

Communication and Language

Listening, Attention & Understanding

Understand and follow a two-part instruction.
Show an understanding of some prepositions.
Listen to others in a small group.

Speaking

Sing a large repertoire of songs.
Sing a range of songs/rhymes as part of a group and independently.
Use sentences joined by other words such as like/because.
Start a conversation with an adult or friend and continue it with many turns.
Retell a simple past event in correct order.
Use talk more confidently to organise themselves and their play.

Personal, Social & Emotional

Self-Regulation

Talk about their feelings using a range of words.
Begin to understand how others might be feeling.

Managing Self

Brush Bus - Toothbrushing / oral hygiene.
Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to them.
Settle to an activity for some time.
Increasingly follow rules, understanding they are important.
Do not always need an adult to remind them of a rule.

Building Relationships

Play with one or more other children, extending and elaborating play ideas.

Jigsaw - Relationships

Key knowledge - I know how to make friends. I know how to solve friendship problems and make others feel part of a group. I know what makes a good relationship.

Key vocabulary - friends, friendship, respect, treat, help, solve.

Key skills - I can tell you about my family. I understand how to make friends. I can tell you some of the things I like about my friends. I know what to say and do if somebody is mean to me. I can work together and enjoy being with my friends.

Physical Development

Gross Motor Skills

Begin to refine movement of walking and running.
Use large muscle movements.
Take part in some group team activities.
Choose the right resource to carry out chosen plan.

Fine Motor Skills

Use a range of one-handed tools and equipment with control.

PE - PE Hub - Unit 1 - Cooperate and Solve Problems

Organise and match items, images, colours and symbols. Work with a partner to listen and share ideas and questions. Collect, distinguish and differentiate colours and create a shape as a team.

RE

Unit Title - I am Special

Key Knowledge - give pupils an understanding that they are unique and special. To know they are loved, valued and made by God.

Key Questions - How do we know that we are special in the eyes of God? How do we know that God is our heavenly father? What are my favourite things? Why are names important?

Vocabulary - God, love, father and unique

Skills Developed - talk about themselves, their likes, dislikes, and what makes them special. talk about feelings they have experienced.

Nursery - Summer 1 Magic Land

Key Texts -

The princess & the wizard
The elves and the shoemaker
The foggy foggy forest
Cinderella

Christian Value - Compassion

Expressive Arts & Design

Creating with materials (Art & DT)

Explore different textures.
Join different materials.
Create closed shapes with continuous lines and begin to use these shapes to represent objects.
Draw with increasing complexity and detail.
Use drawing to represent ideas like movement or loud noises.
Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Being Imaginative and Expressive

Play instruments with increasing control to express their feelings and ideas.
Take part in simple pretend play using an object to represent something else even though they are not similar.

Music - Charanga Unit - Big Bear Funk! - (Miss Taylor)

Creating sound effects for a simple story & hand percussion.

Enhancement Ops

Literacy

Phonics

Twinkl Phonics Level 1

Comprehension / Reading

Listen, remember and talk about different sounds with increasing vocabulary - Environmental, Instrumental, Body percussion. Talk about rhyming words and begin to create rhyming strings. Hear and say initial sound in words. Explore and talk about different voice sounds, enunciating some phonemes correctly. Participate in oral blending/segmenting activities. Clap syllables in words.
Engage in extended conversations about stories and non-fiction texts, learning and using new vocabulary.
Name parts of a book and show awareness of page number.

Writing

Use knowledge of print / letter knowledge in writing - Recognisable letters. Left to right / top to bottom directionality. Top to bottom directionality.
Ascribe meaning to the marks they make.
Begin to match some letters to phonemes (m for mummy)
Attempt to write 'some' of their name from memory, with correct letter formation.

Mathematics

Numerical Pattern / Number

Fast recognition of up to 3 objects (subitising)
Show 'finger numbers' up to 5.

Shape, Space & Measure

Understand position through words.
Describe a familiar route.
Make comparisons between objects relating to size, length, weight and capacity.
Select shapes appropriately (flat surfaces for building, a triangular prism for a roof etc.)
Combine shapes to make new ones.
Talk about and identifies the patterns around them.

Understanding The World

Past and Present (History)

Unit Title - Traditional Fairy Tales

Key knowledge - I know that stories change through the years.

Key vocabulary - story, tale, character, similar, different

Key skills - I can listen to traditional fairy tales and talk about the characters, story and setting, looking at any similarities or differences to more modern stories.

People, Culture & Communities (Geography)

Continue to develop positive attitudes about the differences between people.

Natural World (Science)

Unit Title - Potions / Freezing

Key knowledge - I know how to make a potion. I know that a liquid can become a solid (freezing water to ice)

Key vocabulary - mix, pour, add, stir, liquid, solid, freeze, melt.

Key skills - I can mix different ingredients together. I can turn water into ice by freezing.

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

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Personal, Social & Emotional

Self Regulation

- Show and understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Managing Self

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the need of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers

Jigsaw - Relationships

What do you do if you feel upset or angry with someone? How do you stay calm?

Key Knowledge - I know what a family is; know that different people in a family have different responsibilities (jobs), know some of the characteristics of healthy and safe friendship; know that friends sometimes fall out; know some ways to mend a friendship; know that unkind words can never be taken back and they can hurt; know how to use jigsaw's calm me to help when feeling angry; know some reasons why others get angry.

Physical Development

Gross Motor Skills

- Demonstrate strength, balance and co-ordination when playing
- Move energetically, by running, jumping, dancing, hopping, skipping

Fine Motor Skills

- Hold a pencil effectively in preparation for fluid writing, using the tripod grip
- Use a range of small tools, paint brushes, pencils, scissors, cutlery

PE - PE Hub

Co-operate and Solve Problems -Copy and repeat various actions and patterns. Continue to work in teams and solve more complex tasks.

Key Vocabulary - switch, agility, den, hop, step, grip, trails, over, under

RE

Unit Title - What places are special and why?

Key Knowledge - Recognise and discuss places which are special to the children, they will be able to recognise that some religious people have places which have special meaning for them. Begin to recognise that for Christians, Muslims or Jews these special things link to beliefs about God.

Key Questions - Where do you feel safe? Why? Where do you feel happy? Why? Where is a special place for me? What makes this place special?

Vocabulary - special, worship, church, mosque, temple, synagogue

Reception - Summer 2

Our Friends in Pakistan

Key Texts

P is for Pakistan, The Lost Leopard, The Great Night Journey, The Three Billy Goats Gruff, We Are Going on a Bear Hunt, One Hundred Decker Bus

Christian Value

Compassion

Expressive Arts & Design

Art

Unit Title - Sculpture and 3D

Key Knowledge Children will explore properties of clay. They will be able to use modelling tools. They will plan ideas for what they would like to make and problem solve when using modelling materials. We will create an animal sculpture.

Key Skills Developed -cutting, shaping, modelling,

Music - Charanga Unit - Big Bear Funk

Songs - Big Bear Funk

The children will listen to and appraise to different funk music. They will learn to sing or sing along to the song 'Big Bear Funk' and re-visit other nursery rhymes. They will learn to play an instrument within a song.

Enhancement Opportunities

Links with sister school in Lahore

Prestwich Library Visit

Trip to local park - special place

Literacy

Phonics

Twinkl Phonics Level 4. Secure Level 2 phonics and level 3 sounds. Blend sounds into words of known GPCs. Segment simple words.

Comprehension

Re-tell stories and narratives using new words. To sequence stories correctly, and anticipate key events in stories.

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. To read simple sentences.

Writing

Write recognisable letters, most of which are formed correctly. Write simple phrases and sentences that can be read by others. Use a full stop at the end of a sentence. Use a capital letter at the start of the sentence. Begin to use spacing between words.

Mathematics

Number

Block 13 - To 20 and beyond, Block 14 - How many now?

Children will build numbers 10-20, they will be able to continue patterns with the numbers and verbally count beyond 20. They will be introduced to adding and take away.

Shape, Space and Measure

Block 15- Manipulate, Compose and Decompose

Children will select, rotate and manipulate shapes in order to develop spatial reasoning skills. They will compose and decompose shapes within practical activities.

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 - Our friends in Pakistan

I know: some similarities and differences between things in the past and now; comparing and contrasting my life experiences and what has been read in class; about lives of the people around me.

Key Knowledge and skills I can make links to the past through settings, characters and events encountered in books around me - in my community, life and family. To write/say hello, goodbye and how are you in Urdu; I know the names of different foods in Pakistan; I know about traditional clothing worn in Pakistan; I know about routines in different schools in Pakistan

Key Vocabulary - Pakistan, people, culture, changes, traditional, religion, housing, transport, clothing, school, language - Urdu, Punjabi, Arabic

Natural World (Science/Geography)

Unit Title - Our Friends in Pakistan

Key Knowledge and skills - Continue to develop interest in linked texts across themes, fiction and non-fiction and sources of technological information.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. What the weather is like in Pakistan. Locate Pakistan on a map. We will look at animals native to Pakistan.

Key Vocabulary - Pakistan, Urdu, Asia, Islamabad, Muslim, Islam, Mehndi, Continent

Science

Unit Title— Animals Including Humans (How can we organize farm animals?)

Scientist Focus— Steve Irwin (Zoologist)

Key Knowledge— There are different groups of animals. Some animals are carnivores, some herbivores and some omnivores.

Key Vocabulary— common animals, fish, amphibians, reptiles, birds, mammals, pets, carnivores, herbivores and omnivores

History

Unit Title— How have toys changed?

Key Knowledge— Discuss their favourite toy using language related to the past. Ask questions about toys in the past. Make comparisons between toys in the past and present. Sequence artefacts from different periods of time. Identify changes between teddy bears today and those from 100 years ago. Describe how toys have changed over time.

Key Vocabulary— artefact, century, decade, different, evidence, historian, living memory, modern, now, past, present, remember, sequence

Jigsaw (PSCHE)–

Unit Title— Relationships

Key Knowledge— know how to make friends, try to solve friendship problems when they occur, help others to feel part of a group, show respect in how you treat others, know how to help themselves and others when they feel upset or hurt, know and show what makes a good friendship

Key Vocabulary— confidence, praise, self-belief, celebrate, appreciate, feelings, sharing, kind, qualities, like, dislike, texture, touch, greeting, feel, family, belong, different, same

Art/Design Technology

Unit Title— Cooking and Nutrition

Key Knowledge- Describe fruits and vegetables and explain how to identify fruits. Name a range of places that fruits and vegetables grow. Describe basic characteristics of fruit and vegetables. Prepare fruits and vegetables to make a smoothie.

