

Summer 1 Back to Our Roots

Maths

Graphs and Averages

Position and Movement

All 4 operations

SAT Revision of all topics

English

• In narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses.

• Integrate dialogue in narratives to convey character and advance the action, using correctly punctuated speech

• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

History

N/C Pupils should be taught to

Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Britain's settlement by Anglo-Saxons and Scots

- Study different aspects of different people - differences between men and women
- Examine causes and results of great events and the impact on people
- Compare life in early and late 'times' studied
- Compare an aspect of life with the same aspect in another period

English Texts

Odd and the Frost Giants

Guided reading

Viking Voyagers

Class reader

There's a Boy in the Girls Bathroom

Science

Pupils should be taught to:

Evolution and Inheritance

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. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

- 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
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Art

N/C Pupils should be taught:

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

About great artists, architects and designers in history

- Awareness of the potential of
- the uses of material.
- Use different techniques, colours
- and textures etc when designing
- and making pieces of work.
- To be expressive and analytical
- to adapt, extend and justify their work.

Computing

N/C Pupils should be taught:

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

- Design, write a debug a program to solve a problem.
- Create a program where an event is triggered by a sensor.
- To understand that the internet is made up of networks of computers around the world that can provide multiple services

DT

Pupils should continue to:

Investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To understand how key events and individuals in design and technology have helped shape the world.

- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests
- Record their evaluations using drawings with labels
- Evaluate against their original criteria and suggest ways that their product could be improved

PE Rounders

N/C Pupils should continue to

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.

- Takes part in competitive games with a strong understanding of tactics and composition.
- Can create their own games using knowledge and skills.
- Modifies competitive games.
- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Shows confidence in using ball skills in various ways and can link these together effectively.

RE

Islam

Beliefs and moral values

Theology – Beliefs:

Look at how far people go to stand up for what they believe in

Look at what motivates us to take certain actions

Look at how different people see different things as important

Look at what influences our own opinions and beliefs

Philosophy – Find out:

Explore what 'leading a good life' looks like

Explore the effort Muslims put in to follow the teachings of Allah

Explore how Muslims interpret their holy book and how this influences their views on leading a 'good life'

Social Sciences – Impact of beliefs:

Discuss the most important ways Muslims may try to follow the teachings of Allah

Discuss what righteous means to Muslims

Discuss whether believing in Akhirah helps Muslims lead a good life

Discuss our own positive visions for the world

Music

Pupils should be taught to:

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.

- Perform using notation as a support.
- Sing songs with staff notation as support.
- Identify different speeds of pulse (tempo) by clapping and moving.
- • Improvise rhythm patterns.
- • Perform an independent part keeping to a steady beat.
- • Identify the metre of different songs through recognising the pattern of strong and weak beats.

GPS

Punctuation

- Using semi-colons to mark boundaries between independent clauses
- Using colons to mark boundaries between independent clauses
- Using dashes to mark boundaries between independent clauses
- Use of the semi-colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
- Use of the colon to mark the boundary between independent clauses
- Use of the dash to mark the boundary between independent clauses
- Terminology for pupils: •colon •semi-colon

Spanish

Pupils should be taught to:

Speak in sentences, using familiar vocabulary, phrases and basic language structures

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Geography

Pupils should be taught:

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

- Begin to suggest questions for investigating
- Begin to use primary and secondary sources of evidence in their investigations.
- Investigate places with more emphasis on the larger scale; contrasting and distant places
- Collect and record evidence unaided
- Draw a variety of thematic maps based on their own data.
- Begin to draw plans of increasing complexity.
- Use atlases to find out about other features of places. (e.g mountain regions, weather patterns.)
- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life