

Communication and Language

Listening, Attention & Understanding

Begin to shift attention from one thing to another when needed and given a prompt.
Understand some 'why' questions.
Begin to show an understanding of some prepositions.

Speaking

Continue to develop and sing a repertoire of songs.
Talk about a familiar book and begin to tell a simple story.
Use longer sentences of 4 or 6 words.
Begin to join sentences with and.
Start a conversation with an adult or friend and begin to continue it with many turns.
Begin to retell a simple past event in correct order.

Personal, Social & Emotional

Self-Regulation

Begin to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider Man in the game, and suggesting other ideas.
With support, begin to talk with others to resolve conflicts.

Managing Self

Brush Bus - Toothbrushing / oral hygiene.
Begin to select and use activities and resources to achieve a set goal.
Increasingly follow classroom routines and rules (with reduced practitioner guidance)

Building Relationships

See themselves as part of a community.
Begin to extend and elaborate play ideas with others.

Jigsaw

Unit Title - Healthy Me (healthy movers)

Key knowledge - To make healthy choices. To take part in physical activity. To keep themselves safe.

Key vocabulary - goals, challenge, try, work, aspire, keep going

Key skills - I can name parts of my body. I can tell you some of the things I need to be healthy. I can understand that sleep is good for me. I can wash my hands and know it is important to do this. I can say what to do if I get lost & how to say no to strangers.

Physical Development

Gross Motor Skills

Continue to develop climbing and balancing skills.
Learn to hop.
Begin to learn to skip.
Continue to develop riding skills and ball skills.
Begin to remember some sequences and patterns of movement related to music and rhythm.
Begin to match developing physical skills to tasks and activities in setting.
Begin to collaborate with others to manage large items.

Fine Motor Skills

Show preference for a dominant hand.
Continue to develop a comfortable grip with good control when holding pens and pencils.

PE - PE Hub - Unit 2 - Speed, Agility and Travel

Participate in a variety of agility-based activities. Recognise the difference between actions such as moving softly, quietly. Relate body movements to music & percussion beats.

RE

Unit Title - Easter

Key Knowledge - Jesus rode into Jerusalem on a donkey on Palm Sunday. Jesus died on the cross on Good Friday. we (Christians) believe that Jesus rose on Easter Day and is alive today. Easter is the most important time of the year for the Church.

Key Questions - What is love? Where is love? Who do you love? Who loves you? How do you/they show that love? How did Jesus show that he loved us?

Vocabulary - Love, sacrifice, Jesus, Easter, disciples, Holy Week, Palm Sunday, crucified, cross, tomb and risen.

Skills Developed - tell you that Christians believe Jesus died for us because he loves us. briefly retell the story of Easter. identify symbols associated with Easter. talk about their own experiences of love and other emotions expressed in the Easter Story. Ask questions about the Easter story.

Nursery - Spring 2 Down at the bottom of the garden

Key Texts - The Tiny Seed, The Very Hungry Caterpillar, The Very Busy Spider, The Easter Story.

Christian Value - Forgiveness

Expressive Arts & Design

Creating with materials (Art & DT)

Begin to draw with increasing detail.
Use drawing to represent ideas like movement.
Begin to show different emotions in drawings and paintings, like happiness, sadness, fear etc.
Begin to explore colour mixing.

Being Imaginative and Expressive

Play instruments with increasing control to express their feelings and ideas.
Take part in simple and pretend play and begin to use an object to represent something else.

Music - Charanga Unit - Our World - (Miss Taylor)

Introduction to hand percussion.

Enhancement Ops

Minibeast hunt around school grounds

Literacy

Phonics

Twinkl Phonics Level 1

Comprehension / Reading

Clap syllables in own name.
Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary.
Continue to develop and understand the five key concepts about print - Name some book parts (title, blurb)
Learn that print has meaning, recognise some new logos.
Begin to understand what a word/letter is (letter, word)
Follow print left to right and begin to use 1:1 correspondence.
Read own name.

Writing

Produce some recognisable letters.
Begin to engage in purposeful mark making.
Attempt to write name, using name card, with some recognisable letters, some correctly formed.

Mathematics

Numerical Pattern / Number

Name and talk about patterns.
Continue and talk about a pattern (ABAB)
Sort and match objects accordingly (size / shape)
Begin to compare quantities using (more than / fewer than)
Begin to represent numbers with marks.

Shape, Space & Measure

Make comparisons between objects using appropriate vocabulary.
Understand positional language.
Begin to use some language of time within the daily routine.
Begin to describe a familiar route.
Begin to describe a sequence of events (first / next)

Understanding The World

People, Culture & Communities (Geography)

Unit Title - Habitats

Key knowledge - I know where some minibeasts live and why they live there

Key vocabulary - habitat, home, live, survive

Key skills - Children will look at different minibeast habitats and learn about their homes and surroundings

Natural World (Science)

Unit title - Growing and changes.

Key knowledge / skills - Using books, own knowledge and observations to see and comment on changes in plants (sunflowers) & insects as they grow and change (life cycles)

Key vocabulary - watch, observe, change, grow, life cycle, nature, minibeast, seed
Key skills - I can take care of seedlings by finding out what they need to survive.
I can talk about the different life cycles of some minibeasts

Communication and Language

Listening, Attention & Understanding

- Hold a conversation when engaged in back and forth exchanges with their teacher and peers
- Begin to understand humour such as non sense rhymes and jokes.

Speaking

- To ask questions to find out more and to check they understand what has been said to them.
- To articulate their ideas and thoughts in well-formed sentences
- To connect one ideas or action to another using a range of connectives.
- Use talk to help work out problems; organise thinking and activities and explain how things work and why things happen.
- Re-tell a simple story once developed a deep familiarity with the text.

Personal, Social & Emotional

Self Regulation

- Set own goals and show resilience and perseverance in the face of challenge.
- Identify and moderate own feelings socially and emotionally.

Managing Self

- Know and talk about the different factors that support their overall health and wellbeing – sensible amounts of screen time/having a good sleep routine etc

Building Relationships

- See self as a valued individual

Jigsaw - Healthy Me

What do we need to be healthy? What food do we eat that is healthy

To know the names of some parts of their body, to know what the word 'healthy' means, to know some things that they need to do to keep healthy, that they need to exercise to keep healthy, sleep is good for them, how to wash their hands properly, what to do if they get lost and how to say no to strangers.

