

	Ash	Birch	Maple	Willow
Whole School Christian Value				
How we Learn: Learning Muscles.				
RE learning	<p>Why is our world special? We will explore ideas about the nature of life on earth and relate them to religious and other beliefs</p> <p>How do I feel about the natural world? (e.g. wonder, amazement, mystery, worry, sadness)</p> <p>What do songs, poems, prayers and stories say about God as the Creator?</p> <p>What different ways can I use to show what I think and believe about our world?</p> <p>How do people show they care / don't care about our world?</p>	<p>Where do we belong? Judaism and the role of the Torah in Jewish daily life and worship. Also we will be exploring aspects of Christianity. Worship: Our termly value is Courage linked to various bible stories.</p>	<p><b>Journeys</b></p> <p>Why are some journeys and places special?</p> <p>Focus- exploring why people believe that some places are special and discovering what practices and events are associated with these places.</p> <p>By the end of the unit, children will be able to say what some Muslim and Christian symbols stand for, know the story of Jonah and express their ideas about the Muslim Hajj (pilgrimage).</p>	<p><b>Why are some Places and Journeys Special?</b> (focus: Rites of Passage in the Christian Faith)</p> <p>Trips to Church with Rev.Jane to use drama/role re-enactment for 'mock' Baptism, Communion, Wedding and Funeral. Dates TBC.</p> <p><b>Y6 Pilgrims' Day</b> to Wells Cathedral Mon 19<sup>th</sup> June 2017.</p> <p><b>Lighting the Candle:</b> A Sense of Wonder: How do we talk to God?</p> <p><b>Y6 preparation of Leavers' Service.</b> Friday 21<sup>st</sup> July TBC</p> <p>Quaker art and display for celebration Weekend. July 9<sup>th</sup> 2017.</p>
English	<p><b>Poetry:</b> Using adjectives to describe animals and movement</p> <p><b>Fiction:</b> journey tale - No Dinner</p> <p>Focus: speech and punctuation</p>	<p><b>Fiction:</b> Warning tale</p> <p>Focus: Openings &amp; settings</p> <p>Text: Kassim and the Hungry Dragon</p> <p><b>Non- fiction:</b> Non Chronological reports -</p>	<p><b>Poetry:</b> Powerful vocabulary to create different imagery</p> <p><b>Fiction:</b> George's Marvellous Medicine</p> <p>A Losing Tale</p>	<p><b>Fiction:</b> Rags to Riches Tale: Jack and the Beanstalk.</p> <p>Focus: Style and vocabulary.</p> <p><b>Non-Fiction:</b> Discussion: Was Jack stealing from the Giant?</p> <p><b>Fiction:</b> Losing Tale:</p>

	<p><b>Non-fiction:</b> recount</p> <p><b>Poetry:</b> using alliteration and similes</p> <p><b>Fiction:</b> Peter and the Wolf Focus: endings</p> <p><b>Non-fiction:</b> non-chronological report on wolves</p> <p>Daily phonics/spelling (Letters and sounds adapted), handwriting and grammar (see school overview)</p>	<p>Dragons</p> <p><b>Fiction:</b> Journey Tale Focus: Character Description Text: Mr Gumpy's Outing</p> <p><b>Non-fiction:</b> Newspaper Report</p> <p>Daily phonics/spelling (Letters and sounds adapted), handwriting and grammar (see school overview)</p>	<p>Focus: Style and Vocab</p> <p><b>Non-Fiction:</b> Instructions 'How to make marvelous medicine'</p> <p><b>Poetry:</b> Theme of suspense/night-time</p> <p><b>Fiction:</b> Reilly A Warning Tale Focus: Suspense</p> <p><b>Non-Fiction:</b> Recount The day I was warned</p> <p>Daily spelling (See overview), handwriting and grammar (see school overview)</p>	<p>Unstoppable. Focus: Character.</p> <p><b>School Play:</b> Reading script, drama, learning lines.</p> <p><b>Poetry:</b> Learn a favourite poem by heart. Prepare to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Rhyme and rhythm patterns and syllable counts. Daily Spelling, grammar and punctuation.(see spelling overview on website)</p>
<p>Maths</p>	<p><b>REC</b> Count, read and write numbers to 20 and beyond. Add and subtract numbers up to 10 using resources and objects. Begin to use part, part, whole to represent number bonds. Recognise different coins and use them in play. Sequence events in a day and begin to tell the time by the hour. Solve problems involving doubling and halving.</p>	<p><b>Year 2</b> Four operations Recap all addition, subtraction, multiplication and division.  Recognise and use the inverse relationship between addition and subtraction, as well as multiplication and division. Use this to check calculations and solve missing number problems. <b>Measurement</b> - choose and</p>	<p><b>Time</b> Convert between different units of measure. Read, write &amp; convert time between analogue and digital 12 and 14 hour clocks. Solve problems involving units of time. <b>Statistics</b> Interpret and present discrete and continuous data using appropriate graphical methods. <b>Angles</b></p>	<p><b>Algebra</b> Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. <b>Geometry - Angles and properties of Shape</b> Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees Draw 2D shapes using given dimensions and angles. Identify: angles at a point and one whole turn (total 360o), angles at</p>

