

	1 3rd - 7th June (Friday Sports Day)	2 10th - 14th June	3 17th - 21st June	4 24th- 28th June	5 1st - 5th July	6 8th - 12th July	7 15th - 19th July
Maths	<p>Unit 12 Pie charts and percentages Introduction to the mean Calculate the mean Problem solving mean Unit 13 Draw shapes accurately</p>	<p>Nets of 3D shapes1 Nets of 3D shapes 2 Unit 14 The first quadrant Read and plot points in four quadrants translations</p>	<p>Reflections Solve Problems with co ordinates Unit 15 Problem solving place value Problem solving negative numbers Problem solving addition and subtraction</p>	<p>Problem solving four operation 1 Problem solving four operation 2 Problem solving fractions Problem solving decimals Problem solving percentages</p>	<p>Problem solving ratio and proportion Problem solving time 1 Problem solving time 2 Problem solving position and direction Problem solving properties of shape 1</p>	<p>Problem solving properties of shape 2</p>	<p>End of unit tests and fluent in 5 throughout Power up used where appropriate</p>
English	<p>Newspapers Assessment and Moderation A variety of writing genres to be used to form final assessment Letters; diaries, narrative, character description</p>		<p>Assessment and Moderation A variety of writing genres to be used to form final assessment Letters; diaries, narrative, character description</p>		<p>Instructions Assessment and Moderation A variety of writing genres to be used to form final assessment Letters; diaries, narrative, character description</p>		
Science Evolution and Inheritance	<p>I can explain natural selection and how it may lead to evolution. Children will look at moths and how different species are camouflaged to their environment. Key question: What is evolution? How did Darwin come up with the theory? Why was his theory initially not accepted? Vocab: adaptation, Darwin, camouflage, natural selection, eco system, Evolution FROGS</p>	<p>I can identify evidence for evolution from fossil records. Children will compare fossil evolution for living things and will write about the similarities and differences between fossil evidence and living relatives. Vocab: Evolution, inheritance, theory of evolution, fossil, fossil records, evidence, complete, incomplete, ancestor, common ancestor, traits. FROGS</p>	<p>I can describe how human beings have evolved Human Evolution Timeline: Explain the current understanding of how humans evolved. Address the fact that this is a field of study where new discoveries are common and there are competing theories e.g. whether Homo Neanderthalensis is a different species and where our genetic inheritance comes from. Vocab: FROGS</p>	<p>Galapagos finches Children will explore different beaks types and create beaks designed to pick up different sized food Vocab: large, beak, effective, adaptation, evolution FROGS</p>	<p>Egg strength Can the children explain how they are testing the strength of the eggs? Can the children consider the trustworthiness of their method/results? Identify how animals are adapted to suit their environment in different ways Vocab: strength, measure, accuracy, weight, compare, record FROGS</p>	N/A	
History / Geography Ancient Greece	<p>What was Alexander the Great's impact on the Greek empire? To find out why Alexander the Great was a significant figure To analyse the historical impact of Alexander the Great Vocab: architects, engineering, civilisations, democratic, artefacts, citizens, legacy</p>	<p>Why did a small Greek army win the Battle of Marathon? To find out what happened at the Battle of Marathon To analyse the main reasons for the Greek victory Vocab: architects, engineering, civilisations, democratic, artefacts, citizens, cuirass, tunic</p>	<p>What were the ancient Greek gods known for? To learn about the twelve Olympian gods and their associated symbols To identify key Ancient Greek gods and goddesses from historical sources Vocab: sculptures, Athena, Hermes, Poseidon, Dionysus, Hermes, Zeus</p>	<p>What happened at the ancient Greek Olympic games? To explain the importance of the Olympic Games in Ancient Greek culture To explore the balance of religious, social and sporting activities at the Ancient Olympics Vocab: Olympics, equestrianism, sprinting, wrestling, discus, boxing, sacrifices,</p>	<p>What were the ancient Greek philosophers famous for? To find out about famous thinkers from Ancient Greece To explore key ideas and questions from Ancient Greek philosophy Vocab: Philosophers, Socrates, Plato, Aristotle</p>	<p>What was life like for children in ancient Greece? To explore different areas of daily life for Ancient Greek children To find out about popular Ancient Greek toys To consider how we can know about what daily life was like so far in the past Vocab: Food, Clothing Education, Entertainment & Toys</p>	KS2 History.com
Art and DT ART The art of anatomy Quigley Albrecht Durer Electronic motors RE	<p>Sketch of a small part of our hands using different media - photograph with an ipads Children to use a variety of chosen media</p>	Explore use of shadows and white paint	Final sketch of hands using chosen media Children can select media	Rhino Children to create a replica image using pencil			
Life Journey - Christianity - living	<p>Baptism Ask pupils to record the key features of the service of baptism and explain how it connects with Christian beliefs about God - this could be a piece of writing, an artwork, a PowerPoint presentation, etc. Baptism marks an entry into the Christian community; ask pupils to think about other events that welcome people into a new community (e.g. beginning at a new school) - why are events like these an important part of the journey of life? What impact do they have? Are they necessary at all?</p>		<p>Confirmation Ask pupils to record what happens during the service of confirmation in at least one Christian denomination (note: this service is called chrismation in the Orthodox church). They could consider the following questions: What is confirmation/chrismation? Does it happen at a particular point in a person's life/the Christian year? How does it connect with Christian beliefs about God/human beings? Are there any biblical texts that connect with the sacrament of confirmation/chrismation? What is the 'laying on of hands' and how does this connect with confirmation/chrismation? What impact does this sacrament have on those who participate in it? Do all Christians have to be confirmed? How does the sacrament of confirmation/chrismation relate to participating in Holy Communion/Mass/Eucharist for some Christians?</p>		<p>Marriage Ask pupils to record what happens during the service of marriage in at least one Christian denomination. They could consider the following questions: What is marriage? How does it connect with Christian beliefs about God/human beings? Are there any biblical texts that connect with the sacrament of marriage? What impact does this sacrament have on those who participate in it? How does the sacrament of marriage relate to both the individuals and the Christian community? What is a covenant and how does this relate to the Christian understanding of marriage?</p>		

	Vocab: birth, marriage, baptism, conformation, initiation		Pupils could record their findings as a vlog/website/presentation/podcast, etc.		Vocab: birth, marriage, baptism, conformation, initiation, covenant		
<p>ICT Teach computing</p> <p>3D modelling</p> <p>Programming B: sensing movement</p>	<p>To recognise that objects can be combined in a 3D model</p> <p>I can rotate objects in three dimensions</p> <p>I can duplicate 3D objects</p> <p>I can group 3D objects</p> <p>Vocab: Rotate, duplicate, group</p> <p>To create a 3D model for a given purpose</p> <p>I can accurately size 3D objects</p> <p>I can show that placeholders can create holes in 3D objects</p> <p>I can combine a number of 3D objects</p> <p>Vocab: Cylinder, placeholder, hollow</p> <p>To plan my own 3D model</p> <p>I can analyse a 3D model</p> <p>I can choose objects to use in a 3D model</p> <p>I can combine objects in a design</p> <p>Vocab: 3D shapes, choose, combine</p>	<p>To create a program to run on a controllable device</p> <p>I can apply my knowledge of programming to a new environment</p> <p>I can test my program on an emulator</p> <p>I can transfer my program to a controllable device</p> <p>Vocab: Micro:bit, MakeCode, input, process, output, flashing, USB, trace</p>	<p>To explain that selection can control the flow of a program</p> <p>I can identify examples of conditions in the real world</p> <p>I can use a variable in an 'if, then, else' statement to select the flow of a program</p> <p>I can determine the flow of a program using selection</p> <p>Vocab: Selection, condition, if then else, variable, random</p>	<p>To update a variable with a user input</p> <p>I can use a condition to change a variable</p> <p>I can experiment with different physical inputs</p> <p>I can explain that checking a variable doesn't change its value</p> <p>Vocab: Input, selection, condition, variable, sensing, accelerometer, value</p>	<p>To use a conditional statement to compare a variable to a value</p> <p>I can use a comparison operator (e.g. <=>) in an if, then statement</p> <p>I can explain the importance of the order of conditions in else, if statements</p> <p>I can modify a program to achieve a different outcome</p> <p>Vocab: Compass, direction, variable, navigation</p>	<p>To design a project that uses inputs and outputs on a controllable device</p> <p>I can decide what variables to include in a project</p> <p>I can design the algorithm for my project</p> <p>I can design the program flow for my project</p> <p>Vocab: Micro:bit, design, task, algorithm, variable, step counter</p>	<p>To develop a program to use inputs and outputs on a controllable device</p> <p>I can create a program based on my design</p> <p>I can test my program against my design</p> <p>I can use a range of approaches to find and fix bugs</p> <p>Vocab: Plan, create, code, test, debug</p>
<p>RSHE</p> <p>How do friendships change as we grow?</p> <p>How can friends communicate safely?</p> <p>What role does money play in our lives</p>	<p>Online Relationships</p> <p>I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.</p> <p>Vocab:</p>	<p>Look after it</p> <p>I can explain what a financial risk is.</p> <p>I can give some examples of financial risks.</p> <p>I can discuss some ways these can be avoided.</p> <p>Vocab: money, investment, gain, interest, risk, bankrupt, inflation, value, scam, steal, gamble, profit, save, future</p>	<p>Critical consumers</p> <p>I can say some of the ways retailers try to influence our spending</p> <p>I can discuss how to be a critical consumer</p> <p>Vocab: Money, retailer, manufacturer, advertise, influence, critical, consumer</p>	<p>Value for money and Ethical Sending</p> <p>I can discuss what it means to get 'value for money'</p> <p>I can explain how we know if things are good value for money</p> <p>I can discuss fair trade and ethical spending</p> <p>Vocab: Money, value, cost, amount, retail, availability, price, ethical spending, environment, impact, fair trade</p>	<p>Budgeting</p> <p>I can explain what a budget is</p> <p>I can give reasons why budgeting can be helpful</p> <p>I can discuss how to make a budget</p> <p>Vocab: money, want, need luxury, necessity, wages, income, outgoings, spending, budget</p>	<p>Money and emotional wellbeing</p> <p>I can discuss how people's priorities can affect spending decisions.</p> <p>I understand how this can affect people's emotional wellbeing.</p> <p>I can talk about why people might borrow money.</p> <p>I understand that we need to view other people's choices with kindness and respect.</p> <p>Vocab: emotional wellbeing, priorities, want, need, afford, comfortable, uncomfortable, borrow, spending, choice, decision</p>	
<p>PE</p> <p>Rounders</p>	<p>To develop the bowling action and understand the role of the bowler.</p> <p>Snowball tag</p> <p>Underarm bowl</p> <p>Bowling focus - rounders</p> <p>Vocab: retrieve, co operatively, consistently</p>	N/A	<p>To develop batting technique.</p> <p>Follow me</p> <p>Batting technique</p> <p>Diamond batting</p> <p>Mini rounders</p> <p>Vocab: Batting, pressure, strike</p>	<p>To make decisions about where and when to send the ball to stump a batter out.</p> <p>Number game</p> <p>Stretches</p> <p>Stumped out</p> <p>Stumping out</p> <p>Stumping second and fourth</p> <p>Vocab: overtake, retrieve, batting</p>	<p>To develop a variety of fielding techniques and when to use them in a game.</p> <p>Cluster fitness</p> <p>Stretches</p> <p>Two handed pick up and throw</p> <p>Retrieving a ball</p> <p>Deep catching</p> <p>Mini rounders</p> <p>Vocab: obstruction, outwit, backing up</p>	<p>To develop long and short barriers in fielding and understand when to use them.</p> <p>Move, catch, throw</p> <p>Long and short barrier</p> <p>Roller ball</p> <p>Rounders</p> <p>Vocab: obstruction, outwit, backing up, batting, pressure, strike, retrieve</p>	<p>To apply the rules and skills you have learnt to play in a rounders tournament.</p>

Music	NA	<i>Learning music for a special occasion</i> Class awards show plan Show song chorus Presenter	NA	<i>Composing a programme music from a visual stimulus</i> Pictures at an exhibition Our pictures Class exhibition	NA	<i>Singing a verse and chorus song</i> Show song verse Lit rap Away with words	NA
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