



Summer 1 YEAR B
Key Stage: Upper Juniors
Topic: Globalisation

Summer 1 Year A		
English	Maths	
	Year 5	Year 6
<p><u>Information pages - Hobby</u></p> <p>Exposing the children to lots of different information texts allows them to build up a bank of techniques, equipping them to write a page about a hobby that they are passionate and knowledgeable about.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> READING: continuing to read and discuss an increasingly wide range of non-fiction and reference books or textbooks WRITING: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p><u>Shame and Pain</u></p> <p>Little Women is a heritage text, which is loved by adults and children alike to this day. In this extract we study the techniques Louisa May Alcott uses to evoke an atmosphere of suspense and shame as Amy crosses the classroom with everybody watching. We then go on to use these techniques in our own writing.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> READING: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence WRITING: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <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"> READING: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader WRITING: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<p>Geometry: 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>Number: <i>Place Value and Four Operations Consolidation and mastery</i></p> <ul style="list-style-type: none"> multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers Multiply and divide numbers mentally, drawing upon known facts Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context 	<p>Fractions, Decimals and Percentages</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths multiply proper fractions and mixed numbers by whole numbers read and write decimal numbers as fractions recognise and use thousandths round decimals with 2dp to the nearest whole number and to 1dp read, write, order and compare numbers with up to 3 decimal places solve problems involving decimals write percentages as a fraction with denominator 100, and as a decimal fraction solve problems which require knowing percentage and decimal equivalents <p>Consolidation</p> <p>Reasoning Maths Project</p>

	Computing	History	Geography
Description	Children will learn to code and debug on Crumble		Globalisation has made the world a better place. To what extent do you agree?
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"> 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 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
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 		<ul style="list-style-type: none"> Know what is meant by fair trade. Know what globalisation is. Know that rich countries sometimes pay too little for goods and why they can. Know how countries make agreements about trade, including whether to charge extra tax on imports Know that globalisation affects trade (focus on fashion) Know that globalisation affects trade (focus on food) Know what the UK and other countries import and export. Know the effects that globalisation has had on the world. (positives and negatives)
Disciplinary Skills	<ul style="list-style-type: none"> Understand how to use a range of sequences, selections and repetition commands combined with variables as required Understand how to write generic code across multiple projects Understand how critically evaluate their work and suggest improvements Understand how to use conditions in repetition commands Understand how to create programs that control physical systems 		<ul style="list-style-type: none"> Confidently use fieldwork to observe, measure, record and present the human and physical features in the local area Know how to use a 'Primary Atlas'. Know how Digi maps locate places, show then and now and show OS map symbols. Know that a map key is also called a legend. Know how to read 6-figure grid reference. Know the 8-point compass (N, E, S, W, SW, NW, NE and SE) and give directions using them. Know a range of OS symbols. Know how to suggest geographical questions to investigate, collecting and recording evidence Know how to create a simple thematic map e.g. location of temperate rainforests. Compare land use maps of the UK from the past and present (WW2) Choose a style of thematic map to show data, e.g. WW2 and now, UK distribution of Natural gases or renewable energy. Know how to use Google Earth to locate a place of interest
Vocabulary	Input, process, output, flashing, USB, selection, condition, if... then... else, variable, random, navigation, design, task, step counter, plan, create, code, test, debug		Globalisation, advantages, disadvantages, import, export, international trade, transport, cultural, international corporation
Assessment	Can children program the Crumble microchip to create a simple movement		EOUWO- Globalisation has made the world a better place. To what extent do you agree?

	Art	DT	Science
Description		Children learn how to sew, then design and create their own eco-friendly bags (year 5 only)	Children learn about evolution and inheritance
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 • generate, develop, model and communicate their ideas in a range of ways • select from and use a wider range of tools/ materials • investigate and analyse a range of existing products • evaluate their ideas and products 	<ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information • Know 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
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>Natural selection</p> <ul style="list-style-type: none"> • Know that living things produce offspring of the same kind. • Know offspring are similar to but not identical to parents (variation). • Evolution is the change of physical form in a population over a long-time span. • Natural selection is the process which controls that change. • In any population there is variation and competition for resources (food, water, mates). • Understand that variation has meant living things have changed over time. • Understand that variation means that animals become more or less able to survive where they live. • Those that are not well adapted will eventually go extinct. • Know that animals and plants that are able to survive are adapted to suit their environment and that this adaptation may lead to evolution. • Over a long enough timeline all organisms in a population will have successful features. • Know that living things changes over time (evolution) • Know that the process of adaptation leads to evolution • This is known as the Theory of Evolution by Natural Selection and was developed by Charles Darwin in 1859
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 	<ul style="list-style-type: none"> • Know how to raise their own relevant questions about the world around them in response to a range of scientific experiences • Know how to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; • Know how to explore and talk about their ideas • Know how to ask their own questions about scientific phenomena • Know how to select and plan the most appropriate type of scientific enquiry • Know how to make their own decisions about what observations to make • Know how to plan, set up and carry out comparative and fair tests • Know which is the most appropriate equipment • Know how to take measurements using a range of scientific equipment • Know how to make careful and focused observations • Know that keys are used and how to use them • Know how to record to identify, classify and describe living things and materials. • Know how to record data from a choice of familiar approaches • Know how to notice patterns and draw conclusions • Know how to use their scientific knowledge and understanding to explain their findings • Know how to identify patterns that might be found in the natural environment; • Know how to look for different causal relationships in their data • Know how to discuss the degree of trust they can have in a set of results • Know how to independently report and present their conclusions • Know how to use their test results to identify when further tests are needed • Know how to use test results to make predictions for further tests • Know how to use relevant scientific language and illustrations • Know how to talk about how scientific ideas have developed over time.
Vocabulary		Cut stitch tie thread knot needle pattern seam reinforce fastenings	Fossil species inheritance adaptation environment evolution offspring parent

