



Ainsdale St. John's

Whole School
Curriculum Objectives
Summer 1 (2022)



Ainsdale St. John's Curriculum Overview

Year: Reception

Term: Summer 1

Writing

Focus Text: Supertato

Use phonic knowledge to write words in ways that match spoken sounds.

Write simple sentences which can be read by themselves and others (applying taught phonic sounds).

Apply taught digraphs into writing.

Begin to write words with adjacent consonants.

Spell some common irregular words.

Use key features of narrative in own writing.

Have an awareness of a capital letter and full stop when writing a simple sentence.

Maths

Number: To 20 and Beyond

Number bonds to 5

Number bonds to 10 – ten frame

Number bonds to 10 – part whole model

Adding by counting on

Taking away by counting back

Counting to 20

Measure: To 20 and Beyond

Spatial Awareness

Making patterns

Exploring more complex patterns

RE

Special Places

To develop understanding of a place being considered as a special/holy place where believers go to worship.

Prayer

Explore the meaning of friendship, how we make friends and why friends are important.

Know about Jesus making friends, how he made friends and who he chose.

Humanities / Understanding the World

Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories and non-fiction texts.

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

Big Bear Funk

Transition unit that prepares children for their musical learning in Year 1.

Listening and appraising Funk music.

Embedding foundations of the interrelated dimensions of music using voices and instruments.

Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs.

Playing instruments within the song.

Improvisation using voices and instruments.

Riff-based composition.

Share and perform the learning that has taken place.

PE / Physical Development

Gymnastics

Copy and create shapes with your body.

Create shapes whilst on apparatus.

Develop balancing and taking weight on different body parts.

Develop jumping and landing safely.

Develop rocking and rolling.

Copy and create short sequences linking actions together.

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: Summer 1

Reading

Focus Text: It Was a Dark and Stormy Night by Janet and Allen Ahlberg

Learn to appreciate rhymes and poems.

Recite some rhymes and poems by heart.

Discuss word meanings, linking new meanings to those already known.

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.

Explain clearly understanding of what is read.

Writing

Focus Text: Toys in Space by Mini Grey

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 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

Multiplication and Division

Count in multiples of twos, fives and tens.

Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume.

Geometry (Position and Direction)

Describe position, direction and movement, including whole, half, quarter and three quarter turns.

Science

Seasonal Changes

Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies.

REWhy is Baptism Special?

How do people of other faiths welcome babies?

How do people of no faith welcome new babies?

I know Baptism is an occasion when promises are made to God and people are welcomed as a member of Church.

I know that water is a symbol of Baptism.

I know that people can be baptised at any age in a font in Church, in a pool or in a river.

Jesus was baptised in the river Jordan by John.

I know that people of faiths other than Christianity welcome new babies in special ways.

ComputingData and Information: Grouping Data

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

Use technology safely and respectfully.

Know that work I create belongs to me (Y1)

Name my work so that others know it belongs to me (Y1)

HumanitiesChanges Within Living Memory: Toys

To look at favourite 21st Century toys from present day and how to find things out about the past.

To compare Victorian toys with present day toys.

To compare 20th Century toys.

Art & DesignDT: Stable Structures

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Build structures, exploring how they can be made stronger, stiffer and more stable.

Explore and evaluate a range of existing products.

MusicYour Imagination

Use my voice to expressively and creatively sing songs.

Listen with concentration and understanding to a range of music.

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

PETarget Games

Participate in team games, developing simple tactics for attacking and defending.

PSHCEFeelings and Emotions: Jealousy

Understand a range of emotions and how they make us feel physically and mentally.

Recognise and name emotions and their physical effects.

Know the difference between pleasant and unpleasant emotions.

Learn a range of skills for coping with unpleasant/uncomfortable emotions.

Understand that feelings can be communicated with and without words.



Ainsdale St. John's Curriculum Overview

Year: 2

Term: Summer 1

Reading

Focus Text: Fantastic Mr Fox by Roald Dahl

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.

Answer and ask questions.

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: The Last Wolf by Mini Grey

Written Outcome: To write a letter in role persuading characters to save the trees

Use subordination (if, that).

Add -er and -est to adjectives.

Use homophones and near homophones.

Use punctuation correctly.

Use apostrophes for contracted forms.

Include detail and description to inform the reader.

Use a range of sentence forms to address the reader.

Write in 1st person.

Include personal comments and own viewpoint.

Use openings and closings e.g. dear, opening statement to state why we are writing, from.

Maths

Number: Length and Height

Compare lengths and heights

Measure lengths

Measure length (cm)

Measure length (m)

Compare lengths

Order lengths

Four operations with lengths

Geometry: Position and Direction

Describe position

Describe movement

Describe turns

Describe movement and turns

Making patterns with shapes

Science

Plants

Observe and describe how seeds and bulbs grow into mature plants.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Use the local environment to observe how different plants grow.

Observe and record, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb.
Observe similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

RE

Church

Know that the church is a special place where Christians meet to worship and pray.
Know the story of Moses and the people of God building the tabernacle (tent of meeting) to house the ark of the covenant.
Know that people of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there.
Ask good questions that reveal understanding about the church and what happens there.
Connect the features of the church to Bible Stories.
Use religious vocabulary to name and describe the features of a church building and other places of worship.
Describe a few similarities and differences between places of worship.

Computing

Pictograms

Recognise that we can count and compare objects using tally charts.
Recognise that objects can be represented as pictures.
Create a pictogram.
Select objects by attribute and make comparisons.
Recognise that people can be described by attributes.
Explain that we can present information using a computer.

Humanities

Geography: Contrasting country Kenya

Locate Kenya on a world map and a map of Africa.
Describe the physical features of Kenya.
Compare life as a child living in Kenya to ourselves.
Identify animals that you would find in the savannah.
Describe how the climate affects the food produced in Kenya.
Compare Kenya and England, describing similarities and differences.

Art & Design

DT: Pizzas

Find out what the favourite pizzas in the class are.
Examine, describe and categorise a variety of bread-based products.
Examine, describe and categorise a variety of pizza toppings.
Design a balanced healthy pizza.
Make and evaluate a food product based on a design.

Music

Zootime

Find a pulse
Know that this unit is about being friends
Recognise and name some of the instruments they hear- keyboard, drums, bass, a female singer, glockenspiel
Decide how to find the pulse
Improvise in the lessons
Use the note C
Clap the rhythm of their name and favourite colour
Create their own rhythms for the class to copy back
Compose a simple melody using simple rhythms and use notes E + G
Play accurately and in time

PETeam building

Follow instructions and work with others.

Co-operate and communicate in a small group to solve challenges.

Create a plan with a group to solve the challenges.

Communicate effectively and develop trust.

Work as a group to solve problems.

Work with a group to copy and create a basic map.

Sending and receiving

Roll a ball towards a target.

Track and receive a rolling ball.

Stop, send and receive a ball with your feet.

Develop throwing and catching skills.

Send and receive a ball using a racket.

PSHCEFeelings and emotions: Worry and Anger

Recognise and name emotions and their physical effects.

Know the difference between pleasant and unpleasant emotions.

Learn a range of skills for coping with unpleasant/uncomfortable emotions.

Understand that feelings can be communicated with and without words.

Recognise and name emotions and their physical effects.

Know the difference between pleasant and unpleasant emotions.

Learn a range of skills for coping with unpleasant/uncomfortable emotions.

Understand that feelings can be communicated with and without words.



Ainsdale St. John's Curriculum Overview

Year: 3

Term: Summer 1

Reading

Focus Text: Reading: The Illustrated Atlas of Britain and Ireland by Struan Reid

Retrieve and record information.

Identify how language, structure and presentation contribute to meaning.

Retrieve and record information from non-fiction.

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

Writing

Focus Text: Journey by Aaron Becker

Written Outcome: Narrative

Use small details to describe characters.

Include a setting to create atmosphere.

Sequence of events to follow the structure of the model story.

Write an opening paragraph and further paragraphs for each stage.

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

Use 3rd person consistently.

Use tenses appropriately.

Maths

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.

Compare and order fractions.

Understand equivalence.

Add and subtract fractions.

Solve problems that involve all of the above.

Time

Read and write times to O'clock, half past, quarter past and quarter to.

Know time facts eg. Months and years, hours in a day etc.

Tell the time to 5 minutes or to the minute.

Use a.m. and p.m.

Understand and use 24-hour clock.

Find the duration between two times and compare.

Measure time in seconds.

Science

Light

Recognise that they need light in order to see things and that dark is the absence of light.

Notice that light is reflected from surfaces.

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

Recognise that shadows are formed when the light from a light source is blocked by a solid object.

Find patterns in the way that the size of shadows change.

RE

Rules

Talk about the story of Moses and the impact of the ten commandments.

Name some of the rules followed by people of other faiths.

Describe ways in which Christians live out Jesus' command to love one another.

Make links between beliefs and behaviour.

Talk, with understanding, about rules from faiths other than Christianity.

Understand the effects of rules and ask good questions about religious rules.

Express my own ideas about rules.

Computing

Programming – Sequence in Music

Explore a new programming environment and give the computer commands to create a scratch project.

Explain that a program has a start.

Recognise that a sequence of commands can have an order.

Change the appearance of my project.

Create a project from a task description.

Humanities

History – The Ancient Egyptians

An overview of where and when ancient civilisations appeared: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

The importance of historical sources to learn about the past: Howard Carter/Tomb, Rosetta stone/Hieroglyphs.

Understand the importance of the River Nile to Ancient Egyptians.

Know the different roles and level of importance within society.

Learn about Ancient Egyptian beliefs and Gods, including mummification.

Art & Design

Art: Pointillism

Find out who Georges Seurat was and explore his style of art.

Explore how to create art in the style of pointillism.

Explore how Seurat used colours in his artwork.

Explore Seurat's paintings and how he created effects and shading.

Explore the work of other Pointillist artists.

Create a piece of pointillism artwork.

Music

Bringing us together - a disco song about friendship, peace, hope and unity

Play musical games.

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 e.g. Recorders, glockenspiels.

Learn to sing the song.

PE

Cricket

Bowl a ball towards a target.

Begin to strike a bowled ball after a bounce.

Develop an understanding of tactics and to use them in game situations.

Learn and use the rules of the game.

Persevere when learning a new skill.

Provide feedback using key words.

Use overarm and underarm throwing and catching skills.

Work co-operatively with my group to self-manage games.

Swimming

Develop an understanding of buoyancy and balance in the water.

Develop independent movement and submersion.

Develop gliding and crawl legs and breathing.

Develop gliding and backstroke.

Practice rotation, sculling and treading water.

Carry out surface dives, submersion and handstands.

Develop head above water breaststroke technique.

Learn techniques for floating, personal survival and water safety skills.

PSHCE

Feelings and Emotions – Grief

Be able to recognise and name emotions and their physical effects.

Know the difference between pleasant and unpleasant emotions.

Learn a range of skills for coping with unpleasant/uncomfortable emotions.

Understand that feelings can be communicated with or without words.

Spanish

Little Red Riding Hood

Learn a familiar fairy tale in Spanish, telling and understanding what they hear.

Use picture and word cards to recognise and retain key vocabulary from the story.

Name and spell some parts of the body in Spanish.



Ainsdale St. John's Curriculum Overview

Year: 4

Term: Summer 1

Reading

Focus Text: Fantastically Great Women who Saved the Planet by Kate Pankhurst

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

Read and retrieve: Record and present information.

Read and explain: 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: Where the Forrest Meets the Sea

Written Outcome: Non-chronological report

Build a varied and rich vocabulary.

Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Use paragraphs to organise information and ideas around a theme.

Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular.

Recognise the grammatical difference between plural and possessive 's'.

Use specific vocabulary e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal.

Write in present tense.

Use layout features e.g. questions to draw in the reader, headings and subheadings, paragraphs to group related ideas, diagrams.

Maths

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.

Number: Decimals

Recognise and write decimals equivalent of any number of tenths and hundredths.

Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.

Find the effect of dividing one- and two- digit numbers by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

Solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement: Time

Read, write and convert time between analogue and digital 12- and 24-hour clocks.

Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Science

Living things and their habitats

Recognise that environments can change and that this can sometimes pose dangers to living things. (Link to Rainforest topic)

Sound

Identify how sounds are made, associating some of them with something vibrating.

Recognise that vibrations from sounds travel through a medium to the ear.

Find patterns between the pitch of a sound and features of the object that produced it.

Find patterns between the volume of a sound and the strength of the vibrations that produced it.

Recognise that sounds get fainter as the distance from the sound source increases.

RE

Are all churches the same?

Use religious vocabulary to name features of the church building, talk about their significance and link to the Bible.

Know that Peter and the disciples 'built' the church after the events of Pentecost.

Identify similarities and differences between churches and denominations worldwide.

Ask good questions about the similarities and differences between different denominational practices.

Understand that Christianity is a world-wide multi-cultural faith.

Make links between values and beliefs and behaviour.

Recognise that people of other faiths have different places of worship and name the buildings, key features and the worship that takes place there.

Computing

Programming – Repetition in Shapes

Identify that accuracy in programming is important.

Create a program in a text-based language.

Explain what 'repeat' means.

Modify a count-controlled loop to produce a given outcome.

Decompose a program into parts.

Create a program that uses count-controlled loops to produce a given outcome.

Humanities

Geography: The Amazon Rainforest

Identify areas of the world containing rainforests.

Use maps and atlases to locate rainforests.

Describe the key aspects of a tropical climate.

Describe and understand the features of the different layers of the rainforest.

Describe the animals and plants living in the rainforest.

Name and locate the countries in South America.

Compare the Amazon Rainforest with a temperate deciduous forest.

Explain the effects that humans are having on the rainforests of the world.

Art & Design

Art: Recycled Art

Explore different ways to join materials.

Explore the texture and appearance of different junk materials.

Create a simple animal sculpture.

Create a piece of art from recycled cardboard.

Create a piece of art to convey a message.

MusicBlackbird

Listen and appraise.

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.

Play with glockenspiels and recorders.

Perform the song.

PEDance

Copy and create actions in response to an idea and be able to adapt this using changes of space.

Choose actions which relate to the theme.

Use actions, dynamics, spacing and timing to represent a state of matter.

Remember and repeat actions and create dance ideas in response to a stimulus.

Use action and reaction when creating ideas with a partner.

Use choreographing ideas to change how actions are performed.

Tennis

Develop hitting a ball using a forehand.

Develop returning a ball using a forehand.

Develop the backhand and understand when to use it.

Work co-operatively with a partner to keep a continuous rally going.

Use simple tactics in a game to outwit an opponent.

Demonstrate honesty and fair play when competing against others.

PSHCEGrowing and Changing

Identify the different types of relationships we can have and describe how these can change as we grow.

Explain how our families support us and how we can support our families.

Identify how relationships can be healthy or unhealthy.

Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.

SpanishAt the Café – continuing due to La Fiestaval rehearsal

To 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: Summer 1

Reading

Focus Text: Pollution: a look behind the scenes by The Literacy Company

Summarise the main ideas from more than one paragraph.

Predict what might happen from details stated and implied.

Explore the meaning of words in context.

Retrieve, record and present information.

Make comparisons within and across books.

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

Identify how language, structure and presentation contribute to meaning.

Writing

Focus Text: The Paperbag Prince

Written Outcome: Persuasive/information poster (hybrid text)

Use modal verbs to indicate degrees of possibility.

Use devices to build cohesion within a paragraph.

Use brackets, dashes or commas to indicate parenthesis.

Enhance meaning through selecting appropriate grammar and vocabulary.

Use precise word choices.

Use emotive language including use of modals and adverbs for possibility.

Use persuasive language quotes and rhetorical questions.

Directly appeal to the reader.

Support points using persuasive examples and provide evidence.

Provide well-developed factual information for the reader.

Include a summarising statement.

Maths

Number: Decimals

Add and subtract decimals within 1.

Add and subtract decimals with the same number of decimal places.

Add and subtract decimals with a different number of decimal places.

Adding and subtracting wholes and decimals.

Complete and explain decimal sequences.

Multiply and divide decimals by 10, 100 and 1000.

Geometry: Properties of shape

Identify, compare and order angles.

Measuring angles in degrees.

Measuring angles with a protractor.

Draw lines and angles accurately.

Calculate angles on a straight line.

Calculate angles around a point.

Calculate lengths and angles in shapes.

To explore regular and irregular polygons.

Reasoning about 3D shapes.

ScienceLiving Things and their Habitats

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 plants and animals.

REExploring the lives of significant women in the Old Testament

Widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story.

Reflect upon the actions of these women and consider what we can learn from their stories.

Explore the story and festival of Purim.

Discuss choices, values and behaviour.

ComputingData and information: Flat-file databases

Use a form to record information.

Compare paper and computer-based databases.

Apply knowledge of a database to ask and answer real-world questions.

Explain that tools can be used to select data to answer questions.

Select an appropriate chart to visually compare data.

Choose which field and value are required to answer a given question.

Ask questions that will need more than one field to answer.

Refine a search in a real-world context.

Present findings to a group.

HumanitiesGeography: Trade and Economics

Explain the UK's trade links with other countries.

Use maps to show the UK's trade links with other countries.

Explain trade links between El Salvador and the UK.

Explain the importance of fairtrade.

Explain the global supply chain.

Explain how trading has changed through history.

Art & DesignArt: Street Art

Develop ideas and techniques for artwork comprising stylised graffiti lettