title— Stone Age to the Iron Age

Key Knowledge- Know: where the Stone Age gets its name, which tools were crucial to the survival of early man and how tools changed during the Stone Age to make hunting more successful, how Skara Brae was discovered and some items found there, why children worked in copper mines, reasons why Iron Age people wanted to protect their homes, challenges of survival which early man faced, reasons why Stonehenge might have been built, two of the roles of Druids in Iron Age tribes, an important festival in the Druid calendar, how homes changed from the Stone Age to Iron Age, how hillforts were designed to protect Iron Age tribes. **Key Questions**- What changes took place from the Stone Age through to the Iron Age? Why were the discoveries at Skara Brae significant to our knowledge about the Stone Age? Why was Stonehenge built? How did homes change from the Stone Age to the Iron Age?

Key Vocabulary— chronology, chronological, sources, Palaeolithic, Mesolithic and Neolithic times

Key Skills Developed- develop chronologically secure knowledge and understanding of local British history, researching information on a topic, using historical sources of information and analysing it for reliability, organising information, asking questions about change, cause, similarity and difference and significance, note connections, contrasts and trends over time, use appropriate historical terminology

PSHE Unit Title—Celebrating Difference

Key Knowledge— I Know: why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this • Know that conflict is a normal part of relationships • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that some words are used in hurtful ways and that this can have consequences

Key Questions- Can you tell others how different you are from a friend?

Key Vocabulary— Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.

Key skills Developed— I can: show appreciation for my family; use the 'solve it together' technique to calm and resolve conflicts with friends and family; empathise with people who are bullied; employ skills to support someone who is bullied; 'problem-solve' a bullying situation accessing appropriate support if necessary; recognise, accept and give compliments; recognise feelings associated with receiving a compliment.

P.E with Mr. Juliff— Health & fitness

Unit Title— Dance Unit 1

Key Knowledge-I know: how to perform jazz square; how to create characters in dance; how to improvise; how to dance using different levels & directions; how to count to the music to promote good timing

Big Questions— Why is timing important when you do the jazz step? Why is it important to dance to the 8 beats? What is improvisation? Why are expressions and body language important in dance? Why is rehearsing important?

Key Vocabulary— jazz step/square, arabesque, prop, direction, levels, facial expression, body language,

Key Skills Developed— I can: perform a jazz (Box) square; make and link dance movements; perform arabesque; use a prop; use facial expres-

Music— Charanga Unit

Glockenspiel Stage 1— learn to read & play C, D, E & F

Improvise, compose & perform

French

Use classroom phrases

Use adjectives of colour, size & shape

Use French instructions

Term and Focus—Y3 Autumn 2

Key text—Stig of the Dump, Stone Age Boy

Christian Value— Peace (Advent)

Cross-Curricular Maths

Science— presentation of results

History— chronologically ordering dates

Cross-Curricular Writing

History- 'Becoming a copper mine child'-
diary entry

Enhancement Opportunities

Painting and mixed media: Prehistoric paintings

English

Key Texts-Stone Age Boy, Stig of the Dump, non-fiction texts

Grammatical knowledge developed-vowel, consonant, articles-the, a and an; determiners, clause

Spelling rules— ly, adverbs: root words ending in y, le, al, ic, ly; adverbs: exceptions to the rules and y3/4 statutory spellings

Key genres-narrative, instructions, explanations, newspaper report, balanced arguments, persuasive, informal letter, description

Key vocabulary— thesaurus, dictionary, headline, orientation, main body, caption, quote, direct speech, synonyms, present tense, formal language, sub-headings, time connectives such as: first, then, next, later, finally; technical vocabulary, pictures with captions, conclusion, alliteration, emotional language

Maths

Focus—complete addition & subtraction unit, Number Multiplication and Division

Key Knowledge— Children recap their understanding of recognising, making and adding equal groups. Count from 0 in multiples of 4, 8, 50 and 100. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for 2 digit numbers times 1 digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division; including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

Key Vocabulary— Multiples, digits, equal groups, grouping, pattern, doubling, numicon, bar model, lots of, division, multiplication, share, repeated addition, times tables, multiplicand, multiplier, remainder, distributive law

RE Unit Title— unit 3.2 Christmas. God with us.

Key Knowledge-know: what it means to be present; Christmas is a celebration of the arrival of Emmanuel; who is Jesus God with us; Christians believe God is with us through his Son, Jesus and the Holy Spirit; Christians believe that the presence of God changes our lives

Key Questions— In what ways is God with us? How does it feel to be in the presence of God? How did/does the presence of Jesus have an impact on people's lives? In what ways are we in the presence of Jesus in the world today?

Key Vocabulary-Emmanuel, Incarnation, Jesus, Son of God, Saviour of the world, King of Kings, Prince of Peace

Key Skills Developed— Reflect, enquire, evaluate

Computing

Unit Title— Computer Science (Robotics)

Key Knowledge— I know: that whilst humans excel with creative and ever-changing tasks, computers are better at solving problems in which the same process needs to be repeated many times; that embedded computers are all around us, automating mundane tasks to help us with everything from crossing the road to washing our clothes; that not all repetition are the same, and that we need a series of different loops in our coding toolbox to help us solve each unique task as efficiently as possible.

Key Questions— How can code help us to solve repetitive problems? How is automation helping the world to change for the better? What problems does it introduce? Should we be taking action today to make automation work for us all going forwards?

Key Vocabulary— for loop, loop until, loop forever, functions, automation, efficiency.

Key Skills Developed— I can: recognise real-world examples of repetition and how computers can be used to automate solutions; correctly identify the most suitable loop for a given task; incorporate functions into my algorithm to accommodate for unpredictable repetition; accurately predict the outcome of an algorithm without running it.

Art and Design/Design Technology

Unit Title— Textiles: cross-stitch & applique

Key Knowledge— I know: applique is a way of mending or decorating a textile by applying smaller pieces of fabric; a seam is when 2 edges of fabric are joined; to leave space on the fabric for a seam; some products are turned inside out after sewing to hide the stitches.

Key Questions— How do you join 2 pieces of fabric? What is applique? How do you do cross-stitch?

Key Vocabulary— applique, cross-stitch, design, equipment, fabric, patch, running stitch, thread, seam, texture, knot

Key Skills Developed— I can: design and make a template; follow a design criteria; select and cut fabrics; thread a needle; tie a knot; sew cross-stitch; decorate fabric using applique; complete design by stuffing and sewing; evaluate end product.

Maths

Focus- Number: addition and subtraction, measurement: area, number: multiplication and division.

Key knowledge – Add and subtract numbers with up to 4 digits using the formal written methods of columnar where appropriate. Estimate and use inverse operations. Solve addition and subtraction 2 step word problems. Understanding what it means to find the area of a shape. Using square and making shapes to find the area as well as comparing areas. Recall and use multiplication and division facts for multiplication tables up to 12 x 12. Count in multiples of 6,7,9,25 and 1000.

Key vocabulary -addition, subtraction, add, take away, minus, less than, more than, estimate, formal, column, shapes, times, divide, multiplication, division, digits, column, area, rectilinear.

P.E/Games

Unit focus – Distanced PE fitness/ Dance unit 1

Key Skills – **Fitness** -Use co-ordination in exercise, keep moving even when tired, know what AMRAP stands for and participate in it, identify what they find challenging and why, work under time pressure, to try and beat previous scores and work out the difference in the scores.

Dance -To use freeze frames in dance, perform a slide and roll confidently, use a variety of formations when performing, use canon in dance, sequence their dance actions to show good flow, create a 5-action dance routine.

Vocabulary -**Fitness** -muscles/muscle group, balance, control, relax, interval, max effort, rounds, reps, abdominals, calves, glutes, quadriceps, amrap, determination. **Dance** - Improvisation, rehearse, director, choreographer, slide, formation, freeze frame.

