



YEAR A - SUMMER 1
Key Stage: Upper Juniors
Topic: National Parks

| YEAR A - SUMMER 1 | | |
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| English | Maths | |
| | Year 5 | Year 6 |
| <p><u>Harry Potter and the Philosopher's Stone</u></p> <p>Children are taken through a journey of contrasting scenes and are inspired by the range of moods Rowling creates with her detailed and engaging setting descriptions. They go on to write a rich description where characters transport from one setting to another.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed settings in what pupils have read or listened to describing settings using a wide range of devices to build cohesion within and across paragraphs <p><u>Harry Potter and the Chamber of Secrets</u></p> <p>Children write their own magical stories using a balance of action, description and speech.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p><u>Amazing Grace</u></p> <p>This poem is studied to explore the vast range of deep emotions that the poet experienced throughout his life. Children study the Christian themes in each verse. They also explore rhythm and rhyming structure and apply it in their own writing.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action | <p>Position and direction</p> <ul style="list-style-type: none"> 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 Pupils recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axes. <p>Shape</p> <ul style="list-style-type: none"> 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 <p>Revision of the 4 operations</p> | <p>Position and direction</p> <ul style="list-style-type: none"> describe positions on the full coordinate grid (all 4 quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes Pupils draw and label a pair of axes in all 4 quadrants with equal scaling. This extends their knowledge of one quadrant to all 4 quadrants, including the use of negative numbers. <p>Shape</p> <ul style="list-style-type: none"> compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons <p>Revision of the 4 operations</p> |

| | Computing | History | Geography |
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| Description | Children will learn to code and debug on Crumble | | National parks - children compare the New Forest to Yellowstone National park |
| NC Objectives | <ul style="list-style-type: none"> 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 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | | <ul style="list-style-type: none"> Understand the location and characteristics of a range of the world's most significant human and physical features. Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. |
| Substantive Knowledge | <ul style="list-style-type: none"> Children will learn to debug their algorithm Children will learn to program the Crumble microchip to create a simple movement | | <p>Locational knowledge</p> <ul style="list-style-type: none"> 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>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America physical geography, including: climate zones, biomes and vegetation belts <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including: the distribution of natural resources including energy, food, minerals and water |
| Disciplinary Skills | <ul style="list-style-type: none"> Children understand how to use a range of sequences, selections and repetition commands combined with variables as required Children understand how to write generic codes across multiple projects Children critically evaluate their work and suggest improvements Children understand how to use conditions in repetition commands Children understand how to create programs that control physical systems | | <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-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 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| Vocabulary | Input, process, output, flashing, USB, selection, condition, if... then... else, variable, random, navigation, design, task, step counter, plan, create, code, test, debug | | Tourism tourist landforms bodies of water geyser |
| Assessment | Can children program the Crumble microchip to create a simple movement | | Essay-Who are Britains National Parks for? |

| | Art | DT | Science |
|-----------------------|-----|---|---|
| Description | | Children learn how to sew, then design and create their own eco-friendly bags | Children learn about the properties of materials and follow their own line of enquiry to investigate |
| NC Objectives | | <ul style="list-style-type: none"> • 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 and pattern pieces • select from and use a wider range of tools and equipment to perform practical tasks, accurately • select from and use a wider range of materials and components, including construction materials, textiles and according to their functional properties and aesthetic qualities • 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 | <p>Children:</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic |
| Substantive Knowledge | | <ul style="list-style-type: none"> • Design - describe the purpose of product; develop design criteria; model ideas • Make - confidently select tools and equipment, including material that is fit-for-purpose; measure and cut accurately; accurately assemble and join • Evaluate - identify strengths and weaknesses throughout the process, adapting where necessary; analyse how well products have been designed and made; evaluate against original design • Technical knowledge - understand that materials have functional and aesthetic qualities; recognise that materials can be combined and mixed | <p>Children:</p> <ul style="list-style-type: none"> • Describe the properties of everyday materials including their hardness, solubility, transparency, conductivity and response to magnets and use this knowledge to sort them in different ways • Know the difference between solids, liquids and gases and can make decisions about how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic |
| Disciplinary Skills | | <ul style="list-style-type: none"> • To apply the substantive knowledge of the existing products and materials to create their own bag • Make thoughtful improvements based on evaluation • Apply learning from other subjects (maths, science and art) to help design, make and evaluate products that work | <p>Children</p> <ul style="list-style-type: none"> • Follow a line of enquiry, (for example investigating rates of dissolving) by taking measurements, using a range of scientific equipment, with increasing accuracy and precisions, taking repeat readings where appropriate |
| Vocabulary | | Cut stitch tie thread knot needle pattern seam reinforce fastenings | Materials properties synthetic conductivity permeable flammable flexible soluble thermal |
| Assessment | | Children sew their own eco-friendly bag | Headstart assessment on the properties of materials |