Key Vocabulary- blend, blender, chopping board, compare, cut, design, evaluate, flavour, fork, fruit, healthy, ingredients, juice, juicer

PE – Orienteering

Key Skills—

Use searching skills to find given things from clues and pictures. As a pair, navigate space. Use and explore unusual equipment to develop motor skills, coordination and problem-solving.

Music Charanga Unit

Your imagination

Term and Focus—Summer 1

Key text— Traction Man,

Toys in Space

Christian Value— Compassion

PSCHE Focus— Relationships

Cross-Curricular Maths

PE – Orienteering

Science- Counting in 2s, 5s, 10s and recognising equals groups of animals

Cross-Curricular Writing

History – labelling toys in the past

Science – labelling, fact file (info text on different animals

Enhancement Opportunities

Welly Walk – Science (seasonal changes and animals)

Role play area – Toy Museum

Trip to Smithills Open Farm – Science (animals inc humans)

English

Key Texts– Traction Man, Toys in Space

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. Join words and clauses using words like and.

Spelling rules— adding -ed, -s, -es, -er, -est, -ing, -er, tch saying /ch/, unspoken 'e', ore saying /or/, adding un-

Key genres– narrative, instructions, fact file (animals)

Key vocabulary— warfare, duvet, captive, rejoice, lumber, volunteer, mysterious, fluorescent, Perspex, clever, brave, thoughtful, helpful, beamed, shadow, drooling, parachuted

Maths

Focus— Multiplication and Division, Fractions, Position and Direction

Key Knowledge— Count in 2s, 5s and 10s, recognize and add equal groups, make arrays, make doubles, make equal groups by grouping and sharing, recognize and find a half and a quarter of objects, shapes and quantities, describe turns, describe position, ordinal numbers.

Key Vocabulary— odd, even, lots of, groups of, multiples, times, equal groups, arrays, doubles, forwards, backwards, equal, fraction, half, halves, quarter, share, whole, above, around, below, between, left, right, ordinal, first, second, third, turns, quantity

RE

Unit Title— What does it mean to belong to a faith community? (C, I, J)

Key Knowledge— **Make sense of beliefs:** Recognise that loving others is important in lots of communities, Say simply what Jesus and one other religious leader taught about loving other people **Understand the impact:** Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean, Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) **Make connections:** Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences, Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

Key Vocabulary— Christian, Muslim, Jewish, bible, God, special, ceremony, pray, believe, holy, Qu'ran, Torah,

Computing-Technola

Unit Title- Technology around us

Key Knowledge— identify technology in the classroom and recognize digital and non-digital, identify a piece of technology at home, identify technology around the world, recognize problems facing the environment in the modern world, give examples of personal data, organize data

Key Vocabulary— digital, non-digital, technology, data, environment, harmful, dangerous, data, organise, analyse,

Science

Unit Title— Plants

Scientist Focus— Jane Colden

Key Knowledge— observe and describe how seeds grow into mature plants, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Key Vocabulary— root, leaf, stem, flower, bud, seed, bulb, germination, sprout, shoot, seed dispersal, sunlight, water, temperature, nutrition,

Key Skills Developed— performing simple tests, identifying and classifying, asking simple questions, observing closely using a variety of equipment

Geography

Unit Title— Why is our world wonderful?

Key Knowledge— Identify geographical characteristics of the UK; Locate some of the world's most amazing places; Know the names of the five oceans and locate them on a map; Understand how to draw physical and human features on a sketch map; Investigate local habitats and record findings.

Key Vocabulary— country, land, ocean, sea, physical feature, human feature, aerial photograph, landmark, data collection, sample, fieldwork, scale.

Key Skills Developed— Locating all the world's seven continents on a world map; Locating the world's five oceans on a world map; Showing on a map the oceans nearest the continent they live in; Confidently locating the capital cities of the four countries of the UK on a map of this area; Identifying characteristics (both human and physical) of the four capital cities of the UK.

Art and Design

Unit title – Craft and design: Map it out

Key knowledge— Investigate maps as a stimulus for drawing; To develop a drawing into 3D artwork; To experiment with a craft technique to develop an idea; To develop ideas and apply craft skills when printmaking; To present artwork and evaluate it against a design brief.

Key Vocabulary— abstract, design, viewfinder, stained glass, design brief, overlap, pattern, texture, curator.

Key Skills Developed— Begin to generate ideas from a wider range of stimuli, exploring different media and techniques; Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials; Create and critique both figurative and abstract art, recognising some of the techniques used; Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.

Computing

Unit Title— Living with technology

Key Knowledge— Identify combined input and output devices; Recognise non-traditional computers, understanding their wider purpose within the surrounding environment; Analyse the accessibility of the touchscreen, recognising how it caters to different learning needs; Understand the purpose of non-traditional computers within a wider social context; Recognise the importance of having different devices for different abilities; Analyse my access to computers outside the home and how this helps daily activities

Key Vocabulary— embedded computer, combined input- output, appliance, accessibility

Key Skills Developed—: Design a poster showcasing an inclusive shopping centre; Develop composition skills, expanding my understanding of different spaces.

