

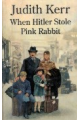
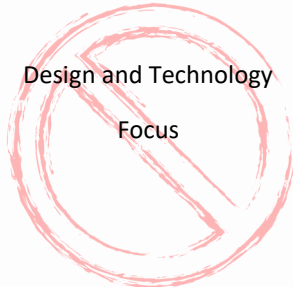









<p>English</p>    <p>Informal letter Poetry Persuasive writing Formal letter Story Non-chronological report</p>	<p>Maths - Hodder</p> <p>Place value</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>Fractions, decimals and percentages</p> <p>Measurement</p> <p>Ratio and proportion</p> <p>Geometry</p> <p>Algebra</p> <p>Statistics</p>	<p>Science</p> <p>Properties and Changes of Materials</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Key Concepts</p> <p>The properties of materials include their chemical properties – solubility, type of reactions etc.</p> <p>These properties result in some mixtures being easily separated</p> <p>In a chemical reaction new substances are made.</p> <p>Most chemical reactions are not reversible.</p>	<p>Geography - Collins - Climate Change</p> <p>Locational knowledge</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>The children will learn about the challenge of changing patterns of weather that contribute to longer-term climate change trends across the globe. This enquiry gives pupils an insight into how changing patterns of weather at different locations around the world are impacting on the lives of real people with whom they can relate. They are also able to appreciate that, generally speaking, the poorer the people and communities are, the more serious the impact often is. Pupils are encouraged to look at the concept of global warming, what is contributing to it on a global scale and to generalise about climate change in the longer term. The enquiry develops the children's understanding about the action that is being taken, during this century, across the world to reduce fossil fuel consumption through the development of renewable sources of energy.</p>	<p>History - Collins - The Trojan Horse.</p> <p>The pupils should be taught about:</p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the Western world.</p> <p>This enquiry invites the children to explore the causes and consequences of the Trojan War, to evaluate the conflicting evidence relating to the famous story of the so-called Trojan Horse. Did the Trojan War really end with the defenders of Troy being duped into both accepting a huge hollow horse and then wheeling it back into what until then had been an impregnable fortress? The children interrogate and reflect upon the nature of the evidence that exists to corroborate the story. They can also consider alternative viewpoints that have been formulated by modern-day historians and archaeologists.</p> <p>Is there sufficient evidence to ascribe the status of historical fact to the story, or whether an alternative label - 'legend' or 'myth' - is more appropriate.</p>
<p>Art</p>  <p>Design and Technology</p> <p>Focus</p>	<p>Design and Technology</p> <p>Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer -aided design</p> <p>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately, select from and use a wider range of materials and components, including construction materials, textiles according to their functional properties and aesthetic qualities</p> <p>Evaluate - investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>The children will understand that the Ancient Greeks had simple resources available to them and that they made sandals which were fit for purpose out of those available resources.</p> <p>They will create a sandal out of leather/leather material and straps. To consider this question: Are these sandals fit for purpose?</p>		<p>PSHE - Jigsaw</p> <p>Dream and Goals</p> <p>I can describe the dreams and goals of a young person in a culture different from mine.</p> <p>Healthy Me</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems relating to body image pressures.</p> 	<p>Religious Education</p> <p>Pupils in upper KS2 will make progress in understanding some of the main beliefs and practices of Christianity as they arise from studying the above concepts. Pupils should begin to grasp the 'big story' and recognise its significance for ways in which many Christians understand the Bible and its importance in exploring God's dealings with humanity. The aims of UKS2 Religious Education are: to enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts; to enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians; to develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.</p> <p>U2.3 Why do Christians believe Jesus was the Messiah?</p> <p>U2.9 Why is the Torah so important to Jewish people?</p> 
<p>Computing - Teach Computing</p> <p>3 Programming A – Repetition in shapes</p> <p>This unit is the first of the two programming units, and looks at repetition and loops within programming.</p> <p>Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns.</p> <p>They will use Logo, a text-based programming language.</p> <p>4. Data and information – Data logging</p> <p>In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>	<p>Physical Education</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Dance Gymnastics Hockey Basketball</p> 	<p>Music - Music Express</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>Our Community - Performance</p> <p>The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community both past and present.</p> <p>Celebration - Performance</p> <p>A lively celebration in song. The celebratory upbeat mood will have any audience joining in.</p> 	<p>French - Language Angels</p> <p>Spring 1: Quel temps fait-il?/What is the weather?</p> <p>In this unit the children will learn how to: • Repeat and recognise the vocabulary for weather in French. • Ask and say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols.</p> <p>Spring 2: Chez moi/ My home</p> <p>In this unit the children will learn how to: • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. • Tell somebody in French what rooms they have or do not have in their home. • Ask somebody else in French what rooms they have in their home. • Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p> 