	<p>Use everyday language to talk about weight, height and volume.</p> <p><b>Year 1</b> Place value and counting to and across 100. Count, read and write numbers to 100 in numerals and words. Identify 1 more and 1 less and 10 more and 10 less than any number to 100.</p> <p>Use the four operations within 20 - add and subtract a one digit and two digit number within 20. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Count in steps of 2,5 and 10 Solve one step problems involving addition and subtraction. Measurement: money-</p>	<p>use appropriate standard units. Clock time and statistics. Multiplication tables continue.</p> <p><b>Year 3</b> Revise the four rules mentally and to master using formal column method for addition, subtraction, division and multiplication. Measurement - measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Clock time and statistics. Multiplication tables of 3, 4 and 8 multiplication tables continue.</p>	<p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p><b>Area</b> Find the area of rectilinear shapes by counting squares. Calculate and compare the area of rectangles</p> <p><b>Shape and Symmetry</b> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Use the properties of rectangles to deduce related facts.</p> <p><b>Identify 3D shapes.</b> Estimate volume <b>Position and Direction</b> Describe positions on a 2D grid as coordinates in the first quadrant.</p>	<p>a point on a straight line and <math>\frac{1}{2}</math> a turn (total 180o) other multiples of 90o Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p><b>Geometry - Position and direction</b> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p><b>Converting units</b> Convert between different units of metric measure (, km and m; cm and m; cm and mm; g and kg; l and ml) Use, read, write and convert between</p>
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	recognise and know the value of different denominations of coins and notes and weight and volume			<p>standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3dp.</p> <p><b>Area and Perimeter</b> Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate the area of parallelograms and triangles. Calculate and compare the area of rectangles (including squares), and including using standard units, cm<sup>2</sup>,m<sup>2</sup> estimate the area of irregular shapes. Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p><b>Volume</b> Estimate volume [for example using 1cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water] Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm<sup>3</sup>, m<sup>3</sup> and extending to other units (mm<sup>3</sup>, km<sup>3</sup>) Use all four operations to solve problems involving measure Recognise when it is possible to use formulae for area and volume of shapes.</p>
PE	<b>Swimming</b> - gaining water confidence including putting head under water, using arms and legs to propel themselves	Cricket - Strike a bowled ball with accuracy. Field tactically by anticipating	Y4/5 Swimming ♣ swim competently, confidently and proficiently over a distance of at least 25	Swimming Swim over 100 metres unaided. • Use breast stroke, front