PE

Key Skills— Sending a returning (volleyball)

Key Vocabulary— front, back, tactics, compete, score, wide, deep, rotate, point

Music

Charanga Unit- Reflect, rewind and replay

Year 2

Summer 1

Key text— The Storm Whale

Christian Value— Compassion

PSCHE focus- Relationships

PHSCE Relationships

Knowledge— Know that everyone's family is different · Know that families function well when there is trust, respect, care, love and co-operation · Know some reasons why friends have conflicts · Know that friendships have ups and downs and sometimes change with time · Know there are good secrets and worry secrets and why it is important to share worry secrets · Know what trust is

Cross-Curricular Maths

PE- keeping score and timing

Science- presenting results and measuring

Cross-Curricular Writing

RE- Describe the setting of the hillside in Galilee

Enhancement opportunities

Beach trip

Visit to church

English

Key Texts- The Storm Whale- Benji Davies

Grammatical knowledge developed- using a thesaurus, using a dictionary, possessive apostrophe, subordinating conjunctions, when, if, because; four sentence types

Spelling rules— s saying /zh/; wa saying /wo/, qua saying /quo/; tion saying /shun/; adding suffixes -ful, -less and -ly to words; homophones/near homophones; adding the prefix dis-

Key genres- diary, poem, non-chronological report, recount of a real event (beach trip)

Key vocabulary- command, exclamation, question, statement, apostrophe, diary, non-chronological report, non-fiction, fiction, homophones, conjunction,

Maths

Focus— Reading scales, fractions, time

Key Knowledge— Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels · Compare and order lengths, mass, volume/capacity and record the results using >, < and . Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity; Write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2; Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times; Know the number of minutes in an hour and the number of hours in a day

Key vocabulary- length, height (m/cm), mass (kg/g), temperature (°C), capacity (litres/ml), fractions, half, quarter, third, minute, hour

RE

Unit Title— Why is the church a special place for Christians?

Key Questions— What makes a place special? Where is your special place? What do you think makes a Church a special place? Why is the church a special place for Christians? Why/when do people go to Church? What happens in the Church? What makes a place holy/sacred?

Key Knowledge— that the church is a special place where Christians meet to worship and pray. It is also the body of people and not just the building. that for Christians the church is a holy blessed space. the story of Moses and the people of God building the tabernacle (tent of meeting) to house the ark of the covenant. that people of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there.

Key Vocabulary— Church, Vicar, Minister, pews, font, altar, stained glass, worship, holy, sacred,

Key Skills Developed— ask good questions that reveal understanding about the church and what happens there. connect the features of the church to Bible Stories. use religious vocabulary to name and describe the features of a church building.

Science

Unit Title-Magnets and Forces

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

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

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

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

Geography

Unit Title– Are all settlements the same?

Key Knowledge– To know the names of some of the world’s most significant rivers, some counties in the UK (local to your school), some of the names of some cities in the UK (local to your school), to name of the county that they live in and their closest city, to begin to name the twelve geographical regions of the UK, the main types of land use, to know some types of settlement, water is used by humans in a variety of ways, an urban place is somewhere near a town or city, a rural place is somewhere near the countryside, a natural resource is something that people can use which comes from the natural environment, the UK grows food locally and imports food from other countries, to understand that a scale shows how much smaller a map is compared to real life, an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes, an OS map shows human and physical features as symbols, main types of land use (agricultural, residential, recreational, commercial, industrial and transportation), an enquiry-based question has an open-ended answer found by research, a bar chart, pictogram and table are and when to use which one best to represent data.

Big Questions– What does the word settlement mean? What features would you see?

Key Vocabulary– agricultural land, capital city, commercial land, compare, country border, county, dispersed, facilities, land use, legend, linear, local, memorial, metro, monument, nucleated, place of worship, recreational land, region, residential land, settlement, transportation

Key Skills Developed– locating major cities and counties in the UK, Identifying key physical and human characteristics, how a locality has changed over time, giving examples, similarities and differences between two regions studied. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied, including maps of more than one scale, use the key on an OS map to name and recognise key physical and human features, use a simple key, follow a route accurately and make your own route, N/S/E/W, scale bar for distances, label features on aerial view, asking questions, observing, answer questions from data, how humans have responded to their environment and look at contrasting areas, how e.g. volcanoes have an impact, land use, why a settlement has grown in connection to the human features, why people may prefer urban or rural.

Art/Design Technology

Unit Title– Cooking and nutrition: Eating seasonally

Key Knowledge– I know: that not all fruits and vegetables can be grown in the UK, that climate affects food growth, that vegetables and fruit grow in certain seasons, that cooking instructions are known as a ‘recipe’, that imported food is food that has been brought into the country, that exported food is food that has been sent to another country, that imported foods travel from far away and this can negatively impact the environment, that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre, that vitamins, minerals and fibre are important for energy, growth and maintaining health, the safety rules for using, storing and cleaning a knife safely, that similar coloured fruits and vegetables often have similar nutritional benefits.

Big questions– In which country has this been grown? Why do we think some ingredients are sourced from so far away? What conditions do you think these foods need to grow? Why do you think these foods can’t be grown in the UK? What does the term ‘seasonal’ mean? Where does the food in our supermarkets come from? Is the food in the supermarket always seasonable to the UK? Do we really need to import food? What are the effects of importing food? What must we consider in order to stay safe in the kitchen? What hygiene risk do we face? How much of each ingredient do we need?