| | PE | Music | Religious Education | |
|-----------------------|--|---|---------------------------------|--|
| Description | Indoor - athletics Outdoor - strike and field | Children study <i>A Bao A Qu</i> by Mason Bates and create and perform a 'fantastic beast' composition | Description | UMMA: Children will learn how Muslims demonstrate their commitment to Umma |
| NC Objectives | <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles Develop flexibility, strength, technique, control and balance Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 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. | Living Difference Concept Cycle | <p>Communicate To consider which different groups they belong to and whether these groups have rules or traditions to follow</p> <p>Apply To consider how belonging to a group of people with similar interests/beliefs may makes them feel</p> <p>Inquire To understand that the term Umma refers to the world wide community of Muslims</p> <p>Contextualise To describe how Muslims show they belong to the Islamic community through declaring their faith, prayer, pilgrimage, charity giving and fasting</p> <p>Evaluate What is it important for Muslims to demonstrate Umma</p> |
| Substantive Knowledge | <p>Athletics</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and combination Develop flexibility, strength, technique, control and balance <p>Strike and field</p> <ul style="list-style-type: none"> Use running, jumping, sending an object and receiving an object in combination play competitive games, modify where appropriate and apply basic principles suitable for attacking and defending. | <ul style="list-style-type: none"> Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments Explore and use a wider range of developmental structures and expressive structures | | |
| Disciplinary Skills | <ul style="list-style-type: none"> Choose the best pace for a running event, so that they can sustain their running and improve on a personal target Show control at take-off in jumping Show accuracy when throwing for distance. strike a bowled ball; use a range of fielding skills, eg catching, throwing, bowling, intercepting. use and apply the basic rules consistently and fairly understand and implement a range of tactics in games | <ul style="list-style-type: none"> Demonstrate accurate and fluent instrumental skills and use them to perform Recognise which refinements need to be made and explore a range of different strategies Understand, select and use a range of notation for specific purposes Respond to, identify, compare and contrast music with an awareness of context and purpose. Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. | Religious Traditions | ISLAM |
| Vocabulary | Sprint, Pace, Long Jump, Vortex, Bowling, Fielding, Batting, Accuracy. | Structure, palindrome, pitch, harmonic minor scale stave EGBDF FACE B flat, C sharp | Vocabulary | Community, belonging, faith, dedication, pilgrimage, Umma, |
| Assessment | Athletics - to achieve a personal best Strike and field - competitive game play | Perform fantastic beast compositions as a class and small group | Assessment | To demonstrate their understanding of how Muslims might demonstrate that they belong to Umma (the worldwide community of Muslims) |

| | PSHE | MFL (French) | |
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| Description | Relationships: children learn about having a healthy relationship with technology and staying safe online | Children learn to describe their hobbies | |
| NC Objectives | <p>PSHE Association</p> <ul style="list-style-type: none"> Recognise ways in which the internet and social media can be used both positively and negatively Understand the different ways information and data is shared and used online Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images Know how text and images in the media and on social media can be manipulated or invented Know where to get advice and report concerns if worried about their own or someone else's personal safety Understand that someone may behave differently online, strategies for recognising risks, harmful content and contact; how to report concerns | <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly | |
| Substantive Knowledge | <ul style="list-style-type: none"> I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I understand there are rights and responsibilities in an online community or social network I know there are rights and responsibilities when playing a game online I can recognise when I am spending too much time using devices (screen time) I can explain how to stay safe when using technology to communicate with my friends | <ul style="list-style-type: none"> Name different hobbies Say if they like/dislike different hobbies Write about different hobbies | |
| Disciplinary Skills | <ul style="list-style-type: none"> Know how to keep building my own self-esteem Recognise when an online community feels unsafe or uncomfortable Recognise when an online community is helpful or unhelpful to me Recognise when an online game is becoming unhelpful or unsafe Identify things I can do to reduce screen time, so my health isn't affected Recognise and resist pressures to use technology in ways that may be risky or may cause harm | <ul style="list-style-type: none"> Listen and show understanding of short phrases through physical response Use familiar vocabulary to say a short sentence using a language scaffold Name the gender of nouns, name the indefinite article for both genders and use correctly Repeat modelled short phrases Recognise a familiar question and respond with a simple rehearsed response. | |
| Vocabulary | Attributes self-esteem responsibility age-limit social network risky trustworthy screen time device | tennis football guitare musique equitation gymnastique jeux-vidéos cricket piano natation lecture danse | |
| Assessment | Children identify how they can have a healthy relationship with technology, including social media and screen time | Children describe their hobbies and activities they like and dislike | |