Physical Development

Gross Motor Skills

- To begin to progress towards a more fluent style of moving, with developing control and grace
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including passing, batting and aiming.

Fine Motor Skills

- Develop small motor skills so that they can use a range of tools competently, safely and confidently.
- Begin to develop the foundations of handwriting style, which is fast, accurate and efficient effective pencil grip and correct letter formation.

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 Easter so special to Christians?

Key Knowledge - Recognise and re-tell the story of Easter, explain why Easter is a special time for Christians, talk about new life in nature - linking to seasonal changes, recognise some symbols associated with Easter week.

Key Questions - What do Christians believe happened to Jesus? What do Christians do at Easter? What happens at the end of Winter and the beginning of Spring?

Vocabulary - Easter, new life, Christians, symbol, palm cross

Reception - Spring 2 How does your garden grow?

Key Texts - Jack and the Beanstalk, The Little Red Hen, Oliver's Vegetables, Mad about Minibeasts, The Easter Story
Christian Value - Compassion

Expressive Arts & Design

Textiles -

Unit Title - Bookmarks

Key Knowledge- Children will use a range of materials to practise threading and sewing. They will use a needle and thread to create a bookmark on binca.

Key Vocabulary - design, thread, sew, binca, materials

Key Skills Developed - Threading and weaving, design and sewing skills developed

Music - Charanga Unit - Our World

Songs - Old McDonald, Incy Wincy Spider, The Wheels on the Bus

The children will listen to and respond to different styles of music. They will learn to sing or sing along to nursery rhymes and action songs. They will learn to play an instrument within a song.

Enhancement Ops

Visitors tbc

Visit to St Mary's Church

School Ground walks

Prestwich Library visit

Literacy

Phonics

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

Comprehension

Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (fiction, non-fiction, set). Discuss likes and dislikes of texts.

Reading

Continue to blend words consistent with their phonic knowledge - focus on oral blending and segmenting. To read some tricky words; we, me, be she, all, are, they, you, he, my, was.

Writing

To be able to write their name correctly, to write some capital letters correctly, begin to orally form a sentence/caption before writing, scribe a dictated sentence using known GPCs. To re-read what they have written.

Mathematics

Number - Continuing with Growing 6,7,8 from Spring 1

Block 11 - Building 9 and 10

Children will be able introduced to numbers 9 and 10. They will be finding and representing 9 and 10. We will then be comparing numbers to 10 and subitising to 10. We will learn to find 1 more of these numbers.

Shape, Space and Measure

Block 10- Length, Height and Time/ Block 12 Explore 3D shapes

We will be exploring and comparing length and height this term. We will begin to discuss time. We will be able to recognise and name some 3D shapes and be able to find the 2D shapes within them. We will be going on a 3D hunt within our environment.

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 - How Farming Has Changed (focus on machinery)

Key Knowledge and skills Continue to show an interest in different occupations, understand that some places are special to members of their community.

Key Vocabulary - machinery, farm, farmer,

Natural World (Science/Geography)

Unit Title - Living Things and Their Habitats

Key Knowledge and skills - Understand the effect of changing seasons on the natural world around them Winter-Spring. Children will be able to describe plants and animals in the school grounds and their environment. They will be able to discuss how another environment is different to school grounds.

Key Vocabulary - spring, winter, plant, tree, bush, vegetable, herb, weed,

Science

Unit Title— Plants

Scientist Focus—

Key Knowledge— identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

Identify and describe the basic structure of a variety of common flowering plants, including trees.

Key Vocabulary— leaf, root, leaves, deciduous, evergreen, trunk, branches, wild plants, root, stem, fruit, vegetables, common, flower, bulb, seed, water, sunlight

Key Skills Developed— asking simple questions and recognising that they can be answered in different ways

observing closely, using simple equipment

Geography

Unit Title— What is it like to live in Shanghai?

Key Knowledge— Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.

Key Vocabulary— fieldwork, mapping, symbols, human features, physical features, China, Shanghai, population, city, town, continents,

Key Skills Developed— fieldwork, mapping, observations, to interpret and present data

Jigsaw (PSCHE)–

Unit Title— Healthy Me

Key Knowledge— I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy, I know how to make healthy lifestyle choices, I know how to keep myself clean and healthy, and understand how germs cause disease/illness, I know that all household products including medicines can be harmful if not used properly, I understand that medicines can help me if I feel poorly and I know how to use them safely, I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy

Key Vocabulary— healthy, unhealthy, balanced, exercise, sleep, medicine, body parts, safe, safety, listen

Art/Design Technology

Unit Title—Windmills

Key Knowledge- That the sails or blades of a windmill are moved by the wind, that windmills generate power and were used for grinding flour, that a structure is built for a reason, that structures do not topple, that adding weight to a base of a structure can make it more stable.

Key Vocabulary- axle, base, centre, equal, evaluate, middle, rotor blades, rotate, stable, test, wind

PE - Dance

Key Skills— to move to the count of 8, to perform with a partner, to link new actions with some known, to practice to perform a dance about Africa.

Music Charanga Unit

Round and Round

Term and Focus—Spring 2

Key text— The Magic

Paintbrush, The Great Race

Christian Value— Forgiveness

PSCHE Focus— Healthy Me

Cross-Curricular Maths

Maths – comparing tables, graphs, pictograms, and numbers (plants and trees)

Height and Length – measuring the height of plants.

Cross-Curricular Writing

Explanation text – celebrations around the world (Jewish/China)

Enhancement Opportunities

Welly Walk – Science

Role play area – Chinese Restaurant

External visitor (parent) –

Vietnamese new year comparison

with Chinese New Year

Sunshine garden- planting our own plants.

English

Key Texts– The Magic Paint Brush, The Great Race

Grammatical knowledge developed– repeating sentence rules fs/cl. Changing present to past by adding -ed, adjectives to describe, punctuate sentences using question marks and exclamation marks. Using capital letters for proper nouns.

Spelling rules— phase 5 phonics.

Key genres– Letter, narrative - innovated, poetry (rhyming)

Key vocabulary— full stops, capital letters, spaces, adjectives, word endings, fiction, blurb, description, plan, sequence of events, characters, letter, greeting, address, magic, dream, angry, paintbrush, storm, ship, mountain

Maths

Focus— Place value to 50 , Length and Height, Mass and Volume

Key Knowledge—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, compare/measure lengths and heights in cm, measure/compare mass and volume, full and empty, heavier and lighter, measure and compare capacity

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, long, short, longer, shorter, tall, short, full, empty, more, less, half, half full, quarter, quicker, slower, earlier, later

RE

Unit Title— Who is Jewish and how do they live? (God/Torah/Love)

Key Knowledge— Make sense of the belief: recognise the words of the Shema as a Jewish prayer, re-tell simple stories used in Jewish celebrations (Chanukah)

Understand the impact: give examples of how Jewish people celebrate special times, make links between Jewish ideas of God found in the stories and how people live, give an example of how Jewish people might remember God in different ways. Make connections: talk about what they think is good about reflecting, thanking, praising and remembering of Jewish people.

Key Vocabulary— Jewish, synagogue, Torah, Bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh

Computing-Technola

Unit Title- Digital Literacy

Key Knowledge— design a narrative for a short story using a beginning, middle and end, draw an original character, importing the design into an editing app, demonstrate multiple iPad gestures e.g. swiping, scrolling, pinching and dual finger rotation, successfully edit a design, change the size font and colour of an image, develop my story, adding text and emojis to build the narrative.

Key Vocabulary— design, edit, draw, import, front cover, narrative, author, illustrator, publisher, plot

Key Skills Developed– use technology purposefully to create, organize, store, manipulate and retrieve digital content

Science

Unit Title— Animals, including humans

Scientist Focus— Elizabeth Garrett Anderson

Key Knowledge— notice that animals, including humans, have offspring which grow into adults, find out about and describe the basic needs of animals, including humans, for survival (water, food and air), describe the importance for humans of (1) exercise, (2) eating the right amounts of different types of food, and (3) hygiene.

Key Vocabulary— baby, toddler, child, teenager, adult, life cycle, balanced diet

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

History/Geography

Unit Title— Would you prefer to live in a hot or cold place?

Key Knowledge— to know some similarities and differences between their local area and a contrasting non-European country; to know that the Equator is an imaginary line around the middle of the Earth; to know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles; to know that the North Pole is the northernmost point of the Earth and that the South Pole is the southernmost point of the Earth; to know that different parts of the world experience different weather conditions and that these are often caused by the location of the place; to be able to name the seven continents of the world.

Key Vocabulary— human feature, physical feature, climate equator, arid, desert, ice sheet, map, temperature, polar, temperate, climate, pack ice.

Key Skills Developed— to name and locate the 7 continents; to locate the North and South poles; to locate the equator on a world map; to compare the UK and Kenya; to investigate local weather conditions; to identify key features of hot and cold places.

Art/DT

Unit Title— Mechanisms: Fairground wheels

Key Knowledge— to know that different materials have different properties and are therefore suitable for different uses; to know the features of a Ferris wheel include the wheel, frame, pods, a base, an axle and an axle holder; to know that it is important to test my design as I go along so that I can solve any problems that may occur.

Key Vocabulary— design, design criteria, wheel, Ferris wheel, pods, axle, axle holder, frame, mechanism.

Key Skills Developed— to explore wheel mechanisms and design a Ferris wheel; to select appropriate materials; to build and test a moving wheel; to make and evaluate a structure with a moving wheel.

Computing

Unit Title— Digital Literacy

Key Skills Knowledge/ Developed— Design a narrative for a short story using a beginning, middle, and end · Draw an original character, importing the design into an editing app · Demonstrate multiple iPad gestures, scrolling, swiping, pinching and dual finger rotation · Successfully edit my design, changing the size, font, and colour of the image, Develop my story, adding text and emojis to build the narrative

Key Vocabulary— Build, Design, Edit, Layer, Rotate, Zoom, Camera, Augmented Reality ,3D, Share, Software, draw, import, author, illustrator, front cover, narrative

PE - Hit, Catch, Run, Key Skills— hot balls with bats, kicking to score points, underarm bowling, field to catch and throw

Dance Unit 2 - Key Skills— comment on contrasting actions, perform freestyle movements, perform a motif to music, explore movement pathways.

Key Vocabulary— dynamic, independent, pair, motif, freestyle, formation, on stage, off stage, clock face.

Music

Charanga- Zootime

Year 2

Spring 2

Would you prefer to live in a hot or cold place?

Key text— Meerkat Mail by Emily Gravett

Christian Value— Forgiveness

PHSCE

Focus- Healthy Me

Learning Intentions- I know what I need to keep my body healthy, I can show you what relaxed means, I know how medicines work, I can sort food into the correct food groups, I can make some healthy snacks, I can decide what foods to eat to keep my body healthy.

Social and emotional development- I am motivated to make healthy lifestyle choices, I feel positive about caring for my body.

Enhancement opportunities

Easter service in church

Travel agents role play area

Meerkat drawings

Hatching eggs

Cross-Curricular Writing

RE- Retell of the Easter story

Explanation- how to care for chicks

Cross-Curricular Maths

Computing- position and direction

Science- presenting results

English

Key Texts- Meerkat Mail by Emily Gravett

Grammatical knowledge developed- four sentence types (command, question, statement, exclamation), conjunctions (and, but, because, or, when, if), contractions

Spelling rules— contractions, wor saying wur (e.g. worm), adding -ness as a suffix, s saying zh (e.g. measure), wa saying wo (e.g. want) qua saying quo (e.g. quantity)

Key genres- non-chronological report, instructions, poem

Key vocabulary- four sentence types (command, question, statement, exclamation), conjunctions (and, but, because, or, when, if), title, subtitle, fact box, contractions, apostrophe

Maths

Focus—Number: Multiplication and division; Measurement: Length and height

Key Knowledge— 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, choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); using rulers, scales, thermometers and measuring vessels; compare and order lengths and record the results using >, < and =,

Key Vocabulary—grouping, sharing, arrays, multiplication, times, lots of, division, divide, times-table, odd, even, doubling, halving, centimetres, metres, compare, order, lengths, heights.

RE

Unit Title— Easter: How do Symbols help us to understand the story?

Key Questions— How do symbols help us to understand the meaning of the Easter story? Why is Easter the most important festival in the Christian calendar? What has saving people and rescue got to do with Jesus and Easter?

Key Knowledge— I know: that there are different objects and symbols used to help explain and understand the meaning of Easter; that the Easter story is central to Christian belief; why the Easter story is central to Christian belief; that we (Christians) believe that Jesus died to save humankind and this is part of God's salvation plan.

Key Vocabulary— Cross, crucifix, Paschal candle, resurrection, Last Supper, Eucharist, symbol, Light of the World, sacrifice and celebration.

Key Skills Developed— I can: identify and name some of the symbols of Easter e.g. Cross, bread and wine. retell the Easter story; describe simply what the symbols of Easter mean; describe briefly why Christian people celebrate Easter; talk about my own experiences of Easter celebrations; explain what I think is the most important thing about Easter; between the way a person behaves and what that person believes.

Science

Unit Title—Plants

Taps investigations— Obs over time: Function of a plant stem (celery) and obs over time/fair test: how much water does a plant need (measuring in ml).

Key Knowledge— I know that: plants have different parts and the jobs they do; a flowering plant has a life cycle broken down into different stages; plants need water, light and nutrients to grow well

Big Questions- Is a tree alive? How is water transported in a plant? What do plants need to grow well?

Key Vocabulary—roots, stem, trunk, leaves, flowers, anchor, nutrients, transport, seeds, carbon dioxide, sunlight, absorb, air, light, water, nutrients, soil, evaporate, temperature, petals, sepal, stamen, anther, filament, stigma, style, ovary, ovule, pollen tube, pollination, fertilisation, dispersal, germination, life cycle, stages

Key Skills Developed— I can: identify and describe the functions of different parts of flowering plants; label the parts of a plant; explore the requirements of plants for life and growth by investigating what plants need to grow well; record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables; investigate the way in which water is transported within plants; explore the part that flowers play in the life cycle of flowering plants

**PE- Dance Unit 2
Mr. Juliff Unit- Hockey**

Key Knowledge- I know: what a dance phrase is; what improvisation is; what dynamics is

Big Questions- What did you do well & what can you improve upon? What does ‘opposing dynamics’ mean? Why are timings so important in dance?

Key Vocabulary- dance phrase, improvisation, dynamics, solo, duo, group, travel, turn, gesture, stillness, flight, linking

Key Skills- I can: work with independently & with a partner; improvise; use dynamics in a group dance; keep to timings; link movement phrases

English

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

Grammatical knowledge developed— paragraphs, inverted commas/punctuating direct speech, present perfect tense

Spelling rules— homophones and near homophones, prefixes bi and re, gue and que words, sh sound spelt with ch, y3/4 statutory spellings, suffixes and applying spelling changes previously taught

Key genres— narrative, diary entry, non-chronological reports, playscript, formal letter writing

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

History

Unit Title— What did the ancient Egyptians believe?

Key Knowledge— I know that: AD means Anno Domini and can be used to show years from the year 1AD; change can be brought about by advancements in trade; significant archaeological findings are those which change how we see the past; ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come; archaeological evidence can be used to find out about the past; we can make inferences and deductions using images from the past; archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past; assumptions made by historians can change in the light of new evidence; societal hierarchies and structures existed including aristocracy and peasantry; society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles; there are different beliefs in different cultures, times and groups; the achievements of ancient civilisations contributed to the development of technology, culture and science.

Big Questions- Who were the Egyptians and when did they live? Who were the ancient Egyptian gods and goddesses? Why and how did the Egyptians build the pyramids? How and why did the Egyptians mummify people? What does the Book of the Dead tell us about ancient Egyptian beliefs? What did the ancient Egyptians believe?

Key Vocabulary— afterlife, Book of the Dead, civilisation, historically significant, immortal, mummification, preserve, Ra, River Nile, sarcophagus

Key Skills Developed— I can: Sequence events on a timeline; refer to times studied in KS1 to see where these fit in; understand that history is divided into periods of history e.g. ancient times, middle ages and modern; use dates to work out the interval between periods of time and the duration of historical events or periods; use BC/AD/Century; develop a chronologically secure knowledge of local, British and world history across the periods studied; Place the time studied on a timeline; Use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient; Notice connections over a period of time; Identify the links between different societies; Identify the consequences of events and the actions of people; Identify reasons for historical events, situations and changes; Understand how historical enquiry questions are structured; Create historically-valid questions across a range of time periods, cultures and groups of people; Ask questions about the bias of historical evidence; Extract appropriate information from a historical source; Identify primary and secondary sources; Understand that there are different ways to interpret evidence; Interpret evidence in different ways; Understand and make deductions from documentary as well as concrete evidence e.g. pictures and artefacts; Make links and connections across a period of time, cultures or groups; Ask the question “How do we know?”; Understand that there may be multiple conclusions to a historical enquiry question; Reach conclusions that are substantiated by historical evidence; Recognise similarities and differences between past events and today; Construct answers using evidence to substantiate findings; Create a structured response or narrative to answer a historical enquiry.

French

Unit title - In a French classroom.

Key knowledge-phonemes **c, e, g, i, j, q, s, t, u**, sounds **ou, on, an, oi, in, ge, eu, oi, ui, eau**, accents **ç, è, ù, é à**, un/une, adding **s** for plural, **petit/grand** before noun, conjunction **et (and)/puis (then)**.

Key vocab-un crayon, un taille-crayon, un stylo, un cahier, un sac, une règle, une gomme, une trousse des ciseaux, j’ai, je n’ai pas, tu as...

Maths

Focus—Number: Fractions A, Measurement: Mass and capacity

Fractions

Children will explore the denominators of unit fractions. They will understand that a fraction can be seen as part of a whole, and that to find a unit fraction they divide the whole into equal parts.

Mass and capacity

Children will explore mass in kilograms and grams before moving onto capacity. The children will use and understand scales to read measurements.

Key Vocabulary—unit fractions, non-unit fractions, numerator, denominator, compare, order, whole, part, scales, equivalent, scales, grams, kilograms, capacity, intervals, mass

Year 3

Term— Spring 2

Focus— Egyptians

Key text—The Time Travelling Cat

Christian Value—Forgiveness

Class Worship— Thinking of Lent

RE

Unit Title— 3.4 Exploring the sadness and joy of Easter

Key Knowledge— I know that: the events of Holy week reveal what Jesus came to earth to do— God’s salvation plan; the church remembers and marks the events of Holy Week in a variety of ways; the events of Palm Sunday, Holy Week and Easter are a combined mixture of emotions of joy and sadness.

Big Questions— Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not? Is the cross a symbol of sadness or joy? How do the services held in churches during Holy Week and Easter reflect the sadness and joy? Is Good Friday the beginning or the end? Is Easter Sunday the end or the beginning?

