


	<b>Summer Term 2017</b>	
	<b>Eco-Warriors</b>	
<p><b>Literacy - genres for reading and writing</b></p> 	<p style="text-align: center;"><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Shape Poems</li> <li>• Fantasy Worlds</li> <li>• Information Texts</li> <li>• Fairy Tales</li> <li>• Stories with a dilemma</li> <li>• Plays</li> </ul>	<p style="text-align: center;"><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Non-chronological report</li> <li>• Author study - Judith Kerr</li> <li>• Auto/Biography</li> <li>• Traditional Tales</li> <li>• Poetry to Perform</li> </ul>
	<p style="text-align: center;"><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Stories with a dilemma</li> <li>• Poems to perform - shape poems</li> <li>• Play scripts</li> <li>• Traditional Tales</li> <li>• Author Study</li> <li>• Letters</li> </ul>	<p style="text-align: center;"><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Instruction Texts</li> <li>• Stories with a dilemma.</li> <li>• Play scripts</li> <li>• Poetry - form and performance</li> <li>• Author Study</li> </ul>
	<p style="text-align: center;"><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Persuasive letter writing</li> <li>• Historical stories with a social dilemmas</li> <li>• Author Study</li> <li>• Poetry to perform</li> </ul>	<p style="text-align: center;"><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Persuasive writing</li> <li>• Instructional texts</li> <li>• Narratives</li> <li>• Reviews</li> </ul>

## Cross curricular maths



### Years 1

- Science - measure, passing time, Data handling
- PSHE - earning money for jobs
- Literacy - shape poems
- PE - active maths

### Year 2

- Science - measure
- PSHE - money
- Computing - data collection (bug hunt)
- Geography - coordinates
- PE - active maths

### Year 3

- Literacy - writing word problems
- Science - measuring, comparing measurements
- Computing - presenting data
- PE - active maths

### Year 4



- Literacy - writing word problems
- Science - measuring, comparing measurements
- Computing - statistics
- PE - active maths
- Geography - time zones, temperatures, distance, capacity for watering plants

### Year 5

- Science - measure and compare measurement of plant growth, vitruvian man (ratio of head to body, line graphs)
- Geography - coordinates, compass reading
- Art - measuring and drawing angles
- PE - active maths
- Computing - Data presentation

### Year 6

- Geography - ratio and map scales, converting between units, formulas for conversion, fractions of different resources
- Science - Data handling, mean and mode, different units of measure
- Computing - Data handling and presentation of data
- Literacy - fractions of stars in reviews
- PE - active maths

<p><b>Science</b></p> 	<p style="text-align: center;"><b>Years 1</b></p> <ul style="list-style-type: none"> <li>• Plants</li> <li>• Seasonal changes</li> </ul> <p style="text-align: center;"><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Green plants</li> </ul> <p style="text-align: center;"><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Plants</li> </ul> <p style="text-align: center;"><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Living things and their habitats</li> </ul> <p style="text-align: center;"><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• All living things and their habitats</li> <li>• Animals, including humans</li> </ul> <p style="text-align: center;"><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Animals including humans</li> <li>• Living things and their habitats (plants)</li> </ul>	
<p><b>Music</b></p> 	<p style="text-align: center;"><b>KS1</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and un-tuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Year 1</b> - Seaside Sounds - group composition. Progress to own compositions linked to the topic / symbols and notations.</p> <p><b>Year 2</b> - Seed to Tree - group composition. Progress to own compositions linked to the topic / symbols and notations.</p>	<p style="text-align: center;"><b>KS2</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul> <p><b>Year 3</b> - Recycling - group composition. Progress to own compositions linked to the topic / symbols and notations.</p> <p><b>Year 4</b> - Wider opportunities - County music (violin)</p> <p><b>Year 5</b> - Wider opportunities - Thurston teacher</p> <p><b>Year 6</b> - Wider opportunities - Thurston teacher</p>

## Geography



### KS1

#### Location knowledge

- name & locate the world's seven continents & five oceans
- name, locate & identify characteristics of the four countries & capital cities of the United Kingdom & its surrounding seas