English

Key Texts– ‘In Flanders Field’ by John Mc Crae . Poems from the First World War compiled byGina Morgan ‘The Ice Palace’ by Robert Swindell. Loopy Limericks by John Foster

Grammatical knowledge developed– Recognizing and using pronouns. What is a fronts adverbial, recognizing one, understanding the types and using them, Direct speech– inverted commas. Brackets.

Spelling rules—Words with a shuhn sound spelt with sion (if the root word ends in se de or d).Words with a shuhn sound spelt with ssion (if the root word ends in ss or mit). Words with a shuhn sound spelt with tion (if the root word ends in te or t or has no definite root). Words with a shuhn sound spelt with cion (if the root word ends in c or cs). Words with ough to make a long o oo or or sound. Statutory spellings year 3 / 4 list.

Key genres-diary, descriptive/narrative writing, letters, diary entry, poetry, limericks.

Science

Unit Title— States of matter

Key Knowledge-To sort and describe materials. Investigate gases and explain their properties. Investigate materials as they change state. Explain how water changes state. Investigate how water evaporates. Identify and describe the different stages of the water cycle.

Key Vocabulary—solids, liquids, gases, particles, states, materials, properties, carbon dioxide, matter, material, weigh mass, melt, freeze, thermometer, temperature, evaporate, condense, process, water, ice, vapor, dry, energy, heat, precipitation, collection, clouds, rain, hail, snow.

Key Skills Developed—To set up reliable and accurate investigations. Make and explain predictions. Make and record accurate observations. Use scientific language to explain findings. Be able to ask and answer questions based on their learning using scientific language.

Scientist focus – William Thomson (Lord Kelvin)

YEAR 4

Term- Autumn 2

Christian value - Peace

Enhanced opportunities

Church visit linked to WW1

Local cenotaph visit for remembrance day.

Children in Need Day

Jewish speaker – Hannukah

Nativity service in church

Christmas craft day

Christmas jumper Day

R.E

Unit Title—Christmas. Exploring the symbolism of light.

Key Questions—Why is Jesus described as the Light of the World? What does the light do to the dark? Why is light such a powerful symbol? Is light a good metaphor for Jesus? The sun already lights the world so how can Jesus be the light? How did Jesus bring light? How does Jesus bring light?

Key Knowledge— To have an understanding of the Christian belief that Jesus is the ‘Light of the World’. To explore the metaphor of bringing light into people’s lives.

Key Vocabulary—Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation, Dreidel, Hanukkah, Jerusalem, Temple.

Key Skills Developed— reflection, empathy, application, interpretation, investigation.

History/Geography

Unit Title— The Water Cycle/ journey of a river.

Key Knowledge— To know the three states of matter. To know the key aspects of the water cycle. To explain how clouds and rain are formed. To know how and why drinking water is cleaned. To understand the causes and effects of flooding. To understand the causes and effects of water pollution.

Key Vocabulary— solids, liquid, gas, melt, boiling, freezing, evaporation, cooling, condensation, water, cycle, precipitation, groundwater, runoff, closed cycle, filter, flood, pollution.

Key Skills Developed— To explain the water cycle (main event/processes/ closed cycle). Naming some different types of clouds. I can give reasons why water needs to be clean, suggest ways to remove dirt and explain the steps involved in cleaning water. List different types of flooding, explain what causes flooding, how it affects communities and was to limit flood damage. List causes of water pollution, describe the effect on the water and consequently the plants and animals as well. I can list ways to reduce water pollution.

Art/D.T

Unit Title— Structure- Pavilions

Artist Focus— N/A

Key Knowledge— To know how to create a range of different shaped frame structures, to design a structure, build a frame structure and add cladding to a frame structure. To know what the structure (pavilion) is used for. To know that different materials can create different effects. To understand how to make a stable structure. Know how to design and build a free-standing structure a structure that is stable and aesthetically pleasing. Know how to select appropriate materials to build a strong structure and how to reinforce corners to strengthen the structure.

Key Vocabulary— Design criteria, natural, structure, innovative, 3D Shapes, reinforce, cladding.

Outcome— To create a cladded pavilion structure that supports itself.

Music

Unit focus - Instrumental skills - Glockenspiels 2

Key Skills — Exploring and developing playing skills as well as learning about the language of music through the glockenspiel. Children will learn to improvise, compose (both graphic and formal scores) and perform.

Key vocabulary - Glockenspiel, notes, pulse, rhythm, tempo, dynamics, notation, score, bar, stave, time signature, rest, minim, quaver, crotchet, semi breve, improvisation, performance.

French

Unit focus – Clothes -Getting dressed in France

Key skills developed - To recognise and use vocabulary relating to clothing. To apply their understanding of noun and adjective agreement in French. To understand adjectival position and agreement for gender and number. To express an opinion (like/dislike). To describe an outfit using adjectives correctly.

Key Vocabulary - un T-shirt, un short, un pantalon, un chapeau, une culotte, une chemise, un pull, des bottes, une robe, des chaussettes, des baskets, il/elle porte

Cross curricular writing

Science- Report writing

R.E- poems and diary entry

Geography - Explanations and reports

Cross curricular maths

Science – Charts, graphs and tables

Geography -Measurement

D.T- Measurement

Computing

Unit title -Computer Science- Robotics

Key Knowledge -Successfully name, call and define a function within a program. Incorporate functions into algorithms to accommodate unpredictable repetition. To recognize the benefits and the potential drawbacks of automation upon society. Program an algorithm that caters to repetition efficiency. Correctly identify the need for a function over a loop. Accurately predict the outcome of an algorithm without running it.

Vocabulary- functions, functions (name), function (define), function (call), delay, sensor.

Key Skills Developed -Creating programs to guide robots.

P.H.S.C.E

Unit focus -Celebrating differences.

Learning intention-Understand that sometimes we make assumptions based on what people look like. To know that sometimes bullying is hard to spot and to know what to do if they think bullying is going on. To know how it might feel to be a witness to and a target of bullying. To discover what is special about them and value the ways in which they are unique. Can explain why it is good to accept people for who they are.

Key vocabulary – appearance, assumptions, influences, bullying, problem solving, special, unique.

Science

Unit Title—Living things in their habitats Scientist Focus—Jane Goodall

Key Knowledge— The process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. The children will explore reproduction in different plants, including different methods of pollination and asexual reproduction. They will recap their work in Year 3 by playing a game to name the parts of a flower. The children will have the opportunity to take cuttings from plants, creating clones of the parent plant. They will learn about different types of mammals and their different life cycles, making life cycle wheels to present their learning. Furthermore, the children will find out about Jane Goodall and her work with the now-endangered chimpanzees in Africa. They will explore metamorphosis in insects and amphibians, comparing their life cycles. Finally, the children will explore the life cycles of birds, and will write and star in their own wildlife documentary comparing the life cycles of different living things.

Key Vocabulary— Life cycle, sexual, asexual, penis, vagina. Sperm, egg, stamen, anther, ovule, gametes, pollination, reproduction, mammal, amphibian, insect, bird, stage, habitat, metamorphosis

Key Skills Developed— • Identify parts of a flower, Give one difference between sexual and asexual reproduction, Describe ways plants can be pollinated, Identify plants that reproduce asexually, Describe ways to grow new plants other than from seed, Identify the stages in the process of sexual reproduction, Identify different types of mammals, Give three facts about Jane Goodall, Describe threats faced by chimpanzees, Identify familiar animals that undergo metamorphosis, Order the stages of the life cycles of mammals, birds, insects and amphibians.

History/Geography

Unit Title—Marvellous Mapping

Key Knowledge—Marvellous Maps allows children to further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time.

Key Vocabulary— Atlas, map, index, symbol, Ordnance Survey, co-ordinates, longitude, latitude, grid reference, location, similarities, differences, compare, physical features.

Key Skills Developed—Use an index to find a place name, Find the correct page in an atlas by using the index, Explain why maps have symbols on them, Recognise some map symbols on an Ordnance Survey map, Give co-ordinates by going across first and then up, Find a location from four-figure coordinates, Find similarities and differences between photographs of the same location, Find differences between maps of the same location, Find a location on a page by using simple co-ordinates, Identify physical features on a map, Use a key to find out what a symbol means, Give four-figure co-ordinates for a location, Find similarities between maps of the same location.

Art/Design Technology

Unit Title—Mechanical Systems—making a pop up book

Artist Focus—Lothar Megendorfer

Key Knowledge— To know that mechanisms control movement, understand that mechanisms can be used to change one kind of motion into another, understand how to use sliders, pivots and folds to create paper-based mechanisms, To know that a design brief is a description of what I am going to design and make, To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.

Key Vocabulary—Aesthetic, CAD, Caption, Design, Design brief, Design criteria, exploded diagram, function, input, linkage, mechanism, motion, outputs, pivots, prototype, sliders, structure, template.

Key Skills Developed— Designing a pop-up book which uses a mixture of structures and mechanisms, Naming each mechanism, input and output accurately, Storyboarding ideas for a book, Following a design brief to make a pop up book, neatly and with focus on accuracy, Making mechanisms and/or structures using sliders, pivots and folds to produce movement, Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result, Evaluating the work of others and receiving feedback on own work, Suggesting points for improvement.

Outcomes—Produce suitable plans, produce a suitable structure, assemble all the necessary components for a book, hide the mechanical elements using spacers, use a range of structures and mechanisms to illustrate a story and make it interactive for the user, use appropriate materials.

PE

Dance PE Hub Unit1 & Fitness & Stamina

Key Vocabulary—Dance,mood, emotions, improvisation, choreographer,fomration,locomotion,Bangra,pivot

Music—Violins Mr Price

French—Creating longer sentences, Use conjunction ‘et’ to create longer sentences, New vocabulary precedes the noun.

Term and Focus— Year 5 Autumn 2 2023

Kensuke’s Kingdom —Michael Morpurgo

Christian Value—Peace (Advent)

Enhancements—Children in Need, Worship alongside Y2 in church, Christmas Service

Cross-Curricular Maths

Geography— mapping co ordinates, area of maps, distance , perimeter & direction

Rainbow flag lesson—For a few and then many

Cross-Curricular Writing

RE— Diaries of gospels

Eye witness accounts of events

Geography— Description of islands

PSCHE—Celebrating Difference

Key Knowledge-I know about my own culture, I know my attitude towards people from different races, I know a range of strategies to manage my feelings in challenging situations, I know ways to encourage children who use wrong behaviours to make better change., I can appreciate the value of happiness regardless of material wealth, I respect my own and others cultures.

Key Skills Developed— I understand that cultural differences sometimes cause conflicts, I understand what racism is, I understand how name calling and rumour spreading can be bullying behaviours, I can explain the difference between direct and indirect types of bullying,, I can compare my life with those in the dev. world.

English

Key Texts-Kensuke’s Kingdom

Grammatical knowledge expanded noun phrases, word classes—modal verbs, adverbs of possibility, pronouns and relative clauses

Spelling rules—Twinkl Y5 1B word list. Words with silent letters, modal verbs and ‘ment’ suffix

Key genres-diary; Captains Log (Diary entries) fictional writing, newspaper report and descriptive writing.

Key vocabulary—character; narrative; dialogue; comparison, factual, expanded noun phrase (ENP) synonym, first person, relative clause, past, present, future, pronoun,

Maths

Focus—Multiplication and Division, Fractions

Key Knowledge—mentally multiply and divide numbers drawing on known facts; multiply and divide whole numbers by 10, 100 and 1000; identify multiples and factors including common factors and factor pairs for numbers, recognise and use square and cube numbers and recognise the notation for these; solve problems using multiplication and division; know and use the vocabulary of prime numbers and composite numbers; establish whether a number up to 100 is prime and recall prime numbers up to 19; Find equivalent fractions to both unit and non-unit fractions, recognise equivalent fractions, convert fractions, compare fractions, order fractions, add fractions, subtract fractions.

