

GEOGRAPHY

Map Reading and using a compass

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



LANGUAGES

Les Vetements: Clothes

By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French. This is a unit that brings together much of the grammar covered so that pupils can say and write what they are packing in their suitcase for a holiday.

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Extra what time is it?

A series of 3 sequential lessons that will teach the pupils how to tell the time in the foreign language. They will learn how to say what time it is and, by the final lesson, they will learn how to say what they are doing 'at' a particular time whilst also exploring the twenty-four-hour clock.

PE

Cricket

this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all game's activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

Athletics

In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.

SCIENCE

Plants (Y5)

In this unit, pupils will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers, explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant, investigate the way in which water is transported within plants and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.



Evolution and Inheritance (Y6)

In this unit, pupils will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago, recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents and identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

ART

Sculpture

How can flowers inspire artists?

In this sculpture unit using clay, children will build on their knowledge and skills of sculpture and clay that they have studied through LKS2 and KS1. Children will learn from great artists and evaluate and analyse creative works using the language of art. Children will produce their own creative work, exploring their ideas and recording their experiences. They will begin to demonstrate proficiency in sculpture techniques.

COMPUTING

Computer Science

In this unit, children will be using the coding skills, sequence, repetition, selection and variables, to programme a Microbit. They will consider variables when programming the features of a smart watch.



PHSE

What will change as we become more independent?

How do friendships change as we grow?

In this unit, children will be considering problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools; learning about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for; about where to get more information, help and advice about growing and changing, especially about puberty; about the new opportunities and responsibilities that increasing independence may bring; strategies to manage transitions between classes and key stages; that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different; about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong; that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others; how friendships can change over time, about making new friends and the benefits of having different types of friends; about the physical and emotional changes that happen when approaching and during puberty; about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.

RE

Life Journey - Islam

In this unit, we will explore:

How do Muslims show they belong?

What value does religion bring for religious people?

How does this relate to ideas about community, identity and belonging?
Rites of passage; including other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity