

Summer 2 Back to Our Roots

Maths

Investigations and mathematical Projects utilising real world applications for maths.

History

N/C Pupils should be taught to

Study the 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

- 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.

English Texts

Boy 87

Guided reading

Viking Voyagers

Class reader

There's a Boy in the Girls Bathroom

Science

Pupils should be taught to:

Living things and their habitats

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

- Give reasons for classifying plants and animals based on specific characteristics
- Explain why different animals have different characteristics
- Explain what adaptation means

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

N/C Pupils should continue to:

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 and annotated sketches. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.

- 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

RE

Islam

Give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.

Explain how believing in Akhirah influences Muslims to do their best to lead good lives.

Recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.

PE

Athletics

N/C Pupils should continue to

- **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.**
- Beginning to build a variety of running techniques and use with confidence.
- Can perform a running jump with more than one component.
- e.g. hop skip jump (triple jump).
- Beginning to record peers performances, and evaluate these.
- Demonstrates accuracy and confidence in throwing and catching activities.
- Describes good athletic performance using correct vocabulary.
- Can use equipment safely and with good control.

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

Perform to an audience

Recall key vocabulary and structures learned

Write short sentences, using a model

Use a dictionary as appropriate

Read authentic texts for enjoyment and for information

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