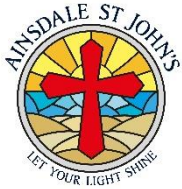


# *Ainsdale St. John's*

## Whole School Curriculum Objectives Autumn 1 (2023)



# Ainsdale St. John's Curriculum Overview

Year: Reception

Term: Autumn 1

## **Writing**

### Focus Text 1: The Gingerbread Man by Mara Alperin

Create their own drawings to represent the story and orally retell it.  
Sometimes give meaning marks as they draw and paint.  
Ascribe meaning to marks that they see in different places.

### Focus Text 2: The Three Little Pigs by Mara Alperin

Create their own drawings to represent the story and orally retell it.  
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.  
Write some or all of their name.  
Write some letters accurately.

## **Maths**

### Number:

Match and sort  
Compare amounts  
Representing 1, 2,3

### Measure, Shape and Spatial Awareness:

Compare size, mass & capacity  
Exploring pattern

## **RE**

### I Am Special

We are loved, valued and made by God.

### Harvest

Saying thank you at Harvest time.

## **Humanities / Understanding the World**

### All About Me / Traditional Tales

The aims of these units are to:  
Explore the natural world.  
Explore the natural environment.  
Compare and contrast characters from stories, including figures from the past.  
Making observations and drawing pictures.

## **Art & Design**

Throughout the year the children will be given the opportunity to:

### DI

Explore different materials freely, in order to develop their ideas about how to use them and what to make.  
Develop their own ideas and then decide which materials to use to express them.  
Join different materials and explore different textures.

## Art

To explore, use and refine a variety of artistic effects to express their ideas and feelings.  
Through painting, drawing, sketching.  
Progress towards a more fluent style of moving, with developing control and grace.

## **Music**

### Exploring Sound

Explore how we can use our voice, bodies and instruments to make sounds and identify sounds in the environment.

Throughout the year children will:

Listen attentively, move to and talk about music, expressing their feelings and responses.  
Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.  
Develop storylines in their pretend play.

## **PE / Physical Development**

### Introduction to PE

Move safely and sensibly in a space with consideration of others.  
Develop moving safely and stopping with control.  
Use equipment safely and responsibly.  
Use different travelling actions whilst following a path.  
Work with others co-operatively and play as a group.  
Follow, copy and lead a partner.

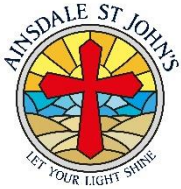
### Yoga

Develop balancing.  
Develop flexibility.  
Copy and explore poses.  
Explore yoga and mindfulness.

## **Personal, Social and Emotional Development**

### Self-Regulation

Identify own feelings.  
Exploring coping strategies.  
Using and defining emotional adjectives  
Learning about facial expressions



# Ainsdale St. John's Curriculum Overview

Year: 1

Term: Autumn 1

## Reading

Focus Text: The penguin who wanted to find out by Jill Tomlinson

Retell stories and consider their particular characteristics

Discuss word meanings, linking new meanings to those already known

Discuss the significance of the title and events

Make inferences on the basis of what is being said and done

Predict what might happen on the basis of what has been read so far

Participate in discussion about what has been read

## Spoken Language

Listen and respond

Ask relevant questions

Build vocabulary

Participate in **discussions**, presentations, performances, **role play**, improvisations and debates

## Writing

Focus Text: Lost and Found by Oliver Jeffers

Written Outcome: Fiction: adventure story based on the structure of the text

Orally compose a sentence before writing it

Write key words and new vocabulary

Use some simple description to describe a character or setting

Begin to link ideas by subject or pronoun

Combine words to make single clause sentence

Use *and* to join words and clauses

Use capital letters for names of people and places

Use punctuation in some sentences: Some full stops and capital letters. Some question marks. Some exclamation marks

Some accurate use of suffixes (-ed) for past tense endings with no change to the root

Some accurate use of the prefix -un e.g. unhappy

## Maths

Number: Place Value (Within 10)

Count to 10, forwards and backwards starting from any number.

Using language such as equal, more/greater, less/fewer, most/least

Introduce < >, = symbols

Compare and order numbers

Number: Addition and Subtraction

Read, write and understand number statements using +, - and =

Part whole model, finding a part (addition and subtraction)

Number bonds to 10

Addition adding together and more

Subtraction-taking away. How many left? Crossing out and introducing the subtraction number symbol

Fact families- The 8 facts

Subtraction –counting back

**Science**The Body and The Five Senses

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

**RE**Harvest: Sukkot

Food we eat comes from all around the world.

Not everyone in the world enjoys a good harvest.

Christian charities that are helping people who live in poor countries.

It is good to say thank you to God for the harvest.

The Jewish festival of harvest is called Sukkot.

God and Creation: Who made the World?

God created the world.

Creation stories are at the beginning of the Old Testament.

**Computing**Computing Systems and Networks: Technology Around Us

Recognise common uses of information technology beyond school.

Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.

**Humanities**Geography: Our Local Area, Ainsdale

Observe the geography of our school and its grounds.

Create a simple map of Ainsdale using fieldwork skills.

Identify basic human and physical features of Ainsdale.

Use an aerial photograph of Ainsdale to create a simple map and key.

Describe landmarks in Ainsdale using simple compass directions (N,S,E,W) and left/ right.

**Art & Design**Yayoi Kusama

Learn about who Yayoi Kusama is

Experiment with different techniques for creating polka dots

Recreate a piece of artwork using collage

Create a 3D form from clay using the rolling technique

Use paint to recreate a painting in the style of Kusama's pumpkins

**Music**Pulse & Rhythm (All About Me)

Use voice and hands to make music

Clap and play in time to the music

Play simple rhythms on an instrument

Listen to and repeat short rhythmic patterns

Understand the difference between pulse and rhythm

**PE**Ball Skills

Develop dribbling a ball with your hands

Explore accuracy when rolling a ball

Explore throwing with accuracy towards a target

Explore catching with two hands

Explore dribbling a ball with your feet

Explore tracking a ball that is coming towards me

### Fitness

Develop knowledge of how exercise can make you feel  
Develop knowledge about how exercise can make you strong and healthy  
Develop knowledge about how exercise relates to breathing  
Develop understanding of how exercise helps my brain  
Develop my understanding of how exercise helps my muscles  
Begin to understand the importance of daily exercise

### **PSHCE**

#### Family & Relationships

What is a family?  
What are friendships?  
Friendship problems  
Healthy friendships



# Ainsdale St. John's Curriculum Overview

Year: 2

Term: Autumn 1

## **Reading**

Focus Text: Troll by Julia Donaldson

Make inferences on the basis of what is being said and done.

Discuss the sequence of events in books and how items of information are related.

Predict what might happen on the basis of what has been read so far.

Discuss and clarify the meaning of words, linking new meanings to known vocabulary.

## **Writing**

Focus Text: Troll Swap by Leigh Hodgkinson

Written Outcome: Fiction – Story with focus on characters

Plan or say out loud what is going to be written about

Use punctuation correctly – full stops, capital letters

Use expanded noun phrases to describe and specify

Use subordination (because) and coordination (and)

Use phrases from story language

Create and describe characters

Create and describe settings

Use past tense consistently and correctly

Write in 3<sup>rd</sup> person

Sequence of events with beginning, middle and end

## **Maths**

Number: Place Value

Numbers to 20

Count objects to 100 by making 10s

Recognise tens and ones, use a place value chart and partition numbers to 100

Write numbers to 100 in words and in expanded form

10s on the number line to 100

10s and 1s on the number line to 100

Estimate numbers on a number line

Compare objects and numbers

Order objects and numbers

Count in 2s, 5s and 10s and 3s

Number: Addition and Subtraction

Bonds to 10

Fact families – addition and subtraction bonds within 20

Related facts

Bonds to 100 (tens)

Add and subtract 1s

Add by making 10

Add three 1-digit numbers

Add to the next 10

Add across a 10

Subtract across a 10

Subtract from a 10

Subtract a 1-digit number from a 2-digit number

10 more, 10 less

Add and subtract 10s  
Add two 2-digit numbers

## **Science**

### Living Things and their Habitats

Explore and compare the differences between things that are living, dead, and things that have never been alive

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other

Identify and name a variety of plants and animals in their habitats, including micro-habitats  
Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

## **RE**

### The Bible: Why is it such a special book?

About the stories found in the Bible.