	<p>through the water, float on backs and tummies, understand how to stay safe in the pool.</p> <p><b>Athletics</b> - running, skipping with a rope, throwing skills, hopping and jumping over things</p> <p><b>Welly walk</b> - road safety and building stamina for longer walks</p> <p><b>Dance</b> - using space safely, linking movements, working with a partner to create movement sequences, rehearsing and performing. Knowing the six actions of dance: jump, turn, fall, gesture and travel and stillness.</p> <p><b>Daily warm-up</b> focusing on balancing, safe stretching, counting and sequencing movement, fine and gross motor skills in preparation for writing.</p>	<p>the direction of play. Uphold the spirit of fair play and respect in all competitive situations</p> <p>Athletics - sprinting, long distance running, long jump, distance throwing.</p> <p>Swimming - to develop further water confidence and to swim competently, confidently and proficiently over an increasing distance.</p>	<p>metres</p> <ul style="list-style-type: none"> <li>♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>♣ perform safe self-rescue in different water-based activities</li> </ul> <p>Y4/5 Tennis Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition</p> <p>Y4/5-Cricket Strike a bowled ball with accuracy. Field tactically by anticipating the direction of play. Uphold the spirit of fair play and respect in all competitive situations</p>	<p>crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <ul style="list-style-type: none"> <li>• Swim fluently with controlled strokes</li> <li>• Turn efficiently at the end of a length.</li> </ul> <p>Cricket (5 sessions with coach) &amp; Rounders Strike a bowled ball with accuracy. Field tactically by anticipating the direction of play. Uphold the spirit of fair play and respect in all competitive situations</p> <p><b>Athletics</b></p> <p>Sprinting Choose the best pace for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. Compete with others and keep</p>
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				track of personal best performances, setting targets for improvement
Computing	<p><b><u>Multimedia</u></b> I can add text to an image, record and upload an image label a photo, create an interactive story. I can present information using green screening.</p> <p><b><u>Handling data</u></b> I can collect data about weather and make a pictograph.</p> <p><b><u>Programming</u></b> I can build and debug sequences. I can draw my initial</p> <p><b><u>Online Safety</u></b> I ask an adult to be with me when I go on the internet. I am kind to my friends. I never give anyone my password or whole name. I tell an adult if I see something that upsets me.</p>	<p><b><u>Multimedia</u></b> <b>Animate My Animal</b> I can use technology to organise and present my ideas in different ways I can save and open files on the device I use</p> <p><b><u>Programming</u></b> <b>Exploring my topic with a Floor robot</b> I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I can program a robot to do particular tasks. I can watch a program execute and spot where it goes wrong so that I can debug it. I can look at my friend's program and tell you what will happen.</p> <p><b><u>Online-Safety</u></b> I can talk about why it is important to be kind and polite</p>	<p><b>Technology in our Lives: e-Safety:</b> <b>I Am Healthy</b> I can tell my friends about the sensible choices I make when using a device (Y4) I evaluate my own and others' choices when using games and devices (Y5)</p> <p><b>Multimedia</b> <b>Using i-Movie</b> We are learning to give constructive feedback to my friends, to help them improve their work and refine my own work. We are learning to be confident to explore new media</p> <p><b>Technology in our lives.</b> Where is my information? Talk about the school network and different resources they can access Create a learning resource for others</p> <p><b>Handling Data</b> <b>My favourite Games</b> Collect data about games</p>	<p><b>Programming</b> <b>My Scratch Merry Go Round</b> I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. I can refine a procedure using repeat commands to improve a program I can use a variable to increase programming possibilities. I can change an input to a program to achieve a different output. I can use 'if' and 'then' commands to select an action. I can talk about how a computer model can provide information about a physical system. I can use logical reasoning to detect and</p>

		online and in real life.	Create branching database	<p>debug mistakes in a program.                      I can use logical thinking, imagination and creativity to extend a program.</p> <p><b>Handling Data</b>  <b>Answer my Questions</b>                      I can plan the process needed to investigate the world around me.                      I can select the most effective tool to collect data for my investigation. I use the skills I have developed to interrogate a database.                      I can interpret the data I collect.                      I can present the data I collect in an appropriate way</p>
MFL	<p><b>Spanish</b>                      Continue to develop skills in speaking Spanish including: counting to 20, naming colours and days of the week, family, animals and asking questions and greetings</p>	<p>Introduction to the French language and culture.</p>	<p><b>To speak confidently</b>                      Listen &amp; engage in conversations, expressing opinions                      Speak in simple language &amp; be understood                      Demonstrate a growing vocabulary.</p> <p><b>To understand the culture</b></p>	<p><b>Modern Languages:</b> French                      French Breakfast/petit déjeuner en juillet TBC                      To continue weekly revision of classroom instructions, colours, numbers, etc                      Understand the main points in spoken passages.                      Take part in conversations to</p>

			<p><b>of the countries in which the language is spoken</b> Describe with some interesting details some aspects of countries or communities where the language is spoken</p>	<p>seek and give information. Refer to recent experiences or future plans, everyday activities and interests linked to Les Vacances. Vary language and produce extended responses. Be understood with little or no difficulty.</p>
PSHE/Learning to Learn	<p><b>Team Ant-</b> how to work as a team including taking turns , listening to others and showing respect for other peoples' opinions.</p> <p><b>Tough tortoise</b> - how to be resilient including using the 6 Bs.</p> <p>Mindfulness techniques to calm and focus</p>	<p>Open Mindset work. Using Blooms taxonomy to become pre positive , independent learners. <i>Recap the book: Your fantastic elastic brain- by JoAnn Deak: Exploring brain and mindset</i></p>	<p><b>1. Relationships</b> -friendships -self-esteem -empathy</p> <p><b>2. Changes</b> - looking forward</p> <p>Relaxation techniques to help focus and calm will be taught throughout the year.</p>	<p>Changes. Relationships.</p>
<p>Learning Experience 1</p> <p>Week 2 - 6</p>	<p><b>Mexico</b> Children will plan their own learning pathway from a choice of:</p> <ul style="list-style-type: none"> <li>• food</li> <li>• rainforests</li> <li>• festivals</li> <li>• landscape</li> <li>• people</li> </ul>	<p>Science - <b>Plants</b></p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable</p>	<p>History focus Ancient Greece To investigate and interpret the past Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. To understand chronology</p>	<p>Ancient Greece - History focus. WoW! Day travelling to Greece by plane, remember your luggage! Mon 24th April. Use sources of evidence to deduce information about the past Select suitable sources of evidence, giving reasons for choices</p>



	<p>Learning will focus on:</p> <ul style="list-style-type: none"> <li>• asking questions and finding out information using books and the internet</li> <li>• working effectively in groups and independently</li> <li>• developing and using new topic vocabulary</li> <li>• following own interests sharing learning through presentations</li> </ul>	<p>temperature to grow and stay healthy.</p> <p><b>Animals</b> (skeletons)</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Use dates and terms accurately in describing events.</p> <p>To communicate historically Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul>	<p>Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
Maths Focus	<p>Handling data - pictograms weighing and volume in cooking</p> <p>Using money in role-play</p>	Handling data	Number- dates	
Writing Focus	<p>Writing questions using capital letters and question marks.</p> <p>Descriptive writing</p> <p>Report writing - rainforest animals, habitats and environment</p>	<p>Scientific writing</p> <p>Keep a diary of plant growth, beans, sunflowers, bedding plants.</p>	<p>Recounts</p> <p>Information leaflets</p>	Writing in role as Greek child.
Spoken Word	<p>Using thinking and talking floor books children will contribute to class discussions and talk about what they know and what they</p>	<p>Ask relevant questions to extend understanding and knowledge</p>		<p>Select and use appropriate registers for effective communication e.g. formal and informal language and use of 'one'.</p>

		want to find out. They will be encouraged to ask questions.  P4C - Using 'because' to justify their point of view, using 'agree' and 'disagree' to connect with other peoples' ideas. Showing respect and understanding that it is OK to change our minds or have different opinions from others.			Consider and evaluate different viewpoints. (link to Ancient Greek Topic) Gain and maintain and monitor the interest of listener/s.
Other curriculum areas covered e.g. Music/Art/DT Focus	<p><b>DT</b> Design and make a pinata Cooking - cook Mexican food, cutting fruit.</p> <p><b>Music</b> Listening to Mexican music and identifying different instruments.</p> <p><b>Arts Week</b> Mosaics - Aztecs Clay - masks</p> <p><b>Computing</b> Create a weather report using green screening</p>	<p><b>Art</b> Making careful observations of plants - careful sketches of leaves and flowers.</p> <p><b>ICT</b> Collect data to create graphs.</p> <p><b>Computing</b> <b>Handling Data 2</b> Making my habitat branch and block graphs about animals</p>	<p>Geographical maps</p> <p>Greek myths</p> <p>Sketching of Greek gods</p> <p>Creating our own mythological beasts- poetry and drawing.</p> <p>Creating clay pots and other Greek 'artefacts'</p>	<p><b>Music-</b> explore the music of Ancient Greece. Find out about musical instruments, dances and celebrations.</p> <p>Look at the musical patterns used in Ancient Greece and replicate sounds on percussion instruments. Continue to compose short pieces of music and study the theory of Music.</p> <p><b>Arts Week</b> -linked to Topic Greek artefacts, made from clay, mosaics etc</p>	
PSHE/ Learning to Learn	Developing skills to be a resilient, reflective and collaborative learner.	Developing skills to be a resilient, reflective and collaborative learner.	Developing skills to be a resilient, reflective and collaborative learner.	Developing skills to be a resilient, reflective and collaborative learner.	Developing skills to be a resilient, reflective and collaborative learner.

