

## Communication and Language

### Listening, Attention & Understanding

Enjoy listening to stories and be able to re-call parts of the story.  
Begin to understand and follow a two-part instruction.  
Begin to listen to others in a small group.

### Speaking

Use a wider range of vocabulary.  
Sing a range of rhymes/songs as part of a group.  
Continue to develop communication, using future and past tense (not always correctly)  
Use talk to organise themselves and their play.  
Begin to express a point of view.

## Personal, Social & Emotional

### Self-Regulation

Talk about feelings using words like happy and sad and begin to use other words.  
With support, begin to understand and talk about how others might be feeling and the reasons why.

### Managing Self

Brush Bus - Toothbrushing / oral hygiene.  
Settle to an activity of choice for some time.  
Develop independence within self-care routines.

### Building Relationships

Play with one or more other children.  
Take part in pretend play with one or more children.  
Begin to share and take turns with others.

### Jigsaw - Dreams and Goals

Key knowledge - I know what a challenge is, to never give up, to set a goal, overcome obstacles  
Key vocabulary - goals, challenge, try, work, aspire, keep going  
Key skills - I can understand what a challenge is. I can keep trying until I can do something. I can set a goal & work towards it. I know some kind words. I can think about jobs I may want to do when I am older.  
I can feel proud when I achieve a goal.

## Physical Development

### Gross Motor Skills

Continue to develop movement of walking and running.  
Use large muscle movements.  
Begin to take part in some group team activities.  
Chose the right resource to carry out chosen plan.

### Fine Motor Skills

Continue to learn to use a knife and fork.  
Increase independence getting dressed and undressed.  
Use a range of one-handed tools and equipment.

### PE - PE Hub - Unit 1 - Speed, Agility and Travel

Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed.

## RE

### Unit Title - Stories Jesus Heard

Key Knowledge - Jesus listened to and learned Old Testament stories.

Old Testament stories teach us about God. (Noah's Ark)

Key Questions - What stories did Jesus hear when he was a boy?

Do you like listening to stories? What are your favourite stories?

Where and when do you hear stories? Who tells you stories?

Vocabulary - Bible, Old Testament, God, Jesus, Creation, Noah, Joseph, Moses, , David, Goliath and Israelites

Skills Developed - recall/retell some of

the Old Testament stories Jesus heard.

talk about their favourite stories. talk

about their feelings and experiences.

## Nursery - Spring 1

### How things work

Key Texts - Bob The Builder, Dig, Dig, Digging,  
The Train Ride, The Wheels on the Bus. Harry and the robots.

Christian Value - Trust

## Expressive Arts & Design

### Creating with materials (Art & DT)

Explore different materials freely and begin to develop own ideas about how to use them and what to make.

Continue to explore different textures.

Begin to join different materials.

Begin to create closed shapes to represent objects.

### Being Imaginative and Expressive

Begin to respond to what they have heard, expressing their thoughts and feelings.

Begin to remember and sing songs.

Begin to sing the pitch of a tone sung by another person (pitch match)

Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Begin to develop stories using small world equipment.

Begin to make imaginative 'small worlds'

### Music - Charanga Unit - Everyone! (Miss Taylor)

Selection of nursery rhymes, sounds in stories.

## Enhancement Ops

## Literacy

### Phonics

Twinkl Phonics Level 1

### Comprehension / Reading

Handle books carefully and correctly.

Hold books the correct way.

### Writing

Begin to use some print/letter knowledge in writing - Symbols (lines, circles)

Ascribe meaning to the marks they make.

## Mathematics

### Numerical Pattern / Number

Recite numbers to 5.

Join in with number rhymes to 5 using props and fingers.

Use fingers to represent numbers with increasing accuracy.

Use some number names in play with some accuracy.

Fast recognition of objects up to 1 and sometimes 2 (subitising)

Begin to count up to sets of 5 objects (1:1 correspondence)

### Shape, Space & Measure

Select shapes appropriately in a range of contexts.

Talk about shapes.

## Understanding The World

### Past and Present (History)

Unit Title - Transport and how it works

Key knowledge/skills - I know how to use books and ICT to

look at vehicles, how they have changed and how they

work. Children will learn about vehicles from the past and

how they have now changed.

Key vocabulary - old, new, steam, machines, move

### People, Culture & Communities (Geography)

Unit Title - Journeys

Key knowledge/skills - I know how to use the IWB and books to look at different journeys taken by a variety of vehicles. Children will look at different journeys (The Train Ride)

Key vocabulary - move, travel, trip, where to?, time, distance

### Natural World (Science)

Unit Title - forces

Key knowledge/skills - I know how to use different materials to explore forces that can be felt. Children will learn that there are forces that work around us and control how things move.

Key vocabulary - pull, push, roll, gravity

## Communication and Language

### Listening, Attention & Understanding

- To listen carefully to and learn rhymes, poems and songs
- To listen to and talk about stories to build familiarity and understanding
- No listen to and talk about non-fiction books, develop a familiarity with knowledge and vocabulary.

### Speaking

- To use new vocabulary in different contexts
- Describe events in some detail
- Develop and use social phrases with confidence

## Personal, Social & Emotional

### Self Regulation

- Express feelings and consider the feelings of others
- Think about the perspective of others

### Managing Self

- Continue independent use of zips, buttons, coats, shoes etc
- To continue to access all areas of provision (inside and outside)
- Manage own self-care needs

### 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 - Dreams and Goals - What job would you like to be when you are older?

To understand what a challenge is and that it is important to keep trying. To know what a goal is and how to set goals and work towards them. To be aware of some jobs that they can do when they are older and how to work hard now in order to achieve the job I want when older. To understand perseverance, ambition,

Key Vocabulary - feelings, resilience, ambition, achieve, success, goals

## Physical Development

### Gross Motor Skills

- To continue to refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping etc)
- Use their core muscle strength to achieve good posture when sitting at the table/on the floor
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

### 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

Gymnastics - To develop confidence in fundamental movements. To learn a variety of shapes, jumps, balances and rolls. To link these movements together.

Key Vocabulary - pattern, shape, sequence, pattern, movement, timings, direction

## RE

Unit Title - Why is the word 'God' so important to Christians?

Key Knowledge - Begin to re-tell stories, talking about what they say about the world, God and human beings. Say how and when Christians like to thank their Creator, discuss things they find interesting, puzzling or wonderful. Discuss what people do to mess up the world and what they do to look after it.

