



# Ainsdale St. John's

Whole School  
Curriculum Objectives  
Spring 2 (2022)



# Ainsdale St. John's Curriculum Overview

Year: Reception

Term: Spring 2

## **Writing**

### Focus Text 1: Let's All Creep Through the Crocodile Creek

Spell words by identifying the sounds and then writing the sound with letter/s.

Form lower-case letters correctly.

Re-read what they have written to check that it makes sense.

Write short sentences with words with known sound-letter correspondences.

### Focus Text 2: I'm Going to Eat this Ant

Give meaning to marks as they draw, write and paint.

Hear and say the initial sound in words.

Link sounds to letters.

Use some clearly identifiable letters to communicate meaning.

Begin to break speech down into words.

Hear and say the initial sound in words and some subsequent sounds.

Segment the sounds in simple words and blend them together.

Write labels and captions.

Write CVC words.

## **Maths**

### Number: Building 9 and 10

Counting to 9 and 10

Comparing groups up to 10

Combining two groups to find the whole

Number bonds to 5

Number bonds to 10 – ten frame

Number bonds to 10 – part whole model

### Measure: Building 9 and 10

Time

Beginning to comparing mass, length, height and capacity

2-D Shape properties

3-D Shapes

Exploring patterns

## **RE**

### Stories Jesus Told

Explore the stories that Jesus told and know that he told them to teach us about God.

### Easter

Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection.

## **Humanities / Understanding the World**

### Animals / Minibeast

Explore the natural world.

Compare and contrast characters from stories, including figures from the past.

Describe what can be seen, heard and felt whilst outside.

Explore life cycles.

Explore habitats.

## **Art & Design**

### 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

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**

### Everyone! & Our World

Continue to sing nursery rhymes, songs and action songs.

Begin to build a repertoire of songs and dances.

Explore the different sounds of instruments.

## **PE / Physical Development**

### Dance

Use counting to help to stay in time with the music when copying and creating actions.

Move safely with confidence and imagination, communicating ideas through movement.

Explore movement using a prop with control and co-ordination.

Move with control and coordination, expressing ideas through movement.

Move with control and coordination, copying, linking and repeating actions.

Remember and repeat actions, exploring pathways and shapes.

### Fitness / Games

Work safely and develop running and stopping.

Develop throwing and learn how to keep score.

Play games showing an understanding of the different roles within it.

Follow instructions and move safely when playing tagging games.

Work co-operatively and learn to take turns.

Work with others to play team games.

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

See themselves as valuable individuals.

Build constructive and respectful relationships

Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others.

Manage their own needs through personal hygiene.

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian.



# Ainsdale St. John's Curriculum Overview

Year: 1

Term: Spring 2

## **Reading**

Focus Text: How to wash a Woolly Mammoth by Michelle Robinson and Kate Hindley

Retell stories and consider their particular characteristics.

Learn to appreciate rhymes and poems.

Recite some rhymes and poems by heart.

Draw on what they already know.

Check that the text makes sense.

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

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

## **Spoken Language**

Ask relevant questions.

Articulate and justify answers.

Build vocabulary.

Use spoken language: speculating, imagining and exploring ideas.

## **Writing**

Focus Text: The Curious Case of the Missing Mammoth by Ellie Hattie

Written Outcome: Fiction – Story based on same structure

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 a 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 and exclamation marks.

## **Maths**

Number and Place Value (within 50)

Count in multiples of 2s and 5s.

Measurement

Compare, describe and solve practical problems for length and height, mass and weight, capacity and volume.

Measure and begin to record the following: lengths and heights, mass and weight, capacity and volume.

## **Science**

Plants

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

Identify and describe the basic structure of a variety of common flowering plants, including trees.

**RE**Easter: Celebrating New Life and New Beginnings: Why does Easter matter to Christians?

The events of Palm Sunday, Good Friday and Easter day are at the core of Christian beliefs. Christians believe that Easter is a new beginning.

Christians believe that Jesus died and rose back to life again.

**Computing**Programming A - Moving a Robot

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.

Use logical reasoning to predict the behaviour of simple programs.

**Humanities**Significant Individuals – Florence Nightingale, Mary Seacole and Edith Cavell

Explain what makes a person significant.

Understand how Florence Nightingale improved nursing.

Understand how Mary Seacole improved nursing.

Understand how Edith Cavell improved nursing.

Compare the lives of different nurses.

**Art & Design**Art: Colour Creations

Use a range of materials creatively to design and make products.

Use painting to develop and share their ideas, experiences and imagination.

Use sculpture to develop and share their ideas, experiences and imagination.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to own work.

**Music**Round and Round

Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Listen with concentration and understanding of different kinds of music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**PE**Gymnastics

Master basic movements as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Perform dances using simple movement patterns.

**PSHCE**Being Responsible: Water Spillage

Understand what we are responsible for.

Recognise how responsibilities will change as we grow.

Understand the types of things I am responsible for.

Know how to, and understand the importance of, preventing accidents.



# Ainsdale St. John's Curriculum Overview

Year: 2

Term: Spring 2

## **Reading**

Focus Text: Owen and the Soldier by Lisa Thompson

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.

Answer and ask questions.

Discuss their favourite words and phrases.

Introduce non-fiction books that are structured in different ways.

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

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

## **Writing**

Focus Text: Major Glad, Major Dizzy by Jan Oke

Written Outcome: Recount of historical events from Major Glad's point of view

Use the progressive form of verbs in the present and past tense.

Use present and past tenses correctly and consistently.

Use subordination (apply because, when; introduce that).

Write down ideas, key words, new vocabulary.

Use punctuation correctly - introduce apostrophe for the possessive (singular).

Include detail and description to inform the reader.

Write in 1st person.

Use consistent past tense.

Order events with adverbs of time.

Include personal comments and own viewpoint.

Set the scene with a clear opening and establish the context.

Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!

## **Maths**

Number: Shape

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].

Compare and sort common 2-D and 3-D shapes and everyday objects.

Number: Fractions

Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

Write simple fractions for example,  $\frac{1}{2}$  of  $6 = 3$  and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

## **Science**

Animals including humans

Notice that animals, including humans, have offspring which grow into adults.

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## **RE**

### Easter

Identify and name some of the symbols of Easter.

Retell the Easter story.

Talk about their own experiences of Easter celebrations.

Use religious vocabulary to simply describe what the symbols of Easter mean.

Describe briefly why Christian people celebrate Easter.

Explain what they think to be the most important thing about Easter.

## **Computing**

### Algorithms

Describe a series of instructions as a sequence.

Explain what happens when we change the order of instructions.

Use logical reasoning to predict the outcome of a program (series of commands).

Explain that programming projects can have code and artwork.

Design an algorithm.

Create and debug a program that I have written.

## **Humanities**

### History- Seaside holidays

Discuss favourite holidays and include travel, entertainment, accommodation and food.

Know who Queen Victoria was.

Know why seaside holidays were popular in Victorian times.

Know how the invention of steam trains changed holidays.

Identify similarities and differences between seaside holidays in the past and present.

## **Art & Design**

### Art: Self-portrait

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.

Create a self-portrait from clay.

## **Music**

### Zootime

Find a pulse.

Know that this unit is reggae music.

Recognise and name some of the instruments they hear.

Be an animal of their choice.

Copy and clap back rhythms.

Add high and low sounds to a rhythm.

Sing and dance in time.

Play instruments in time.

**PE**Yoga

Copy and repeat yoga poses.

Develop an awareness of strength when completing yoga poses.

Develop an awareness of flexibility when completing yoga poses.

Copy and remember actions linking them into a flow.

Create a flow and teach it to a partner.

Explore poses and create a yoga flow.

Striking and fielding

Track a rolling ball and collect it.

Accuracy in underarm throwing and consistency in catching when fielding a ball.

Accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score.

Striking for distance and accuracy.

Decision making to get a batter out.

Decision making when under pressure.

**PSHCE**Relationships: Bullying and Body Language

Name a range of feelings.

Understand why we should care about other people's feelings.

See and understand bullying behaviours.

Know how to cope with these bullying behaviours.

Recognise and name a range of feelings.

Understand that feelings can be shown without words.

See a situation from another person's point of view.

Understand why it is important to care about other people's feelings.

Being Responsible – Looking out for Others

Name ways you can improve in an activity or sport.

Understand the importance of trying hard and not giving up.

See the benefits of practising an activity or sport.

Learn ways to set goals and work to reach them.

Know how you can help other people.

Recognise kind and thoughtful behaviours and actions.

Understand the risks of talking to people you don't know very well in the community.

Identify the differences between being responsible and being irresponsible.



# Ainsdale St. John's Curriculum Overview

Year: 3

Term: Spring 2

## **Reading**

Focus Text: Reading: The Morning I Met a Whale by Michael Morpurgo

Ask questions to improve understanding.

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

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

Ask questions to improve understanding.

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

## **Writing**

Focus Text: Big Blue Whale by Nicola Davies

Written Outcome: Persuasion-Leaflet

Use adverbs to express time, place and cause.

Build an increasing range of sentence structures.

Use headings and sub-headings to aid presentation.

Assess the effectiveness of own and others' writing.

Use persuasive language e.g. alliteration, repetition.

Write in logical order.

Use 2nd person or 3rd person to talk directly to the reader.

Select organisational features e.g. opening statement, sub-headings, closing statement.

## **Maths**

Number: Multiplication and Division

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.

Number: Fractions

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

Solve problems that involve all of the above.

Measurement: Length and perimeter

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Measure the perimeter of simple 2-D shapes.

## **Science**

### Magnetism

Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

Observe how magnets attract or repel each other and attract some materials and not others and describe magnets as having two poles.

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Predict whether two magnets will attract or repel each other, depending on which poles are facing.

## **RE**

### Exploring the Sadness and Joy of Easter

Use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter. Make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter. Ask good questions about the events of Palm Sunday, Holy Week and Easter and Christian belief associated with these events.

Use religious vocabulary to make links between people's values and behaviour.

Ask important questions about beliefs and values.

Use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story.

Describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.

## **Computing**

### Creating Media – Animation and Desktop Publishing

Explain that animation is a sequence of drawings or photographs.

Relate animated movement with a sequence of images.

Plan an animation and review and improve it.

Evaluate the impact of adding other media to an animation.

Recognise how text and images convey information.

Recognise that text and layout can be edited.

Add content to a desktop publishing publication.

Consider how different layouts can suit different purposes and its benefits.

## **Humanities**

### UK Cities and Counties

Name and locate countries and cities of the UK, including the use of 8-point compass directions when locating.

Name and locate the main rivers and seas of the UK, using an atlas/map.

Name and locate counties of the UK, using a map.

Name and locate areas of high ground in the UK, using maps or atlases.

Identify how London's growth has changed over time and significance of Prime Meridian.

Describe how the UK population has changed over time.

## **Art & Design**

### DT: British Inventors

Investigate the invention of the telephone.

Investigate the invention of the World Wide Web.

Explore how the invention of reinforced concrete works.

Investigate the invention of the mackintosh.

Reflect on the impacts that inventions have had on our lives.

**Music**

The Dragon Song - a song about kindness, respect, friendship, acceptance and happiness.

Use the body to find the pulse of the song.

Discuss the song and answer questions together using correct musical language (What instruments can we hear? How is the song put together? What style of music is it?)

Use instruments to create an ensemble.

Learn to sing the song.

**PE**Tennis

Develop racket and ball control.

Develop returning the ball using a forehand groundstroke.

Rally using a forehand.

Develop the two handed backhand.

Learn how to score.

Develop playing against an opponent.

Work collaboratively with a partner and compete against others.

Dance

Create actions in response to a stimulus and move in unison with a partner.

Understand how dynamics affect the actions performed.

Work with a partner to choose actions that relate to an idea.

Remember and repeat actions, using dynamics to clearly show different phrases.

Choose actions which relate to the idea, using space and timing to make my work look interesting.

**PSHCE**Being Responsible – Stealing

Understand the difference between borrowing and stealing.

Describe you might feel if something of yours is borrowed and not returned.

Know why it is wrong to steal.

Understand the differences between being responsible and irresponsible.

**Spanish**Animals

Introduced to ten animals in Spanish.

Match all the new Spanish words to the appropriate picture.

Remember the words for at least five animals in Spanish unaided.

Attempt to spell at least three animals correctly in Spanish.

Pronounce the J sound in oveja, pájaro & conejo and the LL sound in caballo.



# Ainsdale St. John's Curriculum Overview

Year: 4

Term: Spring 2

## Reading

Focus Text: Ariki and the Island of Wonders by Nicola Davies

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

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

Predict what might happen from details stated and implied.

Explore the meaning of words in context.

Record and present information.

Retrieve and record information from non-fiction.

Ask questions to improve understanding.

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

Identify themes and conventions in a wide range of books.

Identify how language, structure and presentation contribute to meaning.

## Writing

Focus Text: When the Giant Stirred

Written Outcome: Fiction – Adventure

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 and punctuate direct speech.

Use commas after fronted adverbials.

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

Create dialogue between characters that shows their relationship with each other.

Use 1st or 3rd person consistently.

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

## Maths

Number: Multiplication and Division

Recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Recognise and use factor pairs and commutativity in mental calculations.

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.

Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.

Number: Fractions

Recognise and show, using diagrams, families of common equivalent fractions.

Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.

Add and subtract fractions with the same denominator.

## Measurement

Measure and calculate the perimeter of a rectilinear figure in centimetres and metres.  
Find the area of rectilinear shapes by counting squares.

## **Science**

### Living things and their habitats

Recognise that living things can be grouped in a number of ways.

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Recognise that environments can change and that this can sometimes pose dangers to living things.

## **RE**

### Easter: Exploring Easter as a Story of Betrayal and Trust

Identify and explain the significance of the incidents of betrayal and trust in the Easter story.

Use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity and in their own life.

Ask good questions about people's values and commitments.

Use religious vocabulary to make links between Christian beliefs and the stories of Palm Sunday, Holy week and Easter.

Describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.

## **Computing**

### Creating Media – Photo Editing

Explain that digital images can be changed.

Change the composition of an image.

Describe how images can be changed for different uses.

Make good choices when selecting different tools.

Recognise that not all images are real.

Evaluate how changes can improve an image.

## **Humanities**

### Geography: Extreme Earth

Describe what you find underground.

Describe how volcanoes are formed.

Explain how volcanoes affect people's lives.

Describe and understand key aspects of physical geography in the context of earthquakes.

Explain what causes tsunamis and how they affect people.

Explain what causes tornadoes and the effects they have.

## **Art & Design**

### DT: Making Mini Greenhouses

Explore existing greenhouses.

Investigate stable structures.

Investigate materials to make a mini greenhouse.

Design a mini greenhouse.

Make and evaluate a mini greenhouse.

**Music**La Bamba for Fiestaval

Use the body to find the pulse of the song.

Discuss the song and answer questions together using correct musical language (What instruments can we hear? How is the song put together? What style of music is it?)

Learn to sing the song.

**PE**OAA

Develop co-operation and teamwork skills.

Develop trust and teamwork.

Involve all team members in an activity and work towards a collective goal.

Develop trust and accept support whilst listening to others and following instructions.

Identify objects on a map, draw and follow a simple map.

Draw a route using directions.

Orientate a map and navigate around a grid.

Hockey

Sending the ball with a push pass.

Receiving the ball.

Dribbling using the reverse stick (Indian dribble).

Moving into space after passing the ball.

Use an open stick tackle.

Apply defending and attacking principles and skills in a hockey tournament.

**PSHCE**Keeping/Staying Healthy

Explain what is meant by a balanced diet and plan a balanced meal.

Recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older.

Understand nutritional information on packaged food and explain what it means.

Describe different ways to maintain a healthy lifestyle.

**Spanish**At the Cafe

Understand and use set phrases to order food and drink.

Read, recognise and pronounce words from a menu to be able to order a breakfast and snacks.

Ask for the bill in Spanish.



# Ainsdale St. John's Curriculum Overview

Year: 5

Term: Spring 2

## **Reading**

Focus Text: Planet Unknown by Shawn Wang (film)

Identify how language, structure and presentation contribute to meaning.

Distinguish between facts and opinion.

Summarise the main ideas from more than one paragraph, identifying key details.

Predict what might happen from details stated and implied.

Explore the meaning of words in context.

Draw inferences and justify with evidence.

Evaluate authors' language choice, including figurative language.

## **Writing**

Focus Text: The Darkest Dark, Chris Hadfield

Written Outcome: Recount – Biography

Use commas to clarify meaning or avoid ambiguity in writing.

Link ideas across paragraphs using adverbials and tense choices.

Use brackets, dashes or commas to indicate parenthesis.

Engage reader through use of description, feeling and opinions.

Use real life facts, including names.

Use thematic language specific to the subject.

Include the 5Ws – who, what, where, when, why and how – and conclude with a clear summary.

Use formal language appropriately.

## **Maths**

Number: Fractions

Compare and order fractions whose denominators are all multiples of the same number.

Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Find a fraction of an amount.

Solve problems involving fractions.

Number: Decimals and percentages

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Read and write decimal numbers as fractions.

Round decimals with 2 decimal places to the nearest whole number and to one decimal place.

Read, write, order and compare numbers with up to three decimal places.

Solve problems involving numbers up to 3 decimal places.

Recognise the per cent symbol and understand that per cent relates to 'number of parts per hundred'.

Write percentages as a fraction (with a denominator of 100).

Write percentages as a decimal.

## **Science**

### Earth and Space

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

Describe the movement of the Moon relative to the Earth.

Describe the Sun, Earth and Moon as approximately spherical bodies.

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

## **RE**

### Easter

Explore the Easter story from the perspective of it being the story of Christ's triumph and victory over death.

Know why Christians believe that Easter is a celebration of victory.

Identify what Jesus is victorious over and explain why.

Discuss how his victory affects us today.

Identify and explain what Jesus did to save human beings.

## **Computing**

### Creating Media – Video Editing

Recognise video as moving pictures which can include audio.

To identify digital devices that can record video.

To capture video using a digital device.

To recognise the features of an effective video.

To identify that video can be improved through reshooting and editing.

To consider the impact of the choices made when making and sharing a video.

## **Humanities**

### Anglo-Saxons & Vikings

Describe why, where and when the Scots and Anglo-Saxons invaded Britain and explain what the seven Anglo-Saxon kingdoms were.

Describe a typical Anglo-Saxon village and explain what jobs the people did.

Explain when and where the Vikings came from and why they raided Britain.

Compare the significance of Anglo-Saxon kings during the Viking period.

Identify and explain key aspects of Viking life.

Explain how the last Anglo-Saxon kings shaped Britain.

## **Art & Design**

### DT: Chinese Inventions

Understand how the four great inventions of China shaped the world.

Investigate water-powered machines.

Build and test prototype kites.

Design a kite based on design criteria.

Make and evaluate a kite.

## **Music**

### The Fresh Prince of Bel Air

Use the body to find the pulse of the song.

Discuss the song and answer questions together using correct musical language. (What instruments can we hear? How is the song put together? What style of music is it?)

Use instruments to create an ensemble.

Learn to sing the song.

**PE**Football

Dribble the ball under pressure.

Pass the ball accurately to a target to help to maintain possession.

Use different turns to keep the ball away from defenders.

Develop defending skills to gain possession.

Develop goalkeeping skills to stop the opposition from scoring.

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

Swimming

Develop the front crawl stroke and breathing technique.

Develop the technique for backstroke arms and legs.

Develop breaststroke and breathing technique.

Develop basic skills of water safety and floating.

Increase endurance in swim challenges.

**PSHCE**Being Responsible – Looking out for Others

Recognise why we should take action when someone is being unkind.

Describe caring and considerate behaviour, including the importance of looking out for others.

Demonstrate why it is important to behave in an appropriate and responsible way.

Identify how making some choices can impact others' lives in a negative way.

Learn the meaning of, and use the words, considerate and inconsiderate.

**Spanish**My Home

Describe what rooms there are and are not in our home in Spanish.

Say and write in Spanish whether we live in a house or an apartment.

Say what room we have using the key structure 'en mi casa hay...' and 'en mis casa no hay...'

Use the conjunction 'y' to link two sentences together.



# Ainsdale St. John's Curriculum Overview

Year: 6

Term: Spring 2

## **Reading**

Focus Text: The Explorer by Katherine Rundell

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

Justify written explanations with appropriate evidence from the text.