Key Vocabulary– climate, diet, imported, ingredients, natural, processed, reared, recipe, seasonal, seasons, sugar

Key Skills Developed– I can: create a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish, prepare myself and a workspace to cook safely in, learn the basic rules to avoid food contamination, follow the instructions within a recipe, establish and use design criteria to help test and review dishes, describe the benefits of seasonal fruits and vegetables and the impact on the environment, suggest points for improvement when making a seasonal tart.

PE– Unit title– Orienteering

P.E coach-Cricket

Key knowledge– I know orienteering uses diagrams, maps, symbols, keys, colours; I know an orienteering map is a ‘bird’s eye view’ diagram of the ground, I know the map key is the most important part of the map

Big Questions– How do you know which way to hold your map? Which animal would often see our school from this point of view? Which features on the map stand out the most? Can you identify where you are on the map?

Key Vocabulary– diagram, map, symbols, key, map features, map reading skills

Key Skills Developed-I can develop spatial awareness of symbols by transferring information on a diagram into reality; I can use agility, balance, co-ordination whilst holding or looking at the map; I can identify basic orienteering symbols and colours using a map key; I can co-operate and discuss effectively to review and evaluate performance in order to improve work as a team; I can recognise, orientate and follow the school orienteering map; I can recognise the orienteering map is a ‘bird’s eye view’ diagram of the ground; I can use the key to recognise the relevant symbols and features on the school orienteering map; I can travel safely to and from orienteering control marker signs; I can record information accurately.

Music

Unit title—Charanga Unit— Bringing us together

Musical genre—Disco

Key vocabulary— Pulse, rhythm, pitch, disco, tempo, dynamics

French

Unit title—French transport.

Nouns, transport vocabulary, simple statements, simple phrases, working on pronunciation, learning simple songs.

Y3 Summer 1 – Are all Settlements the same?

Key texts– Gregory Cool, The Boy who Biked the World Part one

Christian Value– Compassion

Cross-Curricular Writing

R.E– fact file, biography

Enhancement Ops

Visit local area to explore how land is used.

PSHE– Relationships

Key knowledge– I know that different family members carry out different roles or have different responsibilities within the family; I know that gender stereotypes can be unfair e.g. mum is always the carer, dad always goes to work etc; I know that some of the skills of friendship, e.g. taking turns, being a good listener; I know some strategies for keeping safe online; I know how some of the actions and work of people around the world help and influence my life; I know that all children have rights (uncrc); I know the lives of children around the world can be different from my own.

Big Questions- What do you do if your friend makes you upset regularly?

Key Vocabulary- male, female, stereotype, career, job, role, responsibilities, respect, differences, similarities, global, fair trade, inequality, exploitation, rights, justice, united nations, equality, deprivation,

Key skills- I can identify the responsibilities I have within my family; I can solve a conflict; I can access help if I am concerned about anything on social media or the internet; I can empathise with people from other countries who may not have a fair job/ less fortunate; I can understand I am connected to a global community in many different ways; I can identify similarities in children’s rights around the world; I can identify my own wants and needs

English

Key Texts- Gregory Cool, The Boy who Biked the World Part one: On the Road to Africa, non-fiction texts about countries

Grammatical knowledge developed- different types of nouns: common, proper, collective, abstract, paragraphs

Spelling rules- ary, short u sound spelt with o, ou that sounds like u, struct, uni, scop, spect, press and vent word families

Key genres– blog entry, narrative, diary, instructions, explanation, non-chronological report/fact file

Key vocabulary– blog, paragraphs, informal language, heading, sub headings,

Maths

Focus– Number: Fractions

Key Knowledge– Add and subtract fractions; partition the whole; find unit fractions of a set of objects; find non-unit fractions of a set of objects; reason with fractions of an amount

Key Vocabulary- , Divide, equal, unit fractions, non-unit fractions, denominator, partition, whole, numerator, equivalent, add, subtract

Focus-Measurement: Money

Key knowledge - Convert pounds and pence; add and subtract money; find change

Key Vocabulary—pounds, pence, convert, equal, add, subtract, change

RE

Unit Title– 3.3 Jesus the man who changed lives

Key Knowledge– I know that Christians believe Jesus has the power to change people’s lives; I know that choosing to follow Jesus is not necessarily an easy way of life; I know that people’s lives today can be transformed by becoming a Christian and choosing a different way of life.

Big Questions– What does change mean? How can our lives be changed? Is it easy to change? How did Jesus change lives? When did/does Jesus change lives? What happens when Jesus changes a person’s life?

Key Vocabulary-Jesus, Mother Theresa, Levi, Zacchaeus, saint, disciples, Christian Aid, Cafod, forgiveness, humility, service

Key Skills Developed– I can talk about my experiences of change; I can retell the story of Jesus changing someone’s life; I can talk about the ways in which Jesus changed/changes people’s lives.

Computing

Unit Title– ICT and social studies—Computing legends: Ada Lovelace

Key Knowledge- -I know that: their were societal restrictions in the Victorian period and how these restrictions limited access to knowledge; you can successfully navigate different mediums whilst collating data; data can be inputted onto a cohesive spreadsheet; data is important when collating a presentation

Big questions— Why was Ada Lovelace a significant figure? What were the societal restrictions in the Victorian period? How reliable is data and different sources? What is a spreadsheet?