Key Vocabulary— Palm Sunday, temple, last supper, Gethsemane, Good Friday, crucified, Easter Sunday and resurrection

Key Skills Developed— I can: investigate; empathise; interpret; reflect

Art/Design Technology

Unit Title— Mechanical systems-pneumatic toys

Key Knowledge— to understand how pneumatic systems work, to understand that pneumatic systems can be used as part of a mechanism, to understand pneumatic systems operate by drawing in, releasing and compressing air.

Key Questions— How could the pneumatics be improved? what would make it look more aesthetically pleasing?

Key Vocabulary— exploded diagram, function, input, linkage, mechanism, motion, net, output, pivot, pneumatic system, thumbnail sketch, lever, component, research, adapt, properties, reinforce.

Key Skills Developed— I can: design a toy that uses a pneumatic system, develop design criteria from a design brief, generate ideas using a thumb nail sketch and exploding diagrams, learn that different drawings are used in design to explain the ideas, creating a pneumatic system to create a desired motion, build a secure house for the pneumatics, use syringes and balloons in the design, select materials based on aesthetics and function, manipulate materials e.g. fold/cut/bend, use views of peers to improve, test and modify, understanding the purpose of

Computing

Unit Title— Computer Science-Hello World.

Key Knowledge— how to design, write and debug programs, how to use sequence and repetition, to recognise and use forms of input and output, to know that code is the computer’s language, what is an algorithm, how to recognise errors in algorithms.

Big Questions— Explain how you know the code is going to/not going to work?

Key Vocabulary— project, event, object, sequences, concurrency (side-by-side), values.

Key Skills Developed- I can: recognise different types of computers and what they can be used for, program a simple algorithm, create a multi step algorithm with a specific audience in mind, use one event to control more than one object, convert human stories into code and vice versa.

Enhancement Ops

World Book Day

Tatton Park trip

Bury Art Gallery trip

PSHE Unit Title— Healthy Me

Key knowledge— I know that: exercise affects my body; my heart and lungs are important organs; the amount of calories, fat and sugar I put into my body will affect my health; drugs affect my body and there are different attitudes towards drugs; there are people and places that I need to keep safe from; there are strategies for keeping myself safe, who to go to for help and how to call emergency services; my body is complex and that it is important to take care of it

Big Questions- What do we need to do to be healthy? What food do we eat that is healthy?

Key Vocabulary- oxygen, energy, calories, heartbeat, lungs, fitness, labels, sugar, fat, healthy, drugs, dangerous, emergency services, safe, risk, harmful

Key skills- I can: set myself a fitness challenge; identify how I feel towards drugs; express how being anxious or scared feels; identify when something feels safe or unsafe; take responsibility for keeping myself and others safe

Music

Unit title—Charanga Unit— The Dragon Song

Musical genre—Traditional folk tunes from around the world.

Key vocabulary— : Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody

SCIENCE

Unit title- Animals including humans. (Continued from 2a)

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 -Exploring Easter as a story of betrayal and trust

Key questions -What is trust, how do we show trust, who do we trust and why, why is trust important, why did Judas betray Jesus, what does it mean to betray someone, how does it feel to betray someone, how does it feel to be betrayed, what is forgiveness, have you ever forgiven someone, have you experienced being forgiven?

Key Knowledge-Know that trust and forgiveness are key Christian values. I know about the incidents of betrayal and trust in the Easter story are significant to the outcome. I know the events of Holy Week and Easter are key to understanding what Jesus came to earth to do -God's salvation plan. I know that Christians believe that they can trust Jesus.

Key Vocabulary-. Trust, betrayal, forgiveness, Judas, loyalty, Gethsemane, and Jerusalem.

Key Skills Developed -Identify and explain the significance of the incidents of betrayal in the Easter story. Use religious vocabulary to make links between Christian's beliefs and the stories of Lent, Holy Week and Easter. Talk about the importance of forgiveness in Christianity. Describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.

P.E/GAMES

P.E Hub

Unit focus -- hockey/dance

Hockey- Dribbling and push pass, know the basic rules of hockey, develop tactics and apply them in competitive situations. Increase speed and endurance during gameplay.

Dance -Concentrating on one simple theme and linking all activities to the communication of this to an audience.

Key Vocabulary -Control, use space, defend, attack, dribble, pass, push, reverse, size, direction, background, facing, choreography, ornamentation, peer, contact.

Year 4

Term -Spring 2

Christian Value -Forgiveness

Enhancement Opportunities

Linked Schools project online.

World Book Day

Drop everything and read.

Comic Relief

Healthy minds

Easter service in church

ENGLISH

Key Text- The Lost Happy Endings by Carol Ann Duffy.

Grammatical knowledge developed -identifying noun phrases, modifying adjectives and nouns, determiners before modifiers, prepositional phrases, using expanded noun phrases. Suffixes –word families based on common words showing how words are related in form and meaning.

Spelling rules – words with the 's' sound spelt with 'sc' e.g. science, words with a 'soft c' spelt 'ce' e.g. centre, words with a 'soft c' spelt 'ci' e.g. circle, word families based on common words showing how words are related in form and meaning e.g. real– reality.

Key genres –,-Narrative, problem and resolution, play scripts, poetry.

Key vocabulary – chronological order, present tense, time conjunctions, technical vocabulary, diagrams, illustrations, cause and effect conjunctions, conclusion, passive voice, impersonation, problem, resolution, standard and no standard English, brackets, cast list, stage directions, dialogue, scenes.

Maths

Focus – Length and perimeter and Fractions.

Key knowledge – 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 Understand the whole, count beyond 1, partition a mixed number, number lines with mixed numbers, compare and order mixed numbers, understand improper fractions, convert mixed numbers to improper fractions, convert improper fractions to a mixed number, equivalent fractions on a number line, equivalent fractions families, add 2 or more fractions, add fractions and mixed numbers, subtract two fractions, subtract from whole amounts, subtract from mixed numbers, tenths as fractions.

Key Vocabulary - Measure, kilometres, meters, centimetres, milometers, equivalent, length, perimeter, grid, rectangle, rectilinear, regular polygon, polygon, calculate. Fractions, improper, mixed number, equivalent, numerator, denominator, tenth.

History/Geography

Unit title – British History- How hard was it to invade and settle in Britain?

Key knowledge – To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come. To know that we can make inferences and deductions using images from the past. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time. To understand how invaders and settlers influence the culture of the existing population. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. To know that there were different reasons for invading Britain.

Key vocabulary- Angles, Britons, convert, empire, inference, invasion, Kingdom, missionary, paganism, Pope, Romans, Saxons, settlement, settlers, V

Key skills developed -Understanding that history is divided into periods of history e.g. ancient times, Middle Ages and modern. Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Identifying the consequences of events and the actions of people. Recalling some important people and events. Extracting the appropriate information from a historical source

Art/D.T

Unit title – Mechanical systems -Making a slingshot car.

Key Knowledge -To understand that all moving things have kinetic energy. To understand that kinetic energy is the energy that something (object/person) has by being in motion. To know that air resistance is the level of drag on an object as it is forced through the air. To understand that the shape of a moving object will affect how it moves due to air resistance.

Key Vocabulary – chassis, energy, kinetic, mechanism, air resistance, design, structure, graphics, research, model, template

Key skills developed – Designing a shape that reduces air resistance. Drawing a net to create a structure from. Choosing shapes that increase or decrease speed as a result of air resistance. Personalising a design. Measuring, marking, cutting, and assembling with increasing accuracy. Making a model based on a chosen design. Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.

Music

Unit title -Charanga-Lean On Me - Lean On Me is Contemporary Urban gospel.

Musical genre – Soul/gospel

Key vocabulary-: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

Wider opportunities - recorders

M.F.L -French

Unit title – Weather and the water cycle.

Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast. The unit culminates in a French science lesson, where the children explore the water cycle and recognise scientific cognates.

Cross curricular maths –

D.T- Measuring, recording, and comparing distances.

Science -Charts/graphs/Venn diagrams

Cross curricular writing-

Science – Explanation – Digestive system

R.E -.Recount from 2 points of view.

History – Letter writing

Computing

Unit title - Computer Science- Hello World! Level 2 – Cake Factory

Key knowledge- Recognise real world examples of repetition and how computers can be used to automatic solutions. Program an algorithm to repeat efficiently. Know how to loop a given task. Know how to incorporate functions in algorithms to accommodate unpredictable repetition.

Key vocabulary– Command, algorithm, sequence, program, event, object, bug, debug, concurrency (Side-by-Side), value, for Loop, loop Forever, loop Until/While, functions, automation, efficiency.

Key skills developed - Design, write and debug programs. Use sequence, selection and repetition in programs. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

P.H.S.C.E

Unit title -Healthy Me

Learning intention- Made a healthy choice, eaten a healthy, balanced diet, been physically active, keep themselves and others safe, **know how to be a good friend and enjoy healthy friendships**, know how to keep calm and deal with difficult situations

Social and emotional learning intention- identify feelings about friends and different friendship groups, aware of how different people and groups impact on them and can recognise the people they most want to be friends with, recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from themselves and others, identify feelings of anxiety and fear associated with peer pressure, tap into my inner strength and know how to be assertive.

Key vocabulary - *Friendships, emotions, healthy, relationships, friendship groups, value friendship groups, roles, leader, follower, assertive, agree/disagree, smoking, vaping, pressure, peers, guilt, advice, alcohol liver, disease, pressure, peers, anxiety, fear, believe, assertive, opinion, right, wrong*

Key skills developed -Recognise how different friendship groups are formed, how they fit into them and the friends they value the most, understand there are people who take on the roles of leaders or followers in a group, and know the role they take on in different situations, understand the facts about smoking and its effects on health, and some of the reasons some people start to smoke, understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol, recognise when people are putting them under pressure and can explain ways to resist this when they want, know themselves well enough to have a clear picture of what they believe is right

Science

Unit Title—Forces

Key Knowledge— I know: About the forces such as gravity, friction, water resistance and air resistance; About the use of mechanisms such as levers, gears and pulleys; How to identify forces and find out about Isaac Newton and his discoveries; How to look for patterns and links between the mass and weight of objects, using newton meters to measure the force of gravity; How to work collaboratively to investigate air and water resistance, participating in challenges to design the best parachute and boat; How to explore friction, developing their own brake pad for a tricycle or scooter; How variables other than the one being tested can be kept the same to help make a test fair.

Big Questions-What forces are acting on an object? |What is gravity? How was the theory of gravity developed? How can we investigate air resistance? How can we investigate water resistance? How can we investigate friction? How can we ensure the test is fair? How do levers, pulleys and gears work?

Key Vocabulary— Force, push, pull, air resistance, gravity, buoyancy, upthrust, friction, water resistance, drag, balanced, equal, variable, investigate, material, rough, smooth, grip, lever, gear, pulley, pattern, fair test, Newton (N)

Key Skills—I can: Identify and explain the different forces acting on objects; explain Newton's role in discovering gravity; accurately measure an object's weight and mass; explain how to increase the effects of air resistance; explain Galileo's 'Tower of Pisa' experiment into gravity and air resistance; identify streamlined shapes; explain how friction is used in brake pads; investigate the effects of friction; explain how different mechanisms work.

History/Geography—Unit Title—What is life like in the Alps?

Key Knowledge—I know: The name of many countries and major cities in Europe and North and South America. Some similarities and differences between the UK and a European mountain region. The location of key physical features in countries studied. Why tourists visit mountain regions. Vegetation belts are areas of the world that are home to similar plant species. To name and describe some of the world's vegetation belts. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods.

Key Vocabulary— atlas, climate, climate change, coniferous trees, data, deciduous trees, enquiry, fold mountain, glacier, hemisphere, human, feature, land, height, latitude, leisure.

Big Questions—What is life like in the Alps? Why do people visit the Alps? What is there to do in our local area? How are the alps different from our local area?

Key Skills—I can: Locate more countries in Europe and North and South America using maps. Locate major cities of the countries studied. Locate some key physical features in countries studied on a map. Locate key human features in countries studied. Use maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. Explain why a locality has changed over time, giving examples of both physical and human features. Use longitude and latitude when referencing location in an atlas or on a globe. Describe and explain similarities and differences between two environmental regions studied. Understand how climates impact on trade, land use and settlement.. Describe and understand the key aspects of the six biomes. Describe and understand the key aspects of the six climate zones. Understand some of the impacts and causes of climate change. Describe and understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Recognise geographical issues affecting people in different places and environments.

Art/Design Technology

Unit Title—DT Electrical Systems—Doodlers

Key Knowledge— I know: That, in a series circuit, electricity only flows in one direction. When there is a break in a series circuit, all components turn off. That an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. That a motorised product is one which uses a motor to function.

Key Vocabulary— circuit component, configuration, current, develop, DIY, investigate, motor, motorized, problem solve, product analysis, series circuit, stable, target user.

Big Questions-What is an electrical system? What is a circuit component called? What happens if there is a break in a circuit? What do we mean by product analysis? What does a motor convert?

Key Skills Developed – I can: Identify factors that could be changed on existing products and explaining how these would alter the form and function of the product. Develop design criteria based on findings from investigating existing products. Develop design criteria that clarifies the target user. Alter a product's form and function by tinkering with its configuration. Make a functional series circuit, incorporating a motor. Construct a product with consideration for the design criteria. Break down the construction process into steps so that others can make the product. Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. Determine which parts of a product affect its function and which parts affect its form. Analyse whether changes in configuration positively or negatively affect an existing product. Peer evaluate a set of instructions to build a product.

PE

PE Hub Unit 2 Dance & Hockey

Key Vocabulary— dynamics, floor patterns, assemble, sissone, saute, chaine, retro-grade, positions, teamwork, tactics, fairplay.

Music—Violins Mr Price

French—French Speaking World– Recognise, read and respond to directional language. Read and give directions in French,, Identify features of countries in the French speaking world, Ask and answer questions about French speaking countries

Term and Focus—Spring 2

Easter

Clockwork—Philip Pullman

Christian Value—Forgiveness

Enhancement Ops

World Book Day 7th March

Drop everything And Read 8th March

Holy Week Journey in Church 28th March

Cross-Curricular Links

Balanced argument

Letter writing

Setting description

PHSCE –Healthy Me

Key knowledge –I Know: How to make an informed choice about smoking and know how to resist peer pressure; How to make an informed decision about whether I choose to drink alcohol and know how to resist peer pressure; How to keep calm in emergencies; How to reflect on my own body image and know how important that this is positive and I accept and respect myself; How to respect and value my body; how to be motivated to keep myself healthy and happy.

Key skills—I can: Explain the health risks of smoking and how tobacco affects the body; explain some of the risks of misusing alcohol and how alcohol affects the body; put into practice basic emergency aid procedures and know how to get help in an emergency; understand how the media and celebrity culture promote certain body types; explain the role food plays in peoples lives and how some people develop eating disorders, explain what makes a healthy lifestyle and how to make healthy choices.

English

Key Texts– Clockwork or al wound up—Philip Pullman

Grammatical knowledge recognising, creating and using concise expanded noun phrases. Recognising past and present tenses and using the present perfect and past perfect tense form.

Spelling rules—Twinkl Y5 2B word list. Using or sound spelt or, using or sound spelt au and converting nouns and adjectives into verbs using suffixes.

Key genres– Fantasy narrative, Non fiction texts (Forces)

Key vocabulary— Fantasy, prediction, apprentice, suspense, plot, balanced, biased, viewpoint, argument, debate, disease, ailments, justification, suffix, verb, noun, tense, perfect form,

Maths

Focus—Fractions, decimals and percentages

Key Knowledge—Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number, add and subtract fractions with the same denominator and denominators that are multiples of the same number, multiply proper fractions and mixed numbers by whole numbers supported by materials and diagrams, read and write decimal numbers as fractions, solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates, read write, order and compare numbers up to 3 d.p. Recognise and use thousandths, round decimals with 2 d.p., solve problems with number up to 3d.p., recognise the % symbol and use percentages as a fraction with a denominator 100 and as a decimal and solve problems which require knowing percentage and decimal equivalents.

Key Vocabulary— Fraction, improper fraction, top heavy fraction, mixed number, numerator, denominator, simplest, simplify, tenth, hundredth, thousandth, place value, decimal point, round, place holder, percentage, % equivalent scale, compare

RE

Unit Title—Why do Christians believe the Easter is a celebration of Victory?

Key Knowledge—I know: That Christians believe Christ's resurrection is a victory over death and talk about it with understanding, that Christians believe that the death and resurrection of Jesus restored the relationship between God and people and that the Easter Story is the very heart of Christian belief.

Big Questions—Why do Christians believe that Easter is a celebration of victory? In what ways is Christ's death and resurrection a victory? What is Jesus victorious over and why? How does his victory affect us today? What did Jesus do to save human beings?

Key Vocabulary—Victory, triumph, resurrection, sacrifice, salvation and redeemer.

Key Skills – I can: Retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians, talk about and describe feelings in relation to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory,, ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions and describe the impact of belief in the Easter story on a person's life.

Computing—Technola

Unit Title Computer Science—Hello ,World ! Level 3 Game Studio

Key Knowledge— To know how to design, write and debug programs that accomplish specific goals including simulating physical systems; solve problems by decomposing them into smaller parts • How to use sequence, selection, and repetition in programs; work with... various forms of input and output •How to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Key Vocabulary— command, algorithm, sequence, program, event, object, bug, debug, concurrency (side-by-side), state, transparency, random, range, value, obstacle, loops (for, forever, until), pixel, positive/negative, coordinate, axis, conditional

Key Skills Developed– To create a simple algorithm, Create multiple algorithms of moderate complexity that are triggered by separate events • Correctly identify the X and Y axis • Use coordinates to code multi-directional movement into my algorithm • Efficiently code instructions that repeat in my algorithm • Identify the correct loop to use.

Science

Unit Title—Human Body including the circulatory system

Scientist Focus—William Harvey

Key Knowledge-know and identify the main parts of the circulatory system, explain the different functions of the heart, lungs and blood vessels, explain how the digestive system breaks down nutrients, explain what constitutes a healthy lifestyle, understand the processes of how water and nutrients are transported around the body, understand the connection between circulatory and digestive system

Key Vocabulary—circulatory system, heart, lungs, blood vessels, blood, artery, vein, pulmonary, alveoli, capillary, digestive, transport, gas exchange, villi, nutrients, oxygen, enzymes, proteins, pancreas, liver, kidney

Key Skills Developed— Identify and explain the variables they will control in an investigation, choose the most appropriate graph to present data, decide on most appropriate type of investigation for a question, report the degree of trust that they have in their results

History/Geography

Unit Title History—How did the Maya civilisation compare to the Anglo-Saxons?

Key Knowledge—I know how: To recognise when and where the ancient Maya lived; to evaluate the challenges of settling in the rainforest; to compare and contrast Anglo-Saxon and Maya houses: to explain the importance of Maya gods and goddesses; to design a map of a Maya city; to evaluate the reasons for the decline of the Maya cities.

Big Questions— What was the reasons the big cities in Maya declined?

Key Vocabulary—abandon, city-state, Classic period, creation story, decline, deforestation, drought, hieroglyphics, pyramid, rainforest,, slash and burn, tropical rainforest

Key Skills Developed—I can: sequence events on a timeline, comparing where it fits in with times studied in previous year groups; put dates in the correct century; use the terms AD and BC in their work.; use relevant dates and terms for the period; develop a chronologically secure understanding of British, local and world history across the periods studied; place the time period of history on a timeline; make links between events and changes within and across different time periods / societies; Identify the reasons for changes and continuity. describe the links between different societies; give reasons for historical events, the results of historical events, situations and changes; describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.; identify significant people and events across different time periods; recognise primary and secondary sources; identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources; identify how conclusions have been arrived at by linking sources; understanding that different evidence creates different conclusions.; using different sources to make and substantiate historical claims; developing an awareness of the variety of historical evidence in different periods of time; identifying how sources with different perspectives can be used in a historical enquiry.

Art/Design Technology

Title— Mechanical systems: Automata toys

Key Knowledge—I know how to: measure, mark and check the accuracy of the wood and card; follow health and safety rules; suggest appropriate design criteria points to fulfil the design brief; make informed design decisions based on my exploration of cam profiles; good quality products should be neat, accurate and securely assembled.

Key Vocabulary—automata, accurate, mark out, tenon saw, bench hook, sandpaper, design brief, components, woodwork, designer, client, visual, cam, cam follower, follower base, topper, inner-workings, cross-sectional diagram, mechanism, storefront, flat-pack

Key Skills Developed– I can: prepare wood for assembly by measuring, marking and cutting each piece; assemble the automata frame components and supports; explore the relationship between cam profiles and follower ;work with a team/partner.

Term and Focus

Spring 2—Y6

Macbeth –

William Shakespeare

Christian Value—Forgiveness

PSCHE Focus—Healthy Me

Enhancement Ops

World Book Day

Music—Charanga—Livin’ on a Prayer

French—Kapow Primary, Planning a French holiday

Learn how to use present and near future tenses, holiday related vocabulary around packing a suitcase and planning a journey .

PE—PE Hub Dance unit 2 & Hockey

Key Skills—Create and perform a live aural setting, show tension through pattern & formation. Shooting from close range, goal side marking, long corners

Key Vocabulary— aural, confidence, contact, dynamics, gestures, tension. Power, distance, perform, fair play, tackle, covering & supporting

Cross-Curricular links

Maths & Science—presentation of results

RE and History

Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. RE

Cross-Curricular Writing

Science—Write up of investigations

English

Key Texts-Macbeth– William Shakespeare

Grammatical knowledge developed- identifying clauses; using colons and semi-colons within a list; mark boundaries with dashes; Using hyphens.

Spelling rules—adding suffixes beginning with vowels to words ending in –fer; ie or ei; word families based on common words; statutory spelling challenging words

Key genres-diary; narrative; newspaper report; debate, poetry.

Key vocabulary—playscript, simile, metaphor, imagery, personification, characterisation, alliteration, interpretation.

Maths

Focus—Ratio, Algebra, area and perimeter

Key Knowledge—use ratio language and symbol; ratio and fractions; using scale factors; Area, perimeter and volume; area and perimeter; areas of triangles ;area of parallelograms ;finding a rule; how to form an expression; substitute into simple expressions to find a value; substitute into familiar formulae (eg area and volume); use algebraic notation; solve one step equations; solve two step equations; find pairs of values

Key Vocabulary— scale, ratio, area, squared, cubed, perimeter, right– angle, angle, perpendicular, base, quantity, formula, function machine, equation, input, output, one-step/two-step function, rule, expression, algebraic, variable, represent.

RE

Unit Title—Who was Jesus? Who is Jesus?

Key Questions—Who was Jesus? Who is Jesus? Who did Jesus say he was? Was Jesus the Messiah?

Key Knowledge— Jesus is given a variety of names to describe his character and purpose, there is a strong connection between Christmas and Easter and the concepts of incarnation and salvation, that we (Christians) believe Jesus was/is the Messiah and what that means

Key Vocabulary—Messiah, Prince of Peace, Saviour, resurrection, redeemer, servant

Key Skills Developed—express their own and the opinion of others in response to the question ‘Who was Jesus?’, use appropriate religious vocabulary o show they understand Christian beliefs about Jesus, ask relevant questions in order to discover the answer to the question ‘Who was Jesus?’, use the Bible as a source to discover the answer to the question ‘Who was Jesus?’

Computing (Technola)

Unit Title: -Hello, World! Level 4 – Star chaser

Key Knowledge: Analyse a pre-existing game to establish standard game play features; learn about the history of video games; create a simple algorithm; write a program that contains multiple algorithms of moderate complexity which are triggered by separate events; realise that they will need to write different programs to create different styles of game; correctly identify variables ;create logic trees to help map logical progression; consolidate coding skills; create a cohesive theme for the game.

Key Vocabulary: command, algorithm ,sequence ,concurrency (Side-by-Side),state, transparency, random , range ,value, obstacle,loops (for, forever, until),pixel, positive/negative, coordinate, axis, conditional ,variable, controller

Key Skills: consolidate coding skills taught in KS2; be able to peer assess and reflect how changes can improve performance or hinder; reflect productively on feedback.

PSHCE—Healthy Me

Learning Intentions: I can take responsibility for my health and make choices that benefit my health and well-being ; I understand that some people can be exploited and made to do things that are against the law; I know why some people join gangs and the risks that this involves; I understand what it means to be emotionally well and can explore people’s attitudes towards mental health/illness; I can recognise stress and the triggers that cause this.

Social and emotional development: I am motivated to care for my physical and emotional health;; I can suggest ways that someone who is being exploited can help themselves; I can suggest strategies someone could use to avoid being pressurised; I know how to help myself feel emotionally healthy and can recognise when I need help with this; I can use different strategies to manage stress and pressure