Key Vocabulary—multiply factor, multiple, prime, composite, square, cube, factor pair, lowest common factor, number fact, place value chart, problem solve, strategy, investigation, systematically, unit fraction, non-unit fraction, equivalent fraction, numerator, denominator, tenth, hundredth, fraction wall, relationship, parts, whole, half, quarter, third, mixed number, improper fraction, represent, bar model, greater than, less than, equal to.

RE

Unit Title—Christmas (The Gospels of Matthew and Luke)

Key Questions—Where in the Bible is the Christmas story? How are the stories in Matthew and Luke similar/different? How do our celebrations reflect the true meaning of Christmas? Where do the ideas of including a donkey and a stable in the story come from?

Key Knowledge— that the nativity is found in the gospels of Matthew and Luke, that the true meaning of Christmas is the celebration of the birth of Jesus, the son of God, Messiah, that different denominations of Christianity hold different beliefs views about Mary.

Key Vocabulary—Saviour, Messiah, Gospel, Matthew, Luke, nativity, Herod, incarnation and salvation.

Key Skills Developed—Identifying the two nativity stories and considering the purpose of the Gospel writers.

Computing

Unit Title—Robotics (Go Robot! Level 3)

Key Knowledge—Pupils create algorithms across multiple events to produce a self-driving car program capable of autonomy. Their robots must react to situations like collisions with walls and traffic lights changing, as well as having the ability to evade crashes with other robots. All actions are entirely pre-programmed and give pupils a sense of the vast amount of code included in modern autonomous vehicles. All actions are entirely pre-programmed and give pupils a sense of the vast amount of code included in modern autonomous vehicles. Their robots navigate a three-dimensional town and deal with unpredictable problems.

Key Vocabulary— command, algorithm, sequence, program, event, object, bug, debug, concurrency, values, for loop, loop forever, while/until loop, functions, automation, efficiency, autonomous, controls, logic, conditionals, decomposition, sensor.

Key Skills Developed— Correctly identify the most suitable event (or conditional) to deal with a potential encounter • Name multiple types of sensors available to my robot • Program an algorithm that caters to changing circumstances • Accurately predict the outcome of a multi-branch algorithm without running it

Science

Unit Title—Electricity

Scientist Focus—Thomas Edison, Nikola Tesla

Key Knowledge—explain the importance of major discoveries in electricity; understand how changing voltage effects a circuit; link this to the brightness of a bulb or loudness of a buzzer; understand variations in how components function; understand the importance of careful and accurate data collection; use results of a prior investigation to increase the accuracy of a further test

Key Vocabulary—electricity, electric current, alternating current, direct current, battery, cell, bulb, wire, switch, motor, buzzer, circuit, voltage, brightness, loudness,

Key Skills Developed— record and analyse observations including data of increasing complexity; explaining variations in results; plan an investigation using independent, dependent and controlled variables; reporting and presenting findings from enquiries, including conclusions and explanations of degrees of trust, in a variety of oral and written forms

History

Unit Title—Leisure and Entertainment in the 20th Century

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

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

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

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

Significant Figures: Billy Butlin; Geoff Hurst; John Logie Baird; Steve Jobs

Title— Design Technology—To make a waistcoat for a Teddy

Key Knowledge—I know how to: To understand that it is important to design clothing with the client/target customer in mind, to know that using a template (or clothing pattern) helps to accurately mark out a design on fabric, to understand the importance of consistently sized stitches.

Key Vocabulary—annotate, design criteria, decorate, fabric, target audience,

Key Skills Developed– I can: annotate my design, design a waistcoat in accordance with a specification and design criteria to fit a specific theme, using a template when pinning panels onto fabric, marking and cutting fabric accurately, in accordance with a design, decorating a waistcoat – attaching objects using thread and adding a secure fastening, sewing accurately with even regularity of stitches, evaluating work continually as it is created, tie strong knots, learning different decorative stitches, sewing a strong running stitch, making small, neat stitches and following the edge.