	Linked extended home learning projects	N/A	<p><u>Learning Log:</u> Design a maths game which will help you learn the Instant Recall Facts for this term. Write instructions on how to play a maths game. Think about how many people are needed to play, how to score points and how you know someone has won.</p>	<p><b>History Focus:</b> Research an area of Ancient Greece.</p>	<p>Choice of 5 tasks e.g. 1. What made Ancient Greeks so powerful? Your task is to produce a shield. What happened at the theatre? Your task is to produce a Greek Scroll or mask etc</p>
Week 2 - 6	<p>Learning Experience 2</p>	<p>Children will plan their own learning pathway from a choice of:</p> <ul style="list-style-type: none"> <li>• Pirates</li> <li>• Under the sea</li> <li>• Desert Islands</li> </ul> <p>Learning will focus on:</p> <ul style="list-style-type: none"> <li>• asking questions and finding out information using books and the internet</li> <li>• working effectively in groups and independently</li> <li>• developing and using new topic vocabulary</li> <li>• following own interests sharing learning through presentations</li> </ul>	<p>Local History Study: <b>Battle of Sedgemoor</b></p> <p>Significant historical events, people and places in their own locality.</p>	<p><b>Life Cycle of Plants</b></p> <p><b>To work scientifically:</b> To ask relevant questions Take measurements, using a range of scientific equipment, with increasing accuracy and precision. Record data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs, and models. Present findings in written form, displays and other presentations. Use test results to make predictions to set up further comparative and fair tests</p> <p><b>To understand plants</b> Explore the requirements of</p>	<p>The Eye Focus: Science</p>

				<p>plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	
Maths Focus	<p>Map reading - co-ordinates measuring length - ships and sails</p> <p>Direction and turning, positional language</p>	Data Handling	<p>Measure</p> <p>Data collection</p> <p>Graphs</p>		
Writing Focus	<p>Pirate rules</p> <p>report writing - sea creatures</p> <p>recount - visit to the Sea life Centre</p>	<p>Newspaper article about the Battle</p> <p>Diary writing</p>	<p>Explanation</p> <p>Non-chronological report</p> <p>Instruction writing</p>	<p>Non chronological report linked to The Eye.</p>	
Music/art/DT Focus	<p><u>Art</u></p> <p>Sketching and painting fish</p> <p>mixing sea colours</p> <p><u>DT</u></p> <p>paper mache - 3d fish</p> <p><u>Dance</u></p>	<p><u>Art</u> - discuss the paintings</p> <p><u>ICT</u> - green screening the historical event</p>	<p>Observational sketches of plants</p>	<p>Music for Play focus.</p> <p>Possibly some Prop making.</p>	

		Pirate dance - hornpipe			
	Spoken word	Using thinking and talking floor books children will contribute to class discussions and talk about what they know and what they want to find out. They will be encouraged to ask questions.  P4C - Using 'because' to justify their point of view, using 'agree' and 'disagree' to connect with other peoples' ideas. Showing respect and understanding the it is OK to change our minds.  Poetry Performance	Presentations Drama - re-enactment of the battle	Questions Discussion	Participate in discussions, presentations, performances (School Play), role play, improvisations and debate. (link to Huish Academy Public Speaking Competition JuneTBC)
	Linked extended home learning projects	N\A	Learning Log: Choose a Local History Study of your choice e.g. a local historical building, famous person,	Independent Learning Project- Science focus Plants	