Key Questions - What does the word 'God' mean? Which people believe in God? What is amazing about the world? How should we treat it?

Vocabulary - God, creator, belief, christian

## Reception - Spring 2 Not All Heroes Wear Capes

Key Texts - Shark in Park, 'The Busy People' series (Vet, Police Officer, Fire Fighter), Supertato, Poles Apart

Christian Value - Trust

## Expressive Arts & Design

### Art -

Unit Title - Paint My World

Key Knowledge to explore paint through creating with materials, safely using and exploring a variety of materials, tools and techniques.

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

Key Skills Developed - Playing and exploring. Begin to show accuracy and care when drawing.

Music - Charanga Unit - Everyone

Songs - Wind the Bobbin up, Rock-a bye baby, If you're Happy and you know it

Children will explore family, friends music from around the world. Children will listen and respond to different styles of music. They will learn to sing along to nursery rhymes and action songs. They will share and perform the learning that has taken place.

## Enhancement Ops

Visitors - PCSO visit to school

Chinese New Year

Prestwich Library visit

Visit to St Mary's Church

Fire station, vets/doctors surgery/

## Literacy

### Phonics

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

### Comprehension

Re-tell simple stories using their own words using small world, role play. Put stories into correct sequence. To begin to predict. Discuss main characters. Sequence familiar stories. To continue to engage in story time. To answer questions about stories read to them.

### Reading

Continue to blend words consistent with their phonic knowledge. To read some tricky words; we, me, be she, all, are, they, you, he, my, was.

### Writing

Write name correctly, form lower case letters and some capital letters correctly; to segment and spell words by identifying and then writing the sound with letters within CVC words. To write labels, captions, lists, wanted posters

## Mathematics

### Number

Block 7 - Alive in 5 and Block 9 - Growing 6,7,8

Children will be able introduced to 0. They will be working with numbers 0-5 being able to find, represent, subitise and find one more/one less of these numbers. We will then move onto numbers, 6,7,8 focusing on the same knowledge and skills as above. We will be learning about odd and even and doubling.

### Measure

Block 8 - Mass and Capacity

Children will be comparing mass, finding a balance, exploring capacity and comparing capacity

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 and Communities/ Past and Present

Unit Title - People Who Help Us - Emergency Services. How emergency services have changed/

Key Knowledge and skills - Continue to show an interest in different occupations. Discuss everyday heroes in my family and community.

Key Vocabulary - police officers, fire fighters, community, occupation, job, emergency,

Natural World (Science/Geography)

Unit Title - Animals - how some environments are different to the one in which they live. Continue with changing seasons.

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

Children will be able to name and describe animals that live in different habitats and be able to describe them.

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



### Science

Unit Title— Materials

Scientist Focus— Rosalin Franklin.

Key Knowledge— To know the names of different materials, to group the materials as wood/metal/plastic/fabric etc. To be able to sort the materials into groups and explain the reason for sorting, to label the properties as hard, soft, rough, smooth, bumpy, warm, cold, textured etc. To be able to use and explain the vocabulary. To know how to plan an investigation, to compare the results of the investigation and to write a prediction linked to this. To talk about the meaning of the investigation headings.

Investigate—best material for teddies hat/sledge. (observing)

Key Vocabulary— hard, soft, rough, smooth, bumpy, warm, cold, textured, wood/metal/plastic/fabric, materials, waterproof.

Key Skills Developed— Investigative work, observations, using the senses, predictions, planning, describing, explaining what they have found out.

### History

Unit Title— Great Explorers

Key Knowledge— To understand the criteria that makes a person significant in History, know some of the great explorers have helped us to understand more about the world, and beyond. Talk about the key people and others they already know. To know where the people and events they study fit within a chronological framework, use a timeline. To find out about Neil Armstrong, Amelia Earhart –compared to Christopher Columbus. Think about explorers today and where they could explore.

Key Vocabulary— past, present, explorers, important, significant, famous, experience, in our lifetime, national, international, achievements,, missions, expeditions, traveller, voyage, legacy. astronaut

Key Skills Developed— simple research, evidence finding, linking past to the present, labelling, deciding how we know it's a true fact. An awareness of the past, using common words and phrases relating to the passing of time.

### Jigsaw (PSCHE)–

Unit Title— Dreams and Goals

Key Knowledge— How to set simple goals • How to use stepping stones to reach a goal • How to work well with others • Different ways to tackle a challenge • Obstacles and how to overcome them The things that I do well • How I learn best • How to celebrate my achievements • How it feels to face a challenge and obstacles • How it feels to overcome a challenge

Key Vocabulary— success, teamwork, celebrate, challenge, overcome, achieve, obstacle, dreams

### Art/Design Technology

Unit Title—Painting and mixed media: Colour splash

Artist Focus – Wassily Kandinsky

Key Knowledge- I know that: the primary colours are red, yellow and blue; primary colours can be mixed to make secondary colours; a pattern is a design in which shapes, colours or lines are repeated.

Big Questions– What happens when we mix primary colours together? What are the colours made by primary colours called? What are the secondary colours? Which numbers can you see in Jasper Johns' work? How can you make a clear print?

### PE - Gymnastics

Key Skills— To perform basic gymnastic skills, turn, twist, spin, rock, roll. To perform longer phrases with confidence.

Send and return skills— send a ball or beanbag using bat or hand, move towards a ball to return, send and return a variety of balls.

### Music Charanga Unit In the Groove.

Find the pulse, clap to the rhythms, play the instruments and perform with instruments along with the track.

### Term and Focus—Spring 1

**Key text—** The way back

home, Room on the broom

**Christian Value—** Trust

**PSCHE Focus—** Dreams and Goals

### Cross-Curricular Maths

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

Times of day, day length across the different seasons.

### Cross-Curricular Writing-

Chronological report using non-fiction books (Space and significant people)

- Diary entry in role of an explorer
- List of items you'd take Space.

### Enhancement Opportunities

Matt Dickinson – Modern Day

Explorer (climbed Everest)

Role play area – Space station

External visitor (parent) – job

role linked to Explorers.

### English

Key Texts— The way back home by Oliver Jeffers, Room on the Broom

Grammatical knowledge developed— repeating sentence rules fs/cl. Singular and plural by adding s/es, punctuate sentences using question marks and exclamation marks. Using capital letters for proper nouns.

Spelling rules— phase 5 phonics.

Key genres— Narrative, instruction and non-chronological report.

Key vocabulary— full stops, capital letters, spaces, adjectives, word endings, fiction, blurb, description, plan, sequence of events, characters, non-chronological report, instructions.

### Maths

Focus— Place value to 50 , Addition and Subtraction within 20

Key Knowledge— Count within 20, Understand numbers 10-20 , 1 more and 1 less than a given number, The number line to 20 ,Use a number line to 20, Estimate on a number line to 20, Compare numbers to 20, Order numbers to 20, doubles and near doubles, related facts, missing number problems, count from 20, to 5, count by making groups of tens, partition of tens and ones, number line to 50, 1 more and 1 less.

Key Vocabulary— add/plus/increase/more than/subtract/take away/decrease/less than/minus. Multiples, groups of, sequence, number order, estimate, partition, groups of, lots of.

### RE

Unit Title— How should we care for the world and for others, and why does it matter? (C, J, NR)

Key Knowledge— Make sense of belief: • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Understand the impact: • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world Make connections: • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

Key Vocabulary— Golden Rule, creation, representatives, care, friendship, Psalm, Good Samaritan

### Computing-Technola

Unit Title- E-safety

Key Knowledge— Describe how to behave online in ways that do not upset others and give examples, recognize online that you can say no, somebody who makes them feel sad, uncomfortable, embarrassed, or upset • Understand who a 'Trusted Adult' is and that I can seek their support • Identify how and why someone might appear differently online • List some of the different ways the internet can be used • Know to keep personal details 'private' online

Key Vocabulary— Privacy, Security, True/False, Import

Key Skills Developed— from importing images located in the camera roll and digitally drawing their Trusted Adult. Use technology and the internet as a means for growth, learning, and inspiration. How to use technology safely, keep details private, where to go for help, create, organize, store, manipulate and retrieve digital content.

## Science

**Unit Title**— Healthy humans

**Scientist Focus**— Elizabeth Garrett Anderson

**Key Knowledge**— All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise. Good hygiene is also important in preventing infections and illnesses.

**Key Vocabulary**— survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)

**Key Skills Developed**— performing simple tests, identifying and classifying, observing changes over time.

## Geography

**Unit Title**— Let's go to China

**Key Knowledge**— I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Manchester), and of a small area in a contrasting non-European country (Beijing, China),

**Key Vocabulary**— China, Beijing, Shanghai, Yellow River, Asia, map, aerial photograph, atlas, continents, country, city, landmark

**Key Skills Developed**— To recognise features on an aerial photograph and map, To devise a simple map, To identify human and physical features.

## Design Technology

**Unit Title**— Mechanisms: Making a moving monster

**Key Knowledge**— To know that mechanisms are a collection of moving parts that work together as a machine to produce movement; To know that there is always an input and an output in a mechanism; To know that an input is the energy that is used to start something working; To know that an output is the movement that happens as a result of the input; To know that a lever is something that turns on a pivot; To know that a linkage mechanism is made up of a series of levers.

**Vocabulary**— axle, design criteria, input, linkage, mechanical, output, wheel, pivot

**Key Skills Developed**— Creating design criteria for a moving monster as a class; Design a moving monster for a specific audience in accordance with a design criteria; Making linkages using card for levers and split pins for pivots; Experiment with linkages adjusting the widths, lengths and thicknesses of card used; Cut and assemble components neatly; Evaluate own designs against design criteria; Use peer feedback to modify a final design.

## Computing

**Unit Title**— Internet Safety - Safe 'Surfin'

**Key Knowledge**— Understand how search engines work, recognise how search engines work, understand what is real and what is make believe, understand that not everything you read is true, understand why someone might spread misinformation. Identify what information I can find online.

**Key Vocabulary**— privacy, security, true, false, import, search engine, voice activation, cyber-bullying, private information, digital footprint, navigate, appropriate/inappropriate.

**Key Skills Developed**— use technology safely and respectfully, keeping personal information private, identify where to go for help and support if they have a concern about content or contact on the internet or online technologies. Use technology purposefully to create, organise and store information.

## PE - Gymnastics 2/ Send and Return

**Key Skills**— Develop body managements through floor exercises. Use core strength to link recognized gymnastic elements. Attempt to use rhythm while performing a sequence. Track a ball over a net, hit and return a ball.

**Key Vocabulary**—balance, body tension, carry, control, extension, hang, high, jump, link, low moment, muscle, rock, roll, sequence, shape, speed, spin, strength, hit, collect, throw, feed, pick up, serve, bounce.

## Music

Tempo, Dynamics and Chinese dragon dance drumming  
Charanga- I wanna play in a band

## Year 2

### Spring 1

### Let's go to China

**Key texts**— The Great Race, The Magic Paintbrush

**Christian Value**— Trust

## PSHCE

**Focus**— Dreams and goals

**Key Objectives**— I can; choose a realistic goal and think how to achieve it, persevere even when I find things difficult, recognise who I work well with and who is more difficult to work with, work well in a group, tell you some ways I worked well, share success with other people.

## Enhancement opportunities

Great wall of China building  
Chinese New Year Celebration  
Visit to school by Matt Dickinson (climber and author)

### Cross curricular writing

Geography- write a letter to sister school in China.

RE- write a recount of a story about Jesus from the bible.

### Cross curricular maths

Art- Geography map skills

## English

**Key Texts**— The Great Race, The Magic Paintbrush

**Grammatical knowledge developed**— using conjunctions (and, but, because, so, or); use apostrophes for contraction and possession; sentence types (exclamation, question, command, statement); write simple exclamation sentences.

**Spelling rules**— spell common exception words: 'al' and 'il' saying /l/ , 'eer' saying /ear/, ture saying /cher/, 'mb' saying /m/ Adding -ed and -er to words ending in 'e' Adding -est and -y to words ending in 'e' apostrophes for possession

**Key genres**— riddle poem, narrative, persuasive letter

**Key vocabulary**— text, fiction, non-fiction, description, riddle poem, setting, character, personality, appearance, persuasion, noun, adjective, verb, adverb, capital letter, full stop, question mark, apostrophe, suffix, exclamation, question, command, statement

## Maths

**Focus**— Shape, Money, Multiplication and division

### Key Knowledge

To recognise 2D and 3D shapes, to count sides and vertices on 2D shapes, to recognise lines of symmetry on 2D shapes, to count faces, edges and vertices on 3D shapes, to sort 2D and 3D shapes, to count money, to compare amounts, to calculate with money, to make a pound, to find change; recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, calculate mathematical statements for division within the multiplication tables and write them using the division (÷) and equals (=) signs, show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot, solve problems involving division,

**Key Vocabulary**— shape, 2D, 3D, square, rectangle, circle, triangle, pentagon, hexagon, octagon, quadrilateral, edge, face, vertex, side, cube, cuboid, cylinder, sphere, cone, pyramid, prism; coin, note, amount, total, change, pence, pound; 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**—Jesus, friend to everyone

**Key Questions**— What is a miracle? Why are these stories important? Why did Jesus welcome everyone? I wonder how it felt to meet Jesus? What did Jesus want us to learn from his behaviour? What do these stories reveal about Jesus?