#### Place knowledge

- understand geographical similarities & differences through studying the human & physical geography of a small area of the United Kingdom, & of a small area in a contrasting non-European country

#### Human & physical geography

- identify seasonal & daily weather patterns in the United Kingdom & the location of hot & cold areas of the world in relation to the Equator & the North & South Poles
- use basic geographical vocabulary

#### Geographical skills & fieldwork

- use world maps, atlases & globes
- use simple compass directions
- use aerial photographs & plan perspectives
- use simple fieldwork & observational skills

### KS2

#### Location knowledge

- locate the world's countries
- name & locate counties & cities of the UK, geographical regions & their identifying human & physical characteristics, key features & land-use; understand how aspects have changed over time
- identify the position & significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian & time zones

#### Place knowledge



- understand geographical similarities & differences

#### Human & physical geography

- describe & understand key aspects of physical geography, including: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes, & the water cycle; & human geography, including: types of settlement & land use, economic activity including trade links, & the distribution of natural resources including energy, food, minerals & water

#### Geographical skills & fieldwork

- use maps, atlases, globes & digital mapping
- use the eight points of a compass, four & six-figure grid references, symbols & key
- use fieldwork to observe, measure & record the human & physical features

<p style="text-align: center;"><b>Art</b></p> 	<p style="text-align: center;"><b>KS1</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><b>Year 1</b> - Monet landscapes. Waterlilies.  <b>Year 2</b> - Monet landscapes. Waterlilies.</p>	<p style="text-align: center;"><b>KS2</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Year 3</b> - Matisse - The Sheaf. Various media - leaves etc. Include printing Collage - painted background with cut out leaves  <b>Year 4</b> - O'Keefe. Pencil, charcoal, chalk, paint. Close up studies of flowers x4. In different media  <b>Year 5</b> - Cezanne - Still life comes to life.  <b>Year 6</b> - Illuminated letters</p>
<p style="text-align: center;"><b>Design and technology</b> (Design, Make, Evaluate &amp; Technical Knowledge)</p> 	<p style="text-align: center;"><b>KS1</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves &amp; other users based on design criteria</li> <li>generate, develop, model &amp; communicate their ideas through talking, drawing, templates, mock-ups &amp;, where appropriate, ICT</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from &amp; use a range of tools &amp; equipment to perform practical tasks such as cutting, shaping, joining &amp; finishing</li> <li>select from &amp; use a wide range of materials &amp; components, including construction materials, textiles &amp; ingredients, according to their characteristics</li> </ul>	<p style="text-align: center;"><b>KS2</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research &amp; develop design criteria to inform the design of innovative, functional, appealing products fit for purpose</li> <li>generate, develop, model &amp; communicate ideas through discussion, annotated sketches, cross-sectional &amp; diagrams, prototypes, pattern pieces &amp; ICT</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select &amp; use a wider range of equipment for practical tasks e.g. cutting, shaping, joining &amp; finishing, accurately</li> <li>select &amp; use a wider range of materials &amp; components e.g. construction materials, textiles &amp; ingredients, according to functional properties &amp;</li> </ul>

	<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• explore &amp; evaluate a range of products</li> <li>• evaluate their ideas &amp; products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer &amp; more stable</li> <li>• explore &amp; use mechanisms, such as levers, sliders, wheels &amp; axles, in their products</li> </ul> <p><b>Year 1-</b> Different Materials Bug Puppets</p> <p><b>Year 2 -</b> Sewing Bug Puppets</p>	<p>aesthetic qualities</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate &amp; analyse a range of existing products</li> <li>• evaluate ideas &amp; products against own design criteria &amp; consider the views of others to improve their work</li> <li>• understand how key events &amp; individuals in DT have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• apply understanding of how to strengthen, stiffen &amp; reinforce more complex structures</li> <li>• understand &amp; use mechanical systems in their products, such as gears, pulleys, cams, levers &amp; linkages</li> <li>• understand &amp; use electrical systems in their products, e.g. circuits with switches, bulbs, buzzers &amp; motors</li> <li>• apply their understanding of computing to programme, monitor &amp; control their products.</li> </ul> <p><b>Year 3 -</b> Liberty Fabrics. Sewing (joining materials) Wall hanging - made from own printed fabric (link to art?)</p> <p><b>Year 4 -</b> History of paper (brief). Key people. Recycling. Make own paper - impregnated with seeds (use for art)</p> <p><b>Year 5 -</b> Cooking &amp; designing healthy eating. Smoothies or crudities &amp; dips</p> <p><b>Year 6 -</b> Cooking &amp; designing. Where food comes from? Grab &amp; Go lunch. - See 'Food a fact of life' website</p>
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## Computing