PE

Key Skills—Pe Hub dance unit 1 , Fitness

Key Vocabulary—routine, The haka, street dance, expression, energy, perseverance, flexibility

Music—Charanga Unit Fresh Prince of Bel Air—Hip Hop

French—Learn and explore football vocabulary , introduce

irregular verbs: avoir, etre

Term and Focus—Autumn 2

Letters From The Lighthouse

Christian Value—Peace

Cross-Curricular Maths

Science—presentation of results

DT—measuring accurately

Cross—Curricular Writing

Science— Nikola Tesla report

Enhancement Ops

Apple Store Visit

Selling poppies for Remembrance

Nativity

Confirmation preparation with Reverend Adele

PSHCE—Celebrating Difference

Learning Intentions: understand there are different perceptions about what normal means; understand how being different could affect someone's life and the equality act (age, gender reassignment, race, religion, pregnancy, disability, sex, sexual orientation - protected characteristics) ; explain some of the ways in which one person or group can have power over another; know some of the reasons people use bullying behaviours; give examples of people with disabilities who lead amazing lives; explain ways in which difference can be a source of conflict and a cause for celebration

Social and emotional development: empathise with people who are different; aware of their attitude to people who are different; know how it can feel to be excluded or treated badly by being different in some way; give a range of strategies for managing feelings in bullying situations and for problem-solving when I'm part of one; appreciate people for who they are; show empathy with people in either situation

English

Key Texts-Letters from the lighthouse; Short unit on pirates.

Grammatical knowledge developed-word classes, subjunctive form

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-speech writing, radio announcement, official non-chronological report, biography, balanced argument

Key vocabulary— formal, informal, balanced argument, biography, persuasion, factual, unbiased, opinion.

Maths

Focus—Fractions, Measuring

Key Knowledge—simplifying fractions and finding equivalents; placing fractions on a number line; comparing and ordering fractions by denominator and numerator; adding fractions (including improper fractions and mixed numbers); subtracting fractions (including improper fractions and mixed numbers); multiplying fractions by whole numbers; multiplying fractions by fractions; dividing fractions by whole numbers; finding fractions of an amount; finding the whole from a fraction of an amount; metric measures, convert metric measures, miles & km, imperial measures

Key Vocabulary—fraction, denominator, numerator, mixed number, improper fraction, simplify, multiple, lowest common multiple (LCM), factors, highest common factors (HCF), simplify, equivalent, multiply, divide, Km, metre, cm,length, mass, volume, ml, litre, gram, greater, shorter, heavier, ounce, pound, feet, inches.

RE

Unit Title—How do Christians prepare for Christmas?

Key Questions—What is Advent? When is Advent? Why is Advent a time of preparation? What is being prepared for during Advent? What has this unit taught you about what it means to be a Christian? What has this unit taught you about Christian beliefs? Have you learnt anything about yourself from this unit?

Key Knowledge—Advent is a time when the church focusses prayer on the second coming of Christ; different denominations within Christianity hold differing beliefs about the importance and status of Mary; the themes of Advent tell the 'big story' of God's salvation plan; Christians believe that Jesus is the promised Messiah, but Jewish people do not.

Key Vocabulary—Advent, prophet, prophesy, John the Baptist, Messiah, annunciation, incarnation, Mary

Key Skills Developed—describe the symbolism, practices, beliefs and themes of the season of Advent; explain the ways in which Jesus fulfilled the Old Testament Prophecies; express and explain their hopes and dreams for the future; use religious vocabulary to show they understand the themes of Advent; express their opinion about what they think the message of John the Baptist would be today.

Computing

Title – Computer Science: Robotics

Key knowledge – I know how to: analyse a pre-existing game; define the word 'variable' and give examples for its use in programming; create and name a variable; implement a system using variables which will replicate the process of counting upwards using integers; use conditionals in my program to trigger code when specific physical movements are made.

Key vocabulary – command, algorithm, sequence, state, random, transparency, value, obstacle, loop variants, program, event, object, bug, debug, pixel, negative, concurrent, coordinate, axis.

Key skills developed – I can: identify the correct loop to use for a specific purpose; use movements, animations and sound effects to mimic emotion; code my algorithm to randomise an outcome; identify and code various states of play in a game.