**Key Knowledge**— I know; that the stories we have read can be found in the Gospels in the New Testament, we believe the miracles reveal Jesus as the Son of God, that Jesus was teaching us to be a friend to everyone.

**Key Vocabulary**— Miracle, New Testament, Gospels, faith and trust

**Key Skills Developed**— I can; retell the stories about Jesus covered in this unit, tell you how these stories reveal Christian belie+ fs about Jesus, talk about my own experiences and feelings, respond sensitively to questions about my own and others experiences and feelings, make links between the way a person behaves and what that person believes.

## Science

Unit Title—Light

Scientist Focus— Patricia Bath.

Key Knowledge- I know that: we need light to see and can identify light sources; some surfaces are reflective and can identify; the sun's light can be dangerous and how to protect themselves; that light travels in a straight line, shadows are formed when a solid object blocks the light and shadows change when the distance between an object and a light source changes

Big Questions- How do we see things? How are shadows formed? Where does light come from?

Key Vocabulary—light, observe, size, distance, energy, beam, ray, travel, straight, opaque, translucent, transparent, block, shadow, source, dark, reflect, mirror, smooth, shiny, rough, scatter, reverse, sun, dangerous, glare, bright, damage, UV light, UV rating, spectrum, pupil, retina, protect, direct, sunglasses.

Key Skills Developed—To make a prediction about the objects in the feely bag and use senses to help them. Write up their results, Plan an investigation To explore how light is reflected from surfaces by choosing the most reflective material for a new book bag. Investigate using mirrors and notice that light is reflected from surfaces by playing mirror games. To communicate to others why the sun is dangerous. To explore how light from a light source is blocked by a solid object by investigating the best material for curtains for a baby's bedroom. To classify patterns in the way that the size of shadows change by investigating what happens when you change the distance between the object and the light source.

## Geography

Unit Title— Extreme Earth

Key Knowledge— I know that: layers make up the Earth; volcanoes are made up of key parts; volcanoes are found in certain areas; volcanoes affect people's lives; earthquakes are caused by the earth's tectonic plates moving and there are safety rules to follow during an earthquake; earthquakes are measured using the Mercalli scale; a tsunami is caused by an earthquake under the ocean and cause damage by displaced water; tornadoes form by a swirling funnel of air from clouds; scientists collect data about storms

Big Questions— What is a volcano and how is it formed? What are the main features? Do we get volcanoes in the UK? What happens when a volcano is erupting?

Key Vocabulary—Topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, magma, Volcano, eruption, main vent, crater, magma chamber, active, dormant, extinct, epicentre, shock wave, magnitude (power/ strength), Richter, Mercalli, tsunami, tornado

Key Skills Developed— diagram for layers of the earth, map to identify areas that volcanoes are found, scales e.g Mercal-

## Art/Design Technology

Unit Title— Sculpture and 3D – Abstract shape.

Key Knowledge- learn different ways to make card shapes three dimensional, How to make a structure that holds its 3D shape. Explain in simple terms the difference between 2D and 3D art. Know how to shape materials in more than one way (e.g. by folding and rolling. Explain how to improve their sculptures and made choices about what to add.

Big Questions— Where have you seen a sculpture, what is it made of, how do you think it s made and why?

Key Vocabulary— abstract found objects negative space positive space sculptor sculpture structure three-dimensional

Key Skills Developed— Work cooperatively in pairs, combine shapes together to make an interesting free-standing sculpture, create joins between shapes, choose appropriate methods for joining elements in their sculptures, Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. Plan an abstract sculpture based on play equipment. Identify familiar 2D shapes in photographs.

## PSHE Unit Title— Dreams and Goals

Key knowledge- I know that: in life there can be difficult challenges & successes; I can have a dream/ambition; I enjoy facing new challenges and working out how to achieve them; I am motivated and enthusiastic about new challenges; I can recognise obstacles which may hinder my achievement and can take steps to overcome them; I can evaluate my own learning and identify how it can be better next time

Big Questions-What would you like to be when you are older? E.g., fireperson

Key vocabulary-perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, teamwork, enterprise, cooperation, strengths, motivated, enthusiastic, excited, efficient, responsible, frustration, solution, learning, success, celebrate, evaluate

Key skills developed— I can: recognise obstacles which may hinder my achievement and can take steps to overcome them; evaluate my own learning and identify how it can be better next time

## PE-Gymnastics unit 2

Mr. Juliff— Tennis

Key Skills— I can: perform a japana; use bounces & broad jumps in a sequence; attempt a half lever; transition from a japana to another shape; perform some dynamic & static stretches; show strength, flexibility and control in a sequence.

Big Questions— How can I make transitions smooth? How can I show good extension? How can I improve body tension? How can we improve our own and others' performance?

Key Vocabulary— japana, dish, arch, front support, straddle, unison, half lever, transition, box splits, extension

## Music—Charanga Unit— Three little Birds

Key knowledge- the difference between pulse and rhythm and how pulse, rhythm and pitch work together to create a song.

Key vocabulary-Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.

Key skills developed -identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Identify the instruments/voices, Find the pulse and identify funky rhythms, tempo changes and dynamics. Using the skills perform and share.

## French

Numbers 1-12 looking at the un/eu/oi/in sounds in French words.

To be able to answer and ask the questions how old are you.

Joining in simple French playground games, and songs with actions.

## Year 3

### Term — Spring 1

#### Focus—Extreme Earth

Key texts—Under The Volcano, Fragile Earth, Not For Me please, I choose to act green, Be The Change-Poems to help you save the world.

Christian Value—Trust

## Cross-Curricular Writing

### Tornado shape poetry

## Enhancement Ops

R.E— member of clergy to visit Y3. Pupils to ask them about their calling and how it changed and affects their life.

## Chinese New Year

## Internet safety

## Explorer/author visit

## English

Key Texts- Under The Volcano, Fragile Earth, Not For Me please, I choose to act green, Be The Change-Poems to help you save the world, The Sound Collector poem

Grammatical knowledge developed- time, cause and effect conjunctions, adverbs for time, place, cause— then, next, soon, therefore, prepositions for time, place & cause

Spelling rules- short i spelt using y, adding suffixes rules: er, ed, ing, en; prefixes mis and dis, k sound spelt with ch, homophones

Key genres- non-fiction: explanations, non-chronological reports; eye-witness account, narrative with rhyme poetry, persuasion, newspaper report, biography

Key vocabulary- headings, sub-headings, paragraphs, present tense, past tense, chronological order, bullet points, fact boxes, factual language, technical language, formal tone, diagrams/illustrations with labels, orientation, main body, quotes, concluding paragraph, end rhyme

## Maths

Focus- Multiplication and Division, Measurement (Length and perimeter)

Multiplication and division

Key Knowledge— 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 two-digit numbers times one-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 objects.

Measurement: Length and perimeter

Key knowledge— Measure in mm, cm and m.

Find equivalent lengths in m and cm and cm and mm.

Compare, add and subtract lengths.

Measure and calculate perimeter.

Key Vocabulary— multiples, division, array, greater/less than, partitioning, exchange, metres, centimetres, millimetres, equivalent, compare, perimeter.

## RE

Unit Title— 3.1 Called by God

Key Knowledge— I know that: in the Old Testament prophets were called by God to give his message to the people; the prophets were telling the people to turn back to God and mend their relationship with him; the message of the prophets is part of God's big salvation plan; people's lives are changed as they are called by God today and they respond in a variety of ways e.g. ordination, ministry in the local church and ministry work abroad

Big Questions— What does it mean to be called by God? In what ways does God call people? How does God speak to people? What sorts of tasks does God call people to do? Who has been/or could be called by God?

Key Vocabulary —prophet, God, Old Testament and the names of the prophets, ministry and ordination

## Computing

Unit Title— E-safety and ICT.

Key Knowledge— I know that: the internet is a vast resource; our online identities are inextricable from our 'real' selves; it is important to stay safe online; it is important to maintain a positive contribution to the world around us; I can follow the 'Stop Block Tell' plan of action if approached by a stranger online.

Big questions— What would I do if I was being bullied online? How do I know when I have been online for too long?

Key Vocabulary— Privacy, Security, True/False, Consent, Ownership/Copyright, Import, Digital Footprint, Private Information, Appropriate/Inappropriate, Cyber-Bullying, Opinions/Beliefs, Social Media, reputation.

Key Skills Developed— I can: use my e-safety skills online, discover what it means to have an identity, and how our online selves are an aspect of our identity; recognise forms of cyber-bullying, how this makes others feel, and how to access support; understand the concept of 'consent' in online contexts; have a healthy attitude towards being online; understand my creative rights and what it means to 'own' content.





## SCIENCE

**Unit title- Animals including humans.**

**Scientist focus – William Beaumont**

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

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

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

## R.E

**Unit title -Jesus the Son of God. How did Jesus show his power and authority?**

**Key questions** –How do we know Jesus had power and authority? Where did Jesus' power and authority come from? How do the actions of Jesus show that he is the Son of God? How do the actions of Jesus show his divine nature? How do these stories reveal Jesus to be the Son of God? What do Christians believe about Jesus and God because of these events?

**Key Knowledge**–We (Christians) believe that Jesus is the Son of God, he was both God and man and has power and authority from God over every aspect of creation, life and death. Know that there are people who have stood up and spoken out against authorities in situations of injustice. Know that the Jewish holy day is Shabbat and there are many traditions and rules associated with Shabbat.

**Key Vocabulary**–Son of God, authority, miracle, Sabbath/Shabbat and Pharisees.

**Key Skills Developed**–Retell the bible stories covered in this unit. Make links between the bible text and Christian beliefs and values. Talk about people who have inspired them and why. Use religious language. Demonstrate understanding of the traditions and rules of Jewish Shabbat.

## P.E/GAMES

**P.E Hub -Gymnastics unit 2/tennis.**

**Unit focus** – Gymnastics -Develop a range of increased body actions and shapes to include in a sequence. Define muscle groups needed to support the core of their bodies. Refine taking weight on small and large body parts.

**Tennis**-Explore different shots, (forehand/backhand). Work to return the serve. Positions in game play.

**Key Vocabulary** -Tension, travelling, steps, muscles, (abdominals, obliques) engage, core, stabilize, hit, return, court, forehand, bounce score, point, net, tactics, underarm, overarm, position, ready.

## Year 4

**Term -Spring 1**

**Christian Value -Trust**

### Enhancement Opportunities

Christingle service in church

Visit to Ordsall Hall

Online lesson with British museum

Linked Schools project

Chinese New

Internet Safety Day

Hans Holbein self portraits

## ENGLISH

**Key Text- The Hagstone** by David Oakden

**Grammatical knowledge developed** -Recognising apostrophes, apostrophes for possession and contractions. Recognising speech. Punctuation direct speech and using indirect speech.

**Spelling rules** – Homophones and near homophones, nouns ending in the suffix –'ation', adding the prefix 'sub' (meaning under), adding the prefix super (meaning above), plural possessive apostrophes with plural words.

**Key genres** – Narrative 1<sup>st</sup> and 3<sup>rd</sup> person, comic strips, balanced arguments, persuasive writing.

**Key vocabulary** – Narrative, balanced arguments, persuasive writing, direct and indirect speech, apostrophes for possession and contractions, suffix, prefix, homophone, near homophone.

## Maths

**Focus -Multiplication and division, length, and perimeter.**

**Key knowledge** -Recognise and use factor pairs. Multiply and divide number by 10 and 100. Know related facts between division and multiplication. Use informal written methods for multiplication. Multiplying 2 and 3 digit numbers by 1 digit. Dividing 2 and 3 digit numbers by 1 digit. Know how to use efficient multiplication and solve corresponding problems. Measure in km and m, know equivalent lengths (m and km). Find the perimeter on a grid, a rectangle and rectilinear shapes. Calculate the perimeter of rectilinear shapes, find the perimeter of regular polygons and polygons.