Why the Bible is so important to Christians.

Qumran scrolls and Mary Jones.

Name the holy books from other faiths

Describe the similarities and differences between the Bible and other holy books.

## **Computing**

### Computer Systems and Networks – IT Around Us

Recognise the uses and features of information technology

Identify the uses of information technology in the school

Identify information technology beyond school

Explain how information technology helps us

Explain how to use information technology safely

Recognise that choices are made when using information technology

## **Humanities**

### Our Local Area: Southport

Observe the geography of Southport

Create a simple map of Southport using fieldwork skills

Identify, describe and compare human and physical features of Southport

Use an aerial photograph of Southport to create a simple map and key, labelling human and physical features on the map

Describe the location of landmarks in Southport using simple compass directions (N,S,E,W) and left/ right

Map a route from A to B in Southport (from an aerial view) and describe using locational language

## **Art & Design**

### Art: Self Portraits

Investigate famous self-portraits

Use collage to create a self-portrait

Investigate the different kinds of sketching pencils

Investigate different paints

Create our own self-portrait

## **Music**

### West African Call & Response Song (Animals)

Create short sequences of sound

Copy a short rhythm

Learn a traditional song from Ghana



Create rhythms based on call and response  
Add dynamics (volume) to a structure of rhythms.

## **PE**

### Fitness

Understand how to run for longer periods of time without stopping

Develop co-ordination and timing when jumping in a long rope

Develop individual skipping

Take part in a circuit to develop stamina and agility

Explore exercises that use your own body weight

Develop 'ABC', agility, balance and co-ordination

### Ball Skills

Roll a ball to hit a target

Develop co-ordination and be able to stop a rolling ball

Develop technique and control when dribbling a ball with your feet

Develop control and technique when kicking a ball

Develop co-ordination and technique when throwing and catching

Develop control and co-ordination when dribbling a ball with your hands.

## **PSHCE**

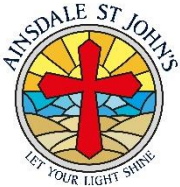
### Family & Relationships

Families are all different

Unhappy friendships

Introduction to manners and courtesy

Change and loss



# Ainsdale St. John's Curriculum Overview

Year: 3

Term: Autumn 1

## Reading

Focus Text: Reading: The Sea Book by Charlotte Milner

Identify main ideas drawn from more than one paragraph and summarise  
Identify how language, structure and presentation contribute to meaning  
Identify themes and conventions in a wide range of books  
Identify how language, structure and presentation contribute to meaning

## Writing

Focus Text: Seal Surfer, Michael Foreman

Written Outcome: Recount – Letter in role

Group related ideas into paragraphs  
Build a varied and rich vocabulary  
Use prepositions to express time, place and cause  
Introduce inverted commas to punctuate direct speech  
Write in the first person  
Use apostrophe in contractions  
Provide detail through use of prepositions to express time, place and cause  
Use a variety of sentence forms including statements and questions  
Write in consistent past and present tense including progressive forms  
Use some future tense verbs  
Use layout and structure of a letter  
Ensure chronological order to explain sequence of events

## Maths

Number: Place value

Identify, represent and estimate numbers using different representations.  
Find 10 or 100 more or less than a given number.  
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).  
Compare and order numbers up to 1000.  
Read and write numbers up to 1000 in numerals and in words.  
Solve number problems and practical problems involving these ideas.  
Count from 0 in multiples of 4, 8, 50 and 100.

Number: Addition and subtraction

Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens, a three-digit number and hundreds.  
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.  
Estimate the answer to a calculation and use inverse operations to check answers.  
Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

## Science

Animals including Humans (Nutrition)

Identify that animals, including humans, need the right types and amount of nutrition,  
Understand that that they cannot make their own food; they get nutrition from what they eat

## Forces (Surfaces)

Compare how things move on different surfaces

## **RE**

### Called by God. What is it like to follow God?

Tell the stories of (Moses, Abraham, Jonah...) being called by God.

Identify Christian beliefs illustrated in the stories.

People today who have been called by God and responded.

What I think prophets today would speak out for and against.

## **Computing**

### Computing Systems and Networks – Connecting Computers

Recognise how digital devices can change the way we work

Explain how a computer network can be used to share information

Explore how digital devices can be connected

Recognise the physical components of a network

## **Humanities**

### Geography: Our City, Liverpool

Observe the geography of Liverpool

Use an aerial photograph of Liverpool to create a simple map and key, using selected simple OS symbols

Explore features of Southport on an OS to 2 figure grid refs

Explore features of Liverpool on an OS to 2 figure grid refs

Compare the human and physical features of Southport and Liverpool, using aerial photographs and fieldwork

Describe the location of landmarks in Liverpool, using 4 compass directions

## **Art & Design**

### Art: William Morris

Explore the artwork of William Morris

Explore and understand the Arts and Crafts movement

Observe and sketch natural objects

Design a printing block inspired by William Morris

Create and print using a printing block inspired by William Morris

## **Music**

### Ballads

Sing a ballad and explain what it is

Perform a ballad with an understanding of style

Understand that ballads tell a story

Write lyrics for a ballad

Take part in a group performance

## **PE**

### Football

Develop controlling the ball and dribbling under pressure.

Develop passing to a teammate.

Control the ball with different parts of the body.

Develop changing direction with the ball using an inside and outside hook.

Jockey / track an opponent.

Apply the rules and tactics you have learnt to play in a football tournament.

## Fundamentals

Develop balancing and understand the importance of this skill.

Understand how to change speed and be able to demonstrate good technique when running at different speeds.

Demonstrate a change of speed and direction to outwit others.

Develop technique and control when jumping, hopping and landing.

Develop skipping in a rope.

Apply fundamental skills to a variety of challenges.

## **PSHCE**

### Family and Relationships

Healthy families

Friendship conflicts

Friendship conflicts v. bullying

Learning who to trust

## **Spanish**

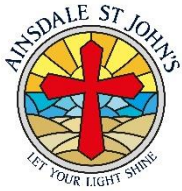
### I'm learning Spanish

Find Spain on a map of the world if I am shown Europe first.

Repeat all my personal details in Spanish, and ask for the same information back, with the help of an adult or the PowerPoint used in class.

Remember some numbers from 1-10 clearly in Spanish without any help and can attempt to spell some of these correctly.

Say some of the ten colours in Spanish without any help and can attempt to spell some of these correctly.



# Ainsdale St. John's Curriculum Overview

Year: 4

Term: Autumn 1

## Reading

Focus Text: A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister

Predict what might happen from details stated and implied.

Clarify vocabulary - Explore the meaning of words in context.

Retrieve, record and present information.

Retrieve and record information from non-fiction.

Use dictionaries to check the meaning of words that they have read.

Ask questions to improve understanding.

Identify main ideas drawn from more than one paragraph and summarise.

Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence.

Identify themes and conventions in a wide range of books.

Identify how language, structure and presentation contribute to meaning.

Discuss words and phrases that capture the reader's interest and imagination.

## Writing

Focus Text: Gorilla by Anthony Browne

Written Outcome: Fiction – Fantasy Story

Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Use fronted adverbials.

Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures)

Use commas after fronted adverbials.

Use inverted commas for direct speech.

Use small details to describe characters Use small details for time, place and mood

Use 1st or 3rd person consistently

Use tenses appropriately

Sequence stories in different stages: introduction, build up, climax, resolution.