Assessment		Assess final product against the design criteria	Headstart quiz on evolution and inheritance
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	PE	Music	Religious Education	
Description	Athletics Striking/Field Games (Cricket)	Children learn about rapping and create a rap using a common hook and verses	Description	WISDOM Children will look at a range of proverbs from different religious traditions and non, and consider whether the advice is still relevant today.
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 develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns 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, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 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	Inquire <ul style="list-style-type: none"> To understand the terms wisdom and knowledge and can sort different statements accordingly Contextualise <ul style="list-style-type: none"> To accurately describe the Christian story of creation and identify the original sin committed by Adam and Eve To select proverbs from the Bible that they consider to be important and describe why To describe how King Solomon showed himself to be wise To consider some excerpts from the Qur'an and consider which advice would be most difficult to follow and why Evaluate <ul style="list-style-type: none"> To discern and describe the value of the Qur'an for Muslims and the Bible for Christians. To reflect on whether the wisdom that is shared in the Qur'an and Bible is still useful/relevant today. Communicate <ul style="list-style-type: none"> To share what they think is meant by the term wisdom. To communicate who they consider to be wise and why. Apply <ul style="list-style-type: none"> To consider whether being wise is the same as being clever or having knowledge
Substantive Knowledge	Athletics <ul style="list-style-type: none"> Know that there is a range of throwing actions, e.g., push, pull, sling, using different equipment. Know when to apply appropriate pace judgment for the running distance to be covered. Know when to apply the appropriate throwing and jumping technique to achieve maximum distance and height. Striking and Fielding <ul style="list-style-type: none"> Know that taking up positions in a game will impact a team's success. Know what is needed to score more runs. Know when tactics will help the situation and outwit the opponents. 	<ul style="list-style-type: none"> Identify and understand more complex rhythm patterns and metres Use a range of harmonic devices with greater awareness and understanding in different musical contexts Use a broader range of developmental structures and expressive structures 		
Disciplinary Skills	Athletics <ul style="list-style-type: none"> Know how to run, jump, catch and throw in isolation and combination. Know how to combine and perform skills with control. Know how to apply skills that meet the needs of the situation, combining and performing each skill with control at speed. Know how to choose the appropriate speed to run at for the distance to be covered. Striking and Fielding <ul style="list-style-type: none"> Know how to bowl overarm (increasing accuracy, speed, and distance). Know how to hit the ball with purpose. Know how to bowl at different speeds. Know how to work well as part of a team. Know how to participate in competitive games. Know how to perform skills such as retrieving and intercepting 	<ul style="list-style-type: none"> Extend imaginative vocal use, chant and sing in layers including simple part songs with expressive interpretation and awareness of style Recognise which refinements need to be made and know how to make them Understand, select and use a range of notation for specific purposes Respond to, identify, compare and contrast music with an awareness of the music's context and purpose Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary 		
			Religious Traditions	CHRISTIANITY ISLAM
Vocabulary	Wicket keeper, crease, outfield, fast bowl, technique, quality, run up, tournament, awareness, bowling, tactics, straight drive, block, bowled out	rap, pattern, rhyme, rhythm, hook, emphasis, flow, delivery, balance	Vocabulary	Wisdom, knowledge, proverbs, advice, instructions

Assessment	Assessed against Hordle's PE internal assessment criteria..	Write an perform an original rap using a common hook and verses	Assessment	To match the beginning and ending of some proverbs and determine what they mean
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	PSHE	MFL (French)	
Description	Relationships: Children learn how to take care of their own mental health	Children develop their ability to discuss their hobbies and interests.	
NC Objectives	<ul style="list-style-type: none"> Know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health List strategies and behaviours that support mental health Recognise that feelings can change over time and range in intensity Know about everyday things that affect feelings and the importance of expressing feelings Use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways List strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others 	<ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language 	
Substantive Knowledge	<ul style="list-style-type: none"> I know that it is important to take care of my mental health I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when people are trying to gain power or control I can judge whether something online is safe and helpful for me I can use technology positively and safely to communicate with my friends and family 	<ul style="list-style-type: none"> Name different hobbies Say if they like/dislike different hobbies Give opinions and reasons for the hobbies you enjoy or dislike 	
Disciplinary Skills	<ul style="list-style-type: none"> I understand that people can get problems with their mental health and that it is nothing to be ashamed of I can help myself and others when worried about a mental health problem I can recognise when I am feeling those emotions and have strategies to manage them I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control I can resist pressure to do something online that might hurt myself or others I can take responsibility for my own safety/well-being 	<ul style="list-style-type: none"> Listen and show understanding of single words through physical response. Repeat modelled short phrases Recognise a familiar question and respond Use familiar vocabulary to saw a short sentence using a language scaffold Recognise and use the first person possessive adjectives (mon, ma) Name the gender of nouns, name the indefinite article for both genres and use correctly Repeat modelled short phrases To adapt intonation to ask questions 	
Vocabulary	Mental, health, shame, stigma, stress, anxiety, support, loss, grief, power, control, risk, pressure	Au basket, de la batterie, je fais, du vélo, du skate, souvent, quelquefois, le weekend, pendant les vacances, les soirs, mes amis, avec mon équipe, avec mes amis, dans un groupe, sociable	
Assessment	Children reflect on mental health and identify strategies that help them	Writing - children to write about their hobbies	