### Year 1

- We are Storytellers
- We are celebrating

### Year 2

- We are Zoologists
- We are Detectives

### Year 3

- We are Network Engineers
- We are Communicators

### Year 4

- We are Co-authors
- We are Meteorologists

### Year 5

- We are Web-developers
- We are Bloggers
- We are Architects

### Year 6

- We are App-developers

## French



### Year 3

- La Famille
- Bon Anniversaire

### Year 4

- Ou Vas Tu?
- On Mange!

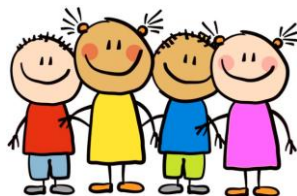
### Year 5

- En Vacances
- Chez Moi

### Year 6

- Le Sport
- On va faire la fete

## PSHE



### Health - Summer 1

#### Year 1/2

- How have I changed?
- Diet & Health

#### Year 3/4

- Alcohol, Tobacco & Medicines

#### Year 5/6

- Puberty & Healthy Lifestyles  
(Year 5 SHARE day)

### Careers & Work - Summer 2

#### Year 1/2



- People Who Help Us

#### Year 3/4

- The Local Community

#### Year 5/6

- Employability

<p style="text-align: center;"><b>P.E.</b></p> 	<p style="text-align: center;"><b><u>Summer 1</u></b></p> <p style="text-align: center;"><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Games Challenge 3</li> <li>• Athletics</li> </ul> <p style="text-align: center;"><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Games Challenge 3</li> <li>• Athletics</li> </ul> <p style="text-align: center;"><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Striking &amp; Fielding Challenge 1</li> </ul> <p style="text-align: center;"><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Striking &amp; Fielding Challenge 1</li> <li>• Outdoor &amp; Adventurous Challenge (Kingswood)</li> </ul> <p style="text-align: center;"><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Striking &amp; Fielding Challenge 1</li> <li>• Swimming</li> </ul> <p style="text-align: center;"><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Net/Wall Challenge 1</li> <li>• Outdoor &amp; Adventurous Challenge</li> </ul>	<p style="text-align: center;"><b><u>Summer 2</u></b></p> <p style="text-align: center;"><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Games Challenge 3</li> <li>• Athletics</li> </ul> <p style="text-align: center;"><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Games Challenge 3</li> <li>• Athletics</li> </ul> <p style="text-align: center;"><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Striking &amp; Fielding Challenge 2</li> <li>• Athletics</li> </ul> <p style="text-align: center;"><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Athletics</li> </ul> <p style="text-align: center;"><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Swimming</li> </ul> <p style="text-align: center;"><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Striking &amp; Fielding Challenge 1</li> <li>• Athletics Challenge 1</li> </ul>
<p><b>Beliefs &amp; Reflections</b></p> 	<p style="text-align: center;"><b>KS1</b></p> <p><b>Leaders and Teachers: Christianity</b> Disciple / faith Why do Christians trust Jesus and follow him?</p> <p><b>Leaders and Teachers: Judaism</b> Torah / rabbi Why do Jewish people celebrate the laws God gave them through Moses?</p>	<p style="text-align: center;"><b>KS2</b></p> <p><u>LKS2:</u> <b>Religion, Family and Community: Christianity</b> Why do Christians believe they are on a mission? <b>Encountering Sikhism</b> (Inspirational people): sewa / equality</p> <p><u>UKS2:</u> <b>Journey of Life and Death :Christianity</b> Should believing in the resurrection change how Christians view life and death? <b>Encountering Humanism</b> Happiness</p>