Key Vocabulary– spreadsheet, cells, rows, columns, data, data quality, formatting, presentation, slides, layers, erasure, societal restriction

Key Skills Developed– I can: understand computer networks including the internet; use search networks effectively; select, use and combine a variety of software

SCIENCE

Unit title- Electricity

Scientist focus – Thomas Edison

Key knowledge -Classify and present data, identifying common appliances that run on electricity. Identify circuit components and build working circuits. Know whether circuits are complete or incomplete. Know which materials are electrical conductors or insulators. How to explain how a switch works in a circuit, build switches and report their findings. Know how to solve problems about electricity using reasoning skills.

Key vocabulary – electricity, electric, electrical, mains, battery, appliance, record, classifying, present data, bulb, wire, buzzer, motor, cell, switch, bulb/battery holder, circuit, complete, incomplete, energy ball, components, observations, conclusions, conductors, insulators, enquires, Thomas Edison, watts.

Key skills developed – Group and classify appliances, record findings, use a range of electrical equipment, make predictions, draw simple conclusions from results, decide how to set up a simple practical enquiry, report and present results and conclusions to others in oral form, use straightforward evidence to answer questions and identify similarities, differences, patterns and changes relating to simple scientific ideas and processes.

R.E

Unit title -Are all places of worship the same? Do people worship God in the same way?

Key questions -What does church mean? Are all churches the same? What does it mean to belong to a church? What makes this place special? What makes this place Holy? To whom is this place special? Why do people gather here to worship?

Key Knowledge-That not all church buildings are the same but have similar features according to denomination. That Peter and the disciples 'built' the church after the events of Pentecost. That the bible gives guidance to the church about behaviour and attitude, and I can talk about what that guidance is. That Christianity is a worldwide multi-cultural faith. That people of other faiths have different place to worship, and I can name the buildings, key features and the worship that takes place there.

Key Vocabulary- Church, chapel, cathedral, sacrament, vicar, curate, priest and minister, Islam, mosque, Imam, Quran.

Key Skills Developed -Use religious vocabulary to name features of the church building, talk about their significance and link to the bible, identify similarities and differences between churches and denominations worldwide. Talk knowledgeably about other places of worship, the features of the building and the worship that takes place there.

P.E/GAMES

P.E Hub –Cricket/ Orienteering

Unit focus – **Cricket** -Develop and apply a range of skills in competitive context. Choose and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply with consistency. **Orienteering** - Navigate in the correct order between a set of control points using a detailed image/map and deciding on the best way/route to complete the course.

Vocab –**Cricket**-batting, fielding, bowling, bat, wicket, stumps, balls, crease, boundary, run, batsman, bowler, wicket keeper, field, innings, strike, cross, four, six, single, over, balls, pull, shot, forward. **Orienteering** -map, diagram, scale, follow, challenges, orienteering, compass, teamwork, sequence

ENGLISH

Key Text- **Arthur and the Golden Rope, Team Talk – Alan Ahlberg**
There's an Alien in the Classroom – Gervais Phinn

Grammatical knowledge developed – Noun phrases- Standard English- forms for verb inflections instead of local spoken forms were or was.

Spelling rules – Adding the prefix 'inter', 'anti', 'auto', 'ex', 'non' words ending in 'ar' and 'er'.

Key genres – Plan, write and edit a short story, 1ST person narrative, diary entry, persuasive letter, Monologue – one voice poetry.

Key vocabulary – antonyms, character description, thesauruses, persuasive, poetry, monologue, noun phrases, modifying adjectives, determiners, prepositional phrases, expanded noun phrases. standard English.

Year 4

Term -Summer 1

Christian Value -Compassion

Enhancement Opportunities

Camping experience

Y4 leading worship in Church

Sports day

Maths

Focus – Decimals, money, and

times tables

Key knowledge – tenths/hundredths -as a fraction, a decimal, on a place value chart, on a number line, divide 1 and 2 digit numbers by 10 and 100, Make a whole with tenths and hundredths, partition and flexibly partition decimals, compare and order decimals, round to the nearest whole number, halves and quarters as decimals, write money using decimals, convert between pounds and pence, compare, estimate and calculate money, solve problems with money.

Key Vocabulary -tenths, hundredths, fractions, place value, decimals point, digits, whole, partition, round, half, quarter, money, pounds, pence, amount, value, compare, estimate, calculate, solve. Times, multiply, product of, lots of.

History/Geography

Unit title – Were the Vikings raiders, traders, or

Key knowledge – understand there are many reasons for migration to Britain. Identify the features of a Viking longboat, explain its most important feature and how these features contributed to Viking success. Describe what the Vikings traded and identify some Viking trading routes. Explain whether the Vikings were traders or raiders. Name important events in the Anglo-Saxon and Viking struggle for Britain.

Key vocabulary- Anglo-Saxon Chronicle, balanced, bias, cause, consequence, Danelaw, event, longboat, one-sided, perspective, Viking

Key skills developed- sequence events, identify where the Vikings came from, identify primary and secondary sources. Deduce information from a source and identify whether a source is one-sided. Use evidence to support my reasoning and to justify my opinion. Explain the meaning of cause and consequence, suggest the impact of events and write a conclusion for an enquiry.

