



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"> READING: identifying and discussing themes and conventions in and across a wide range of writing WRITING: in narratives, describing settings and atmosphere and integrating <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>Geometry: 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 KS2 content for mastery</p> |

| | Computing | History | Geography |
|------------------------------|--|---------|---|
| Description | Children will learn to generate a Google Form quiz to collect information | | National parks - children compare the New Forest to Yellowstone National park |
| NC Objectives | <ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | <ul style="list-style-type: none"> 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 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 (Yellowstone NA) Describe and understand the key aspects of: Human and Physical Geography |
| Substantive Knowledge | <ul style="list-style-type: none"> Children will learn how to access Google Forms Children will learn how to create and publish a Google Form Children will learn how to collect and analyse data | | <ul style="list-style-type: none"> Locate countries in the Southern Hemisphere (South Africa, Australia, Brazil, Indonesia, New Zealand, Chile). Recognise the climate of the area by location on a map. Know what a National Park is. Know what an area of outstanding national beauty is. Know the human and physical features of Yellowstone National Park. Know the similarities and differences between the New Forest and Yellowstone National Park. Compare and contrast how people live, work and visit the two national parks. |
| Disciplinary Skills | <ul style="list-style-type: none"> Understand how to collate my data that has been collected from a Google Form Understand how to create a Google Form Understand how to publish a Google Form Understand how to analyse data that has been collected from the Google Form Understand how to mark a quiz and give children the correct answer Understand how to create a multiple-choice question | | <ul style="list-style-type: none"> Collect and present data. Know that a map key is also called a legend. Know the 8 points on a compass Know the simple observational skills of the key human and physical features Know how to collect data. Know how to record and present findings, |
| Vocabulary | log in, log out, mouse, pointer, cursor, username, password, taskbar pop up, track pad, keyboard, enter, backspace, copy, paste, screen, account, Google Document, Document, page, computer, laptop, graph, sum, spreadsheet, cells, format, columns, rows, formula, data, table, publish, collate, average, filter, conditional format, validation | | human features, physical features, open spaces, rural, tourist, landforms, bodies of water, a geyser |
| Assessment | Can children create a self-marking Google Form quiz that can be answered by others | | Quick Quiz on location skills. EOUWO- Debate- Who are National Parks for? |

| | Art | DT | Science |
|------------------------------|-----|---|--|
| Description | | Children learn how to sew, then design and create their own Computer Aided Design eco-friendly bags (Year 5 only) | Children learn about animals and their habitats, and explore the life cycles of different species |
| 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 | <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some animals • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms and animals • Give reasons for classifying animals based on specific characteristics |
| 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 | <ul style="list-style-type: none"> • Classifying Living Things • All living (and extinct) organisms are classified into groups • This includes animals, plants, fungi, and microorganisms. • Within each of these broad groups, organisms are classified into small subgroups • Animals- invertebrates, mammals, birds, amphibians, reptiles and fish • Plants- flowering plants, ferns, conifers, moss. • Bacteria are a group of organisms that are not visible to the naked eye but are very abundant • Know that there are three types of micro-organism: viruses, fungi and bacteria • Know that germs are disease-causing bacteria |
| 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 record data from a choice of familiar approaches • Know how to record data and results of increasing complexity. • Choose the best method to present data and finding • Know how to use primary and secondary sources evidence to justify ideas • Know that evidence refutes or supports their ideas • Know how to recognise where secondary sources will be most useful to research ideas • Begin to separate opinion from fact • Know how to use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas • Know how to talk about how scientific ideas have developed over time. |
| Vocabulary | | Cut stitch tie thread knot needle pattern seam reinforce fastenings | classify, species, taxonomy, specific characteristics, similarities, differences |
| Assessment | | Assess final product against the design criteria | Headstart assessment on the properties of materials |

| | PE | Music | Religious Education | |
|-----------------------|--|---|---------------------------------|--|
| Description | Athletics Striking/Field Games (Cricket) | Children study A Bao A Qu by Mason Bates and create and perform a 'fantastic beast' composition | Description | UMMA Children will learn how Muslims demonstrate their commitment to the Islamic community |
| 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 • 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</p> <ul style="list-style-type: none"> • To consider which different groups they belong to and whether these groups have rules or traditions to follow <p>Apply</p> <ul style="list-style-type: none"> • To consider how belonging to a group of people with similar interests/beliefs may makes them feel <p>Inquire</p> <ul style="list-style-type: none"> • To understand that the term Umma refers to the world wide community of Muslims <p>Contextualise</p> <ul style="list-style-type: none"> • To describe how Muslims show they belong to the Islamic community through declaring their faith, prayer, pilgrimage, charity giving and fasting <p>Evaluate</p> <ul style="list-style-type: none"> • What is it important for Muslims to demonstrate Umma |
| Substantive Knowledge | <p>Athletics</p> <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. <p>Striking and Fielding</p> <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"> • 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 | Religious Traditions | ISLAM |
| Disciplinary Skills | <p>Athletics</p> <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. <p>Striking and Fielding</p> <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 at speed. | <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. | | |
| Vocabulary | Wicket keeper, crease, outfield, fast bowl, technique, quality, run up, tournament, awareness, bowling, tactics, straight drive, block, bowled out | Structure, palindrome, pitch, harmonic minor scale stave EGBDF FACE B flat, C sharp | Vocabulary | Community, belonging, faith, dedication, pilgrimage, Umma, |
| Assessment | Assessed against Hordle's PE internal assessment criteria.. | 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 |

| | PSHE | MFL (French) | |
|------------------------------|---|--|--|
| Description | Relationships: children learn about having a healthy relationship with technology and staying safe online | Children learn to describe the weather. | |
| NC Objectives | <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 • 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"> • Children to describe the weather • Children know how to form basic sentence structures for describing the weather and giving forecasts • Children learn time phrases for sequencing | |
| 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 build a short sentence using a language scaffold • Speaking and presenting confidently using learned vocabulary and grammar • Use pronunciation and intonation appropriately when speaking and reading • Recognise a familiar question and respond with a simple rehearsed response. • Listen and identify correct use of weather/time vocabulary | |
| Vocabulary | Attributes, self-esteem, responsibility, age-limit, social, network, risky, trustworthy, screen time, device | Le matin, l'après-midi, le soir, demain, aujourd'hui, au nord, au sud, à l'ouest, il fait beau, il fait mauvais, il fait chaud, il fait froid, il pleut, il neige, il y a du soleil, il y a du vent, il y a des nuages | |
| Assessment | Children identify how they can have a healthy relationship with technology, including social media and screen time | Reading - children read extracts of the book 'Quel temps fait-il Berthe' | |