Evaluate authors' language choice, including figurative language (e.g. similes and metaphors, personification...).

Identify how language, structure and presentation contribute to meaning.

## **Writing**

Focus Text: Island by Jason Chin

Written outcome: A journalistic report about Charles Darwin's discoveries

Add details of the 5Ws throughout piece – who, what, where, when, why and how.

Directly address the reader through questions as subheadings.

Use quotes from people to provide opinions and information.

Use the passive voice for ambiguity.

Use appropriate formality for the intended audience.

Use layout features of a journalistic report, including: headline, photographs and captions and ending with a summary, comment or question.

## **Maths**

Measurement: Perimeter, Area & Volume

Recognise that shapes with the same areas can have different perimeters and vice versa.

Recognise when it is possible to use formulae for area and volume of shapes.

Calculate the area of parallelograms and triangles.

Estimate and compare the volume of cubes and cuboids using standard units including cubic centimetres and cubic metres and extending to other units (e.g. mm and km).

Number: Ratio

Solve problems involving the relative sizes of two quantities.

Solve problems involving the calculation of percentages.

Solve problems involving unequal sharing using knowledge of factors and multiples.

Revise and consolidate prior knowledge and understanding:

Calculate percentages, solve equation problems, find fractions of amounts, multiply 2 digits by 4 digits.

## **Science**

Evolution and Inheritance

Recognise that living things have changed over time and that fossils provide information 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.

## **RE**

### Ascension and Pentecost

Retell the stories of Ascension and Pentecost connecting them with Christian beliefs.  
Describe what Christians believe is the impact of the Holy Spirit on people's lives.  
Explore and articulate the ways in which these events help answer questions about God.

### Ideas About God

Use religious language which shows a developing understanding of the Trinity.  
Identify the elements in Christian worship that express Christian beliefs about God.  
Ask 'big' questions and express own, individual views.

## **Computing**

### Programming A – Variables in games

Define a 'variable' as something that is changeable.  
Explain why a variable is used in a program.  
Choose how to improve a game by using variables.  
Design a project that builds on a given example.  
Use a design to create a project.  
Evaluate a project.

## **Humanities**

### The Maya Civilisation

Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail.  
Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words.  
Research and provide some of their own ideas about the significance of corn and chocolate.  
Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation.

## **Art & Design**

### Art: Famous Fashions

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 art.  
Study the art work of Chuck Close and explore his techniques.

## **Music**

### You've Got a Friend

Identify style indicators and use the body to find the pulse of the song.  
Comment on the voices heard and discuss the genre of music.  
Describe both the musical dimensions and the structure of the song.  
Sing/rap in unison with others – use glockenspiel or recorders to accompany.  
Discuss comparatively other songs by the same artist and attempt to use the following vocabulary: *melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison*

**PE**Volleyball

Develop the fast catch volley.

Volley the ball using a set shot.

Develop the dig and understand when to use it.

Keep a continuous rally going over the net.

Develop the underarm serve and learn the rules of serving.

Apply the rules, skills and tactics learnt to play in a volleyball tournament.

Yoga

Develop an understanding of yoga.

Develop strength through yoga flow.

Create your own flow showing quality in control, balance and technique.

Develop balance through yoga flows.

Work collaboratively to create a controlled paired yoga flow.

Create your own yoga flow that challenges technique, balance and control.

**PSHCE**Being Responsible

Explain what consent means and compose a written summary.

Recognise the importance of being honest and not stealing.

Explain why it is important to have a trusting relationship between friends and family.

Identify how making some choices can impact others' lives in a negative way.

**Spanish**Grammar and key vocabulary:

Transport, directions, the body and its actions.

Examples will include: prepositions en and a; prepositional phrases like 'to the right' - (a la derecha) for giving directions;

Using 'Ir' – The verb to go (e.g. voy: I go, vas: you go...)

Using key language in context (e.g. ¿Cómo vas a la escuela? How do you get to school?)

Pronunciation Focus: e.g. the syllables 'ge' and 'gi' are pronounced the same as 'je' and 'ji': with a strong sound from the throat such as /h/. The letter 'u' in the syllables 'gue' and 'gui' is silent and is pronounced with /g/.