Art/D.T

Unit title – Electrical systems -Torches

Key Knowledge – To understand that electrical conductors are materials which electricity can pass through. To understand that electrical insulators are material which electricity can not pass through. To know that a battery contains stored electricity that can be used to power products. To know that an electrical circuit must be complete for electricity to flow. To know that a switch can be used to complete and break an electrical circuit.

Key vocabulary – battery, bulb, buzzer, conductor, circuit, circuit diagram, electricity, insulator, series circuit, switch, component, design, design criteria, diagram, evaluation, LED, model, shape, target audience, input, recyclable, theme, aesthetics, assemble, equipment, ingredients, packaging

Key skills developed-Designing a torch considering the target audience and creating both design and success criteria focusing on features of individual design ideas. Making a torch with a working electrical circuit and switch. Using appropriate materials to cut and attach materials. Assembling a torch according to design and success criteria. Evaluating electrical products. Testing and evaluating the success of the final product.

Music

Unit title – Esio Trot

Musical genre – musical theatre

This is a performance opportunity unit at The Met Theatre Bury.

Key vocabulary-: harmony, singing in parts, dynamics, tempo, rests, performance, musical theatre, body percussion, collaboration, theatre.

M.F.L -French

Unit title- French Food Miam Miam

- Recognise and understand the meaning of new words that are cognates.
- Use a model text to support conversation.
- Complete mathematical calculations in French, writing answers in euros.
- Recognise shop names and label a triarama.
- Use a bilingual dictionary to translate given words.
- Use a range of strategies to understand a familiar text.
- Ask and respond to questions found in a café conversation.

Cross curricular maths –

Science—presentation of results.

Cross curricular writing-

RE— Information leaflet about a place of worship.

Science – Non chorological report

Computing

Unit title – I.C.T and Social Studies - Computing Legends: Steve Jobs

Key knowledge-Identify Steve Jobs as the founder of Apple, understand the key stages of Apple’s development, successfully navigate different resources, collating data, input data into a cohesive spreadsheet, consider my own relationship to devices and how this makes access to research and entertainment more accessible, produce an interactive presentation.

Key vocabulary – Links, pre-defined formula, data type, multi category axis, SUM function, pie chart, accessibility, democratisation, neuro-typical, neuro-atypical, equality, capitalism, free market.

P.H.S.C.E

Unit title - Relationships

Learning intention- Recognise situations which can cause jealousy in relationships, identify someone they love and can express why they are special to me, tell you about someone they know that they no longer see, can recognise how friendships change, know how to make new friends and how to manage when they fall out with my friends, understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when they are older, know how to show love and appreciation to the people and animals who are special to them.

Social and emotional learning intention- Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens, know how most people feel when they lose someone or something they love, understand that we can remember people even if we no longer see them, know how to stand up for themselves and how to negotiate and compromise, understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend, that they can love and be loved.

Key vocabulary -. Relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, strategy, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, loss, memories, special, remember, friendships, negotiate, compromise, trust, loyalty, betrayal, empathy, boyfriend, girlfriend, attraction, pressure, personal, comfortable, special, love, appreciation, symbol, care.

Key skills developed - Know how to make friends, try to solve friendship problems when they occur, help others to feel part of a group, show respect in how they treat others, know how to help themselves and others when they feel upset or hurt, know and show what makes a good relationship.

Science

Unit Title—Properties and Changes of Materials

Key Knowledge— This ‘Properties and Changes of Materials’ unit will teach your class about different materials, their uses and their properties, as well as dissolving, separating mixtures and irreversible changes. The children will sort and classify objects according to their properties. They will explore the properties of materials to find the most suitable material for different purposes. The children will work scientifically and collaboratively to investigate the best thermal insulator, making predictions and forming conclusions. Furthermore, they will have chance to find the best electrical conductor, in the context of making floodlights brighter. They will have the opportunity to work in a hands-on way to explore dissolving, identifying the different variables in their own investigations. They will find out about different ways to separate mixtures of materials, using filtering, sieving and evaporating. Finally, they will learn about irreversible changes, and participate in two exciting investigations to create new materials, including casein plastic and carbon dioxide.

Key Vocabulary— Material, property, separating, dissolve, soluble, insoluble, thermal conductor, insulator, reversible, irreversible, solid, liquid, gas, magnetic, non magnetic, particles, structure, filter, sieve, carbon dioxide.

Key Skills Developed—Compare materials according to their properties, Investigate thermal conductors and insulators, investigate which electrical conductors make a bulb shine the brightest, investigate which materials will dissolve, Use different processes to separate mixtures, Identify and explain irreversible chemical changes.

History/Geography

Unit Title—What did the Greek ever do for us?

Key Knowledge—To understand the term “century” and how dating by centuries works. To understand that there are different interpretations of historical figures and events. To be able to compare development and role of education in societies. To know relevant dates and relevant terms for the period and period labels. To understand the process of democracy and parliament in Britain. To be able to compare education in different cultures, times and groups. To be aware of the different beliefs that different cultures, times and groups hold. To know that members of society standing up for their rights can be the cause of change.

Key Vocabulary— assembly, constitutional, monarchy, democracy, direct democracy, ethics, government, period, philosophy, oligarchy, representative, democracy.