**Key Vocabulary** -multiply, multiplication, divide, division, factors, factor pairs, related facts, digits, efficient multiplication, corresponding problems, measure, kilometres, meters, centimetres, millimeters, equivalent, length, perimeter, grid, rectangle, rectilinear, regular polygon, polygon, calculate.

## History

### Unit title -Tudors -Henry VIII – break from Rome -Impact

**Key knowledge** -Know who the Tudors were and be able to place the Tudors on a historical timeline. To know about the war of the Roses, Henry VII, Henry VIII -his 6 wives and his children (Mary, Elizabeth and Edward). To know what life was like for children in Tudor times (housing/school/food/clothes/doctors). To know and understand why the church of England was established during the reign of Henry VIII.

**Key vocabulary**-Tudors, Henry VII, VIII, Mary, Elizabeth, Edward, Church of England, War of the Roses, apothecary, secondary sources, historical enquiry.

**Key skills developed**- The children will be able to use a source-based enquiry. Compare their modern day lives with children from a different period in history. Place the Tudors in a historical timeline.

## Art/D.T

### Unit Title— Painting and mixed media: Light and dark

**Key Knowledge**-Describe the ways colours change in different lights. To know how paint can create very different effects. To know about proportion and composition when planning a still life painting.

**Key Vocabulary**— portrait, landscape, shadow, tint, shade, texture, contrasting, vivid, muted, formal, pattern, detailed, abstract, figurative, dabbing paint, paint wash, pointillism, stippling paint, three dimensional, still life, proportion, composition, photo realism.

**Key Skills Developed**– Mix tints and shades of colour to produce a 3-D effect. Use a variety of painting tools. Create a paint effect. Explain what composition means.

## Music

**Unit title -Charanga –‘STOP!’**-A song/rap about bullying. Children will compose their own lyrics.

### Musical genre –Rap-grime

**Key vocabulary**-Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

### Wider opportunities - recorders

## M.F.L -French

Unit Title- French numbers, calendars and birthdays

**Learning intentions**- To recall and use numbers 1 to 31 in French. To say the days of the week in French. To say the months of the year. To select vocabulary to discuss the date in French. To compare similarities and differences between traditional birthday celebrations in France and England.

### Cross curricular maths –

**Science** -measuring (digestive system investigation)

### Cross curricular writing-

**Science** -Report on the digestive system and the function of teeth.

**History** -Advertising poster.

**R.E** -Recount of person who has spoken up against injustice.

## Computing

### Unit title -E-safety and ICT

**Key knowledge**-Understand how online actions contribute to my identity Remain critical, even of shared opinion Recognise when someone is upset, hurt or angry online Identify which online activities are appropriate Know my creative rights Understand that online bullying is still bullying

**Key vocabulary** - Privacy, Security, True/False, Import, Digital Footprint, Scepticis, Opinion, Critical, Supervision, Private Information, Appropriate/Inappropriate, Cyber-Bullying, Consent, Ownership/Copyright, Opinions/Beliefs, social media, Reputation.

**Key skills developed** -Uses technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

## P.H.S.C.E

### Unit title -Jigsaw- Dreams and goals

**Learning intention**-Talk about hopes and dreams. To understand that sometimes hopes and dreams do not come true and that this can hurt. To know that reflecting on positive and happy experiences can help to counteract disappointment. Know how to make a new plan and set a new goal. Know how to successfully work as a group to achieve a goal. Identify the contributions made by themselves and others to the group achievements.

**Social and emotional learning intention**- To know how it feels to have hopes and dreams. To know how disappointment feels and can identify when they have felt that way. To know how to cope with disappointment and how to help others cope with theirs. Know what it means to be resilient and have a positive attitude. Enjoy being part of a group challenge. Know how to share in the success of a group.

**Key vocabulary** -Dream, goal, hope, determination, perseverance, resilience, positive attitude, disappointment, fears, plan, cope, help, self-belief, motivation, commitment, enterprise, teamwork, design co-operation, review, strengths, success, celebrate, evaluate.

**Key skills developed** -Stay motivated when doing something challenging. Keep trying, even when it's difficult. Work well with a partner or in a group. Have a positive attitude. Help others achieve their goal. Working hard to achieve their own dreams and goals.



## Science

Unit Title—Earth and Space

Key Knowledge— I know that: a basic overview of the Earth and its place in our Solar System; how scientists work by creating theories from what they can see, then testing these theories by experimenting and finding things out to further refine/change/argue their ideas.

Big Questions—How do we know the Earth, Sun and Moon are spherical? What are the features of the planets in our solar system? How do the planets move in our solar system? Why do we have day and night? How does the moon move?

Key Vocabulary— Planet, solar system, spherical body, evidence, argument, geocentric, heliocentric theories, rotate, rotation, axis, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, orbit, movement, night and day, relative.

Key Skills — • I can: describe the Sun, Earth and Moon as spherical; name the planets in the solar system independently; distinguish between heliocentric and geocentric ideas of planetary movement.; explain that day and night is due to rotation of the Earth; support the idea that different places on Earth experience night and day at different times with evidence; report and present findings from enquiries and explain how the Moon moves relative to the Earth.

## History/Geography

Unit Title—Anglo Saxons

Key Knowledge—I know: The Anglo Saxon period in history was approx. 500 AD, what a typical Anglo Saxon looked like, the reason the Anglo Saxons invaded, where they came from and why they settled. What part of Anglo Saxon history is still around day (language and place names) What Anglo Saxon homes and villages were like, their religious beliefs and using historical artefacts and primary resources to make conclusions, inferences and theories.

Big Questions-Why, where and when did the Anglo Saxons invade Britain? What were the Anglo Saxon kingdoms? How have the Anglo Saxon era influenced Britain today? What were typical Anglo Saxon jobs? What did an Anglo Saxon village look like? What ere their religious beliefs and which gods did they worship? Who was influential in converting the Anglo Saxons to Christianity?

Key Vocabulary— BC, AD, Anglo Saxon, Jutes, Angles, Saxons, settle, invade, settlements, features, boundaries, Picts, Celts, Scots, Gaul, Round house, belief, religion, hillfort

Key Skills — I can: Use an atlas to locate places, to know the key features of a typical Anglo Saxon, identify Anglo Saxon language in settlements, to design an Anglo Saxon roundhouse , understand Anglo Saxon beliefs, compare these to other religions we know and comment on how they have changed over time. Use a range of Anglo Saxon artefacts to make predictions based on evidence, make conclusions about the past and use primary sources to support my ideas.