## Maths

Number: Place Value

Represent and partition numbers to 1000

Number line to 1000

Thousands

Represent and partition numbers to 10,000

Find 1, 10, 100, 1000 more or less

Use a number line to 10,000

Compare and order numbers to 10,000

Roman Numerals

Round numbers to the nearest 10, 100 and 1000

Number: Addition and Subtraction

Add and subtract 1s, 10s, 100s and 1000s

Add up to two 4-digit numbers – no exchange  
Add up to two 4-digit numbers – one exchange  
Add up to two 4-digit numbers – more than one exchange  
Subtract two 4-digit numbers – no exchange  
Subtract two 4-digit numbers – one exchange  
Subtract two 4-digit numbers – more than one exchange  
Estimate answers and check strategies

## **Science**

### Animals including humans

Describe the simple functions of the basic parts of the digestive system in humans.  
Identify the different types of teeth in humans and their simple functions.  
Construct and interpret a variety of food chains, identifying producers, predators and prey.

## **RE**

### God, David and the Psalms

Understand that David is a key figure in God's plan for his people.  
Understand that some Christians have had to endure great struggles and persevere in difficult circumstances to keep faith in God and follow his way.  
Retell stories about David. recognise their own values and the values of others.  
Connect Christian values and beliefs to events and teaching in the Bible.  
Ask important and relevant questions. show that they understand how the imagery of the Psalms reveals Christian beliefs about the nature of God.

## **Computing**

### Computing Systems and Networks – The Internet

Describe how networks physically connect to other networks.  
Recognise how networked devices make up the internet.  
Outline how websites can be shared via the World Wide Web.  
Describe how content can be added and accessed on the World Wide Web.  
Recognise how the content of the WWW is created by people.  
Evaluate the consequences of unreliable content.

## **Humanities**

### Geography: Comparison of Liverpool and Chester

Observe the Geography of Chester.  
Use an aerial photograph of Chester to create a map and key, using selected OS symbols.  
Explore features of Liverpool on an OS to 4 figure grid refs (ref to 4 grid compass points).  
Explore features of Chester on an OS to 4 figure grid refs.  
Compare the human and physical features of Liverpool and Chester using aerial photographs.  
Measure straight line distances using an appropriate scale.

## **Art & Design**

### Art: Plant Art

Appreciate the work of different artists.  
Develop observational skills.  
Know how to create tints, shades and tones of colours.  
Develop printing skills.  
Know how to create depth in an artwork.  
Create sculptures using clay.  
Plan and create a piece of artwork.

## **Music**

### Body & Tuned Percussion: Rainforests

Identify structure and texture in music

Use body percussion  
Create musical rhythms using body percussion  
Create simple tunes  
Build and improve a composition

## **PE**

### Fitness

Develop an awareness of what your body is capable of.  
Develop speed and strength.  
Complete actions to develop co-ordination.  
Complete actions to develop agility.  
Complete actions to develop balance.  
Complete actions to develop stamina.

### Swimming

Develop an understanding of buoyancy and balance in the water.  
Develop independent movement and submersion.  
Develop gliding and crawl legs.  
Develop gliding and crawl legs.  
Develop front crawl breathing.  
Develop gliding and backstroke.  
Develop rotation, sculling and treading water.

## **PSHCE**

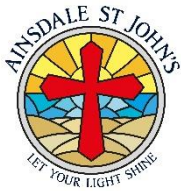
### Family & Relationships

Respect and manners  
Healthy friendship  
Bullying  
Stereotypes: Disability

## **Spanish**

### Me Presento - Presenting Myself

Count to 31.  
Ask somebody how they are feeling, their age, name and where they live in Spanish.  
Say how we are feeling, how old we are, what our name is and where we live in Spanish.  
Apply rules of adjectival agreement when saying our nationality in Spanish.



# Ainsdale St. John's Curriculum Overview

Year: 5

Term: Autumn 1

## **Reading**

Focus Text: Good Night Stories for Rebel Girls by Eleni Favilli

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Summarise the main ideas from more than one paragraph

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

Identify and discuss themes and conventions

Distinguish between fact and opinion

Identify how language, structure and presentation contribute to meaning

Evaluate authors' language choice, including figurative language

Make comparisons within and across books

## **Writing**

Focus Text: Queen of the Falls by Chris Van Allsburg

Written Outcome: To write a series of diaries about significant events in Annie Edson Taylor's life

Identify the audience for and purpose of writing

Organise paragraphs around a theme with a focus on more complex narrative structures

Use commas after fronted adverbials

Use commas to clarify meaning or avoid ambiguity in writing

Engage reader through use of description, feelings and opinions

Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards)

Use rhetorical questions to engage reader

Use consistent 1st person

Write in consistent tense including progressive and perfect forms

Include the 5Ws – who, what, where, when, why and how

## **Maths**

Number: Place Value

Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit

count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100,000

Solve number problems and practical problems that involve all of the above

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number: Addition and Subtraction

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

Add and subtract numbers mentally with increasingly large numbers

Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

Solve addition and subtraction multi-step problems in contexts, deciding which



operations and methods to use and why.

## **Science**

### Living Things and their Habitats

Explain the function of the parts of a flower

Identify the features of plants pollinated by insects or the wind

Describe the differences between mammals

Describe the stages of the life cycles of mammals, birds, insects and amphibians

Identify similarities and differences between the life cycles of different plants and animals

## **RE**

### How and why do Christians read the Bible?

The Bible is the inspired word of God.

There are many translations of the Bible.

The Bible guides Christians and effects their daily lives.

About holy books from other faiths and their impact.

Make links between Bible passages and Christian values, attitudes and beliefs.

Use religious language to ask relevant questions.

Talk about the work and perseverance of Bible translators.

Describe what inspires and influences them.

## **Computing**

### Computing systems and networks: sharing information

Explain that computers can be connected together to form systems

Recognise the role of computer systems in our lives

Recognise how information is transferred over the internet

Explain how sharing information online lets people in different places work together

Contribute to a shared project online

Evaluate different ways of working together online

## **Humanities**

### Geography: Map work, London

Locate London, Chester, Liverpool and Southport on an OS map.

Use a key to describe all features on an Ordnance Survey map.

Begin to use eight compass points to describe routes on a map of the UK.

Use four and six-figure grid references to locate places on a map.

Plan a journey in the UK using the eight compass points and four or six-figure grid references.

Describe how land use in London has changed over time.

## **Art & Design**

### Art: Chinese Art

Explore the themes, styles and colours of traditional Chinese art

Explore the theme of dragons in Chinese art

Find out about importance of brushstrokes in Chinese art

Find out about and replicate Chinese calligraphy

Find about the Terracotta Army

Find out about and recreate porcelain of the Ming dynasty.

## **Music**

### Composition Notation: Ancient Egypt

Sing with accuracy, fluency, control, and expression

Explore and use different forms of notation

Understand note length

Read simple pitch notation

Use hieroglyphs and stave notation to write a piece of music

**PE**Basketball

Develop protective dribbling against an opponent.

Move into space to support a teammate.

Choose when to pass and when to dribble.

Track an opponent and use defensive techniques to win the ball.

Perform a set shot and a jump shot.

Apply the rules and tactics you have learnt to play in a basketball tournament.

Gymnastics

Perform symmetrical and asymmetrical balances.

Develop the straight, forward, straddle and backward roll.

Explore different methods of travelling, linking actions in both canon and synchronisation.

Perform progressions of inverted movements.

Explore matching and mirroring using actions both on the floor and on apparatus.

Create a partner sequence using apparatus.

**PSHCE**Family & Relationships

Friendship skills

Marriage

Respecting myself

Family life

**Spanish**What is the date?

Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in Spanish.

Ask and answer what the date is in Spanish.

Ask and answer the question 'when is your birthday?' in Spanish.



# Ainsdale St. John's Curriculum Overview

Year: 6

Term: Autumn 1

## **Reading**

Focus Text: When We Were Warriors by Emma Carroll

Make sensible predictions based on events, photographs and descriptions

Define technical vocabulary (WWII)

Draw inferences (inferring characters' feelings, thoughts and motives from their actions)

Justify opinions drawn with evidence from the text

Make comparisons within and across books

Evaluate an authors' language choice, including figurative language

Summarise key parts of the text

## **Writing**

Focus text: Star of Fear, Star of Hope by Jo Hoestlandt

Written outcome: To write a story with a flashback from another character's point of view

Use small details for characters to amuse, entertain or create drama

Engage the reader through selecting effective grammar and vocabulary

Manipulate tense and verb forms

Manipulate structure using a flashback

Use paragraphs to vary pace and emphasis

Use expanded noun phrases to convey complicated information concisely

Use passive verbs

Link ideas across paragraphs using a wider range of cohesive devices

Integrate dialogue to convey character and advance the action

## **Maths**

Place Value

Recap year 5 objectives by reviewing numbers to one million

Read and write numbers to ten million

Reasoning and problem solving with powers of ten

Explore number line to 10,000,000

Compare and order any integers

Round any integer

Negative numbers and temperature

Addition, Subtraction, Multiplication and Division

Add and subtract integers

Common factors and common multiples

Rules of divisibility, primes to 100, square and cube numbers

Multiply up to a 4-digit number by a 2-d

Solve problems with multiplication, short division and division using factors

Introduction to long division:

Long division with remainders

Solve problems with division/solve multi-step problems

Order of operations and mental calculations and estimation

## **Science**

Animals (including humans)

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  
Describe the ways in which nutrients and water are transported within animals, including humans

## **RE**

### Life as a Journey

Understand that some people undertake a pilgrimage as part of living out their faith.  
Recognise the life journey of people in the Bible effects the behaviour, beliefs and life choices of Christians today.

Discuss how being a Christian and following Jesus' teaching has an impact on a person's life.

Recognise similarities and differences between pilgrimages made by Christians and people of other faiths.

Describe the impact that following the teaching of Jesus has on people's lives.

Discuss the features of living life as a Christian.

## **Computing**

### Communication and Collaboration

Explain the importance of internet addresses

Recognise how data is transferred across the internet

Explain how sharing information online can help people to work together

Evaluate different ways of working together online

Recognise how we communicate using technology

Evaluate different methods of online communication

## **Humanities**

### Geography: Map Work, Europe

Label a map of Europe

Observe and compare the aerial views of France and Germany to the UK, using atlases and virtual OS maps

Compare the physical and human features of the UK to France and Germany (later, in History, link to how this impacted on WW2 events)

Use eight compass points to describe routes from UK to France and Germany on an OS map

Use six figure grid references to describe routes in selected places Europe

Compare how land use has changed over time in the UK

## **Art & Design**

### Art: Express Yourself

Explore how clothing can be used to express ourselves

Observe and draw different facial expressions

Create wire models to express body language

Explore how lines and fonts can express ideas

Explore how artists use colour to express themselves in their art

Study the artwork of Chuck Close and explore his techniques

## **Music**

### Baroque

Understand the importance of Monteverdi in the history of opera

Read and play a canon from staff notation

Demonstrate an understanding of Baroque music features when composing

Combine knowledge of staff notation and aural awareness to play fugue

Apply their understanding of fugue structure when performing with others

**PE**Tennis

Develop the forehand groundstroke.

Return the ball using a backhand groundstroke.

Develop the volley and use it in a game situation.

Develop accuracy of the underarm serve.

Learn to use the official score system.

Work co-operatively with a partner and employ tactics to outwit an opponent.

Gymnastics

Develop the straddle, forward and backward roll

Developing rolling into sequence work and on apparatus

Develop counter balance and counter tension into sequence with apparatus

Develop jumps and explore the effect of height

Explore jump sequence work with consideration of performance tools.

**PSHCE**Family & Relationships

Respect

Respectful relationships

Challenging stereotypes

Resolving conflict

**Spanish**Habitats

Explain in Spanish the key elements animals and plants need to survive in their habitat

Give examples in Spanish of the most common habitats for plants and animals and name an example of these habitats

Explain in Spanish which animals live in these different habitats

Give examples in Spanish of which plants live in these different habitats