Key Skills—I can: Use different sources to make and substantiate historical claims. Make links with different time periods studied. Describe change throughout time. Relate current study on a timeline to other periods of history studied. Identify significant people and events across different time periods. Distinguish between fact and opinion. Compare significant people and events across different time periods. Use evidence to support and illustrate claims. Recognise primary and secondary sources.

Art/Design Technology

Unit Title—Sculpture—interactive Installation

Key Knowledge— I know: An art installation is often a room or environment in which the viewer ‘experiences’ the art all around them. The size and scale of three-dimensional artwork change the effect of the piece. How to use everyday objects to form a sculpture. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. Sometimes people disagree about whether something can be called ‘art’. People make art to express emotion.

Key Vocabulary— analyse, art medium, atmosphere, concept, culture, display, elements, evaluate, experience, features, influence, installation art, interact, interactive, location, mixed media, performance art, props, revolution, scale, scaled down, special effects, three dimensional, stencil.

Key Skills— I can: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Consider what choices can be made in their own work to impact their viewer.

PE

Key Skills—Cricket (KC) Orienteering (JP)

Key Vocabulary— stance, stumps, boundary, wicketkeeper, innings, over, offensive, defensive, decipher, solve, orient, problem solve.

Music—Violins Mr Price

French—Verbs in a French week—Identify verbs in the infinitive form, regular key verbs in the present tense, to know some verbs follow different forms & some don’t follow a regular pattern.

Term and Focus— Y5 Summer1

Aesop’s Fables —Michael Rosen

Aesop’s Fables—Michael Morpurgo

Christian Value—Compassion

Enhancement Ops

Cabbage Chemistry workshop

Bury Art Gallery visit

Travelling by Tuba

Puberty talk

Cross-Curricular Links

British Values Democracy

PHSCE —Relationships

Key knowledge—I know how to keep building my own self esteem, I can recognise when an online community begins to feel unsafe or uncomfortable, I can recognise when an online community is helpful or unhelpful to me, I can identify things to do that reduce my screen time so my health isn’t affected, I can recognise and resist pressure to use technology in ways that may be risky or cause harm to myself or others.

Key skills developed—I have an accurate picture of who I am as a person, I know belonging to an online community has positive and negative consequences, I understand there are rights and responsibilities in an online community, I know there are rights and responsibilities when playing games online, I can recognise when I’m spending too much time online (screentime), I can explain how to stay safe when using technology to communicate with friends online.

English

Key Texts— Aesop’s Fables—Michael Morpurgo & Michael Rosen

Grammatical knowledge Commas—using them to avoid ambiguity in writing.
Cohesion—Avoiding repetition using pronouns, Using devices to build cohesion in a paragraph.

Spelling rules—Twinkl Y5 3A word list. Words using the letter string ‘ough’. Adverbials of time and place, words with an ‘ear’ sound spelt ‘ere’, statutory list.

Key genres— Explanation, narrative, fable, poetry.

Key vocabulary— Narrative, cohesion, ambiguity, personify, wisdom, moral, genre, culture, traditional, origin, perform

Maths

Focus—Geometry: Properties of shape and position and direction.

Key Knowledge—Understand and use degrees, classify angles, estimate angles, measure angles up to 180, draw lines and angles accurately, calculate angles around a point, calculate angles on a straight line, lengths and angles in shapes, working with regular and irregular polygons, reasoning with 3D shapes, read and plot co ordinates, solve problems with co ordinates, calculate translations, calculate translations using co ordinates, identify lines of symmetry, identify and use reflection in horizontal and vertical lines.

Key Vocabulary— degrees, arm, turn, apex, classify, estimate, reason, angle, acute, right, obtuse, reflex, straight line, protractor, point, polygon, non polygon, 3D, regular, irregular, straight sides, axis, horizontal, vertical, interval, brackets, comma, ordered pair, x axis, y axis, origin, plot, translate, rotate, mirror image, reflect, lines of symmetry, reasoning

RE

Unit Title—Exploring the lives of significant women in the old testament

Key Questions— What can I learn from this story? Why is this a significant moment? Why is this women important? In which values and beliefs are the actions of the women rooted? Did she do the right thing? Where does this story fit into God’s big story?

Key Knowledge— That there are significant women in the Bible who made incredible choices that have an impact on God’s big story. Worship can be expressed in a variety of different ways including prayer, dance, compassion, and self sacrifice. Sometimes people of faith face great challenges and remain true to their face.

Key Vocabulary—Ruth, Esther, Purim

Key Skills Developed—Make links between their own values and the values of others (i.e. the women in the Bible) Ask important and relevant questions about the lives of the women in the Bible, Ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments. Reflect on the the lives of the women in the Bible and describe the features that inspire them.

Computing—Technola—ICT and Social Studies

Unit Title— Computing Legends—Alan Turing

Key Knowledge—I know that: Alan Turing as the father of computational theory and artificial intelligence, marginalised communities have been oppressed and objectified in the pursuit of societal goals.

Key Vocabulary— Specified formula, auto formatting, bar chart, appropriation, repression, artificial intelligence, progressive, representation.

Key Skills Developed— I can: explore the life and achievements of forerunning computer scientist Alan Turing, Appreciate what it may have been like to engineer for the British Government as a LGBTQ+ person particularly at a time when homosexuality was illegal, grasp the nature of inequality, successfully navigate different resources whilst collating data, input multiple sets of data into a cohesive spreadsheet, produce a complex interactive presentation.