## Art/Design Technology

Unit Title— Art & Design Drawing ‘ I need space’

Artist Focus—Teis Albers

Key Knowledge— I know: How to explore the purpose and effect of imagery , How to understand and explore decision making in creative processes, Develop drawn ideas through print making, Test and develop ideas using sketchbooks, how to apply an understanding of drawing processes to revisit and improve idea

Key Vocabulary— collagraphy, decision, futuristic, imagery, propaganda, imagery, purpose, retrofuturism, technique. architecture, cold war, culture, influence, soviet union, stimuli, stimulus, line, process, continuous, composition, print, printing plate, texture, replicate, technique, tracing.

Key Skills Developed – I can: Discuss the effect of an image and how popular culture can influence art and design Explain what retrofuturism means, Evaluate different images using the formal elements, Suggest how a piece of art is created, Discuss the choices an artist has made, make decisions about tools and materials to try in my own work, Use a range of processes to create a drawing, describe how I think an artwork was made, choose and combine materials based on their texture, create an effective printing plate that considers how I expect it to print., generate ideas about the future, record ideas through sketches and visual notes, develop ideas to form a composition for a final piece, apply printing ink evenly to cover the plate, apply even pressure when printing, select appropriate materials and tools, choose a drawing technique to produce my drawn idea,

## PE

Key Skills—PE Hub Unit 2 Gymnastics & Handball

Key Vocabulary— speed, partner, asymmetrical, elements, strength, core temperature, dribble, block, screen, pivoting, double fault, offensive foul.

Music—Violins Mr Price Bury Music Service

French Kapow—Shopping in France—Recognising numbers in written form, correctly build and pronounce 2digit numbers, recall vocabulary, join in with a story using key vocabulary, sort word cards by gender and apply the appropriate article.

Term and Focus—Year 5 Spring 1 2024

Beowulf —Michael Morpurgo

Christian Value—Trust

PSCHE Focus—Families/People who care for me

Enhancements—Apple store visit

## Cross-Curricular Maths

History — Timelines, shapes used in architecture

## Cross-Curricular Writing

Invitation to Mead Hall opening

Kennings—Anglo Saxon poetry

## PHSCE—Dreams & Goals

**Key knowledge—I know: what I would like my life to be like when I grow up; the contributions made by people who do different jobs; the opportunities that learning and education are giving me and understand how this will help my future; the similarities and differences between myself and young people in a different culture; why I am motivated to make a positive contribution to supporting others.**

**Key Skills—I can: Understand that I will need some money to achieve some of my dreams, know a range of jobs and explore how much different jobs pay; identify a job I would like to do when I grow up and understand what motivates me to do this; describe the dreams of young people of a different culture to mine; understand communicating with a person with a different culture from mine means we can learn from each other.**

## English

Key Texts-Beowulf (retelling)—Michael Morpurgo

Grammatical knowledge using parenthesis, dashes and brackets. Using expanded noun phrases to convey complicated information concisely.

Spelling rules—Twinkl Y5 2A word list. Creating nouns using suffixes, homophones and near homophones

Key genres-Traditional stories, myths and legends,

Key vocabulary— Traditional tale, myth, legend, fable, factual, moral, dilemma, character; narrative; dialogue; comparison, homophone, suffix, expanded noun phrase (ENP) parenthesis, dash(es) brackets

## Maths

Focus—Multiplication and Division, Fractions

Key Knowledge—Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2-digit numbers. Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. Multiply a unit fraction and non unit fraction by an integer, multiply a mixed number by an integer, calculate a fraction of a quantity, find the fraction of an amount and the whole, use fractions as operators.

Key Vocabulary—Multiplication, prime factor, short division, inverse, estimate, common multiple, division, remainder, mental method, multiple, factor pair, decimal, factor, common factor, square number, long division, prime number, rounding, divisible, equivalent, numerator, denominator, improper fraction, mixed number, simplest, tenth, hundredth unit fraction, non-unit fraction, operator, integer.

## RE

Unit Title—Jesus the teacher

Key Knowledge — I know: That Jesus’ teaching explains Christian beliefs; that Jesus’ teaching makes an impact on people’s lives and the elements of Jesus teaching that can be directly linked to our school Christian values and British values.

Big Questions—Why did Jesus tell this story? What can we learn from this story? How does this story help us to understand Christian beliefs? How does this story impact on the lives of believers?

Key Vocabulary—Parable, Kingdom of God and Imagery

Key Skills —I can: Retell in detail some of the Bible stories covered in this unit; ask important and relevant questions about Jesus teaching; describe and show understanding of the Christian beliefs revealed through these stories; explain how the parables in this unit answer questions about values and commitments and to identify and explain why they think one of Jesus parables has a particularly strong message for the world today

## Computing—Technola e-safety (Mylo—my life online)

Unit Title—Mylo (My life online) e-safety

Key Knowledge—Pupils develop new abilities, such as verifying the identity of anyone they might encounter online. As part of this they learn that there are people online who do not have good intentions, which kinds of spaces they should remain vigilant in to protect themselves, and how someone can manipulate their identity. Pupils adopt a healthy ‘scepticism’ and a critical eye for information, preventing confusion, and keeping them safe and secure. Expanding with their skills, their E-Safety projects graduate to a multi-media format, incorporating websites, social posts and images

Key Vocabulary– Privacy, Security, True/False, Import, Digital Footprint, Private Information, Altered/Copied Identity, Critical Evaluation, Sceptical, Appropriate/Inappropriate, Cyber-Bullying, Consent, Ownership/Copyright, Opinions/Beliefs, Social Media, Reputation, Online/Offline Identity, Scepticism, Opinions, Critical, Supervision

Key Skills Developed– • Know that online bullying is still bullying • Recognise that not everyone online is a friend • Understand app permissions • Remember tips to stay well online • Explain app permissions and give some examples • Describe how identity can be altered online.

**Science**

Unit Title—Light

Scientist Focus—Isaac Newton

Key Knowledge—that light travels in straight lines, that objects are seen because they give out or reflect light, light travels from light sources to our eyes or from light sources to objects and then our eyes,

Key Vocabulary—shadow, light, filter, colour, reflect, absorb, refract, spectrum, wavelength, prism, visible, lens, angle, incidence, straight, ray, beam, wave, photon, energy, source, opaque, size, distance, change, tilt, see, transparent, rainbow, bend, focus, focal point, normal, periscope, travel, vacuum,

Key Skills Developed—identify scientific evidence that has been used to support or refute ideas or arguments, carry out investigations to test scientific theories by using prisms, mirrors and colour wheels to investigate how light reflects, refracts and travels

**Music—Charanga— The Fresh Prince of Bel-Air**

**French— Kapow unit, In My House**

Know French words for different types of houses and their rooms and to use prepositions

**Term and Focus—Spring 1— YEAR 6**

Spit Nolan—Bill Naughton

Christian Value—Trust

**Cross-Curricular Maths**

Science—presentation of results

History—Interpreting Data

**English**

Key Texts-The Goalkeeper’s Revenge and Other Stories

Grammatical knowledge developed—identifying clauses; past and present tenses including progressive and perfect forms; auxiliary verbs; recognising formal and informal writing.

Spelling rules—words ending in –able; common word families; words ending in –ably; prefixes mini and micro

Key genres- newspaper report; obituary; letter

Key vocabulary—character; slang; formal; language; direct speech; inverted commas; dialect; relative pronoun, relative clause; past participle; progressive; simple; perfect; regular verb; irregular verb

**History/Geography**

Unit Title— WW2 - Life on The Home Front (History)

Key Knowledge—I know : What events led to the outbreak of World War II ;how World War II affected children in Britain; what gives us a true picture of life for children in the war; what men and women did during WWII; How the war changed food that was eaten ; How clothing was affected by World War II.

Big Questions—What caused WWII? how did people stay safe? What was the impact of WWII on Britain?

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

Key Vocabulary—sources of information; footage; propaganda; make do and mend; rations: evacuee: dig for victory; nutrition; occupation; blitz; air raid; Nazi.

Significant Figures: Chamberlain; Hitler; Ethel Gabain; Ellen Howard.

**Cross-Curricular Writing**

RE—Letter of application from Moses

History—Historical Report on life in the 1930s.

Science—Write up of investigations

**Maths**

Focus—Measurements, ratio, decimals

Key Knowledge—Can: measure in metric and imperial; convert miles and kilometres; use ratio language and symbol; ratio and fractions; using scale factors; understanding value of digits after the decimal place; multiplying and dividing by 10, 100 and 1000; dividing decimals by integers

Key Vocabulary—scale, ratio, km, miles, imperial, metric, digit, multiply, divide, value, decimal, integer, tenths, hundredths, thousandths, place value, decimal place, place value holder, equivalent, amount, convert, ascending, descending, quantity.

**Enhancement Ops**

Y6 and Y1 leading Sunday worship in church

Christingle service

Author visit—Matt Dickinson

Apple store photography visit

**RE**

Unit Title—Why is the Exodus such a significant event in Jewish and Christian history?

Key Questions—Why did God choose Moses? Why is the Exodus such a significant event in Jewish and Christian history? What is freedom? Why is freedom important? What does it mean to be free? Why is it important to remember?

Key Knowledge—that the Exodus is a significant event in Jewish and Christian history; that the Seder is a special meal celebrated by Jews on the first evening of the festival of Passover, that Christianity is rooted in Judaism and Jesus celebrated the Passover, that for Jewish people the events of the Exodus and Passover are very important, that Christians remember the Passover and the Last Supper during the Eucharist

Key Vocabulary—Moses, Exodus, Israel, freedom, slavery, Seder, Passover

Key Skills Developed—retell bible stories highlighting connections to their own and other cultures and faiths, make links between events of the OT and NT and worship, understand what freedom is and how this links to Passover, explain why events of the OT and NT are not forgotten, understand the differing ways that different faiths remember and celebrate events from the OT

**Art/Design Technology**

Unit Title: Make my voice heard

Key Knowledge -I know: how to explore expressive drawing techniques and how to compare artworks; I know how to consider how symbolism in art conveys meaning; apply understanding of the drawing technique Chiaroscuro; how to evaluate street art and see its intention as communication; apply the drawing techniques, inspiration from artists to convey a message I feel passionate about.

Key Vocabulary: Abstract, Chiaroscuro, composition, figurative, graffiti, parallel lines, serif, symbolism, tag.

Key Skills Developed - I can: explore mark-making using a range of handmade tools using the artwork of Maya as an example; take inspiration from artists style and generate a range of symbols, patterns and colours that represent me; use Chiaroscuro to good effect to tonal drawings; consider how art can represent something I feel strongly about and justify the choices I make; work independently to develop ideas using creative inspiration, technique and review to create art that has visual impact and effect.

Artists studied: David Shrigley, Kathe Kollwitz, Pablo Picasso, Mark Wallinger

**PSHCE—Dreams and Goals**

Learning Intentions: I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal); I understand why it is important to stretch the boundaries of my current learning; I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these; I can set success criteria so that I will know whether I have reached my goal; I can identify problems in the world that concern me and talk to other people about them; I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations; I can work with other people to help make the world a better place; I can empathise with people who are suffering or who are living in difficult situations; I can describe some ways in which I can work with other people to help make the world a better place; I can identify why I am motivated to do this; I know what some people in my class like or admire about me and can accept their praise; I can give praise and compliments to other people when I recognise their contributions and achievements

**Computing**

Unit Title: E-safety—MYLO( My Life Online)

Key Knowledge - I know :the features of persuasive design and how it has impact; how to reference different material to aid my understanding; that some content online can be used to create fixation; that jokes made online can have physical consequences; how to critically evaluate representations of different people; that things shared online can have consequences for others and how I can challenge harmful representations.

Key Vocabulary: privacy, security, true/false, import, digital footprint, private information, appropriate/inappropriate, consent, cyber bullying, persuasive design, anonymity, capturing content, privacy settings, intention, social media, reputation, reporting, scepticism, online/offline identity, altered/copied images.

Key Skills - I can: achieve a comprehensive outlook on the online landscape and create a complex online informative poster; see how online security facilitates can protect my ‘digital personality’; use hyperlink and screenshots to collect evidence if ever needed in the case of cyberbullying; add text art, clipping masks to my digital skillset; use online credible sources to reference— therefore building skills for future academic use.

**PE-Gymnastics / Handball**

Key Knowledge: To perform increasingly complex sequences independently and in a group. To work as a team to improve group tactics and gameplay. To develop defensive skills

Key Skills: Devise a sequence to music using a criteria. To use screening to break down offensive play, dribbling

Key Vocabulary: .mirror, match , symmetry, stimuli, arch, bounce, jump, half lever, control, counterattack, consistency, use space. Control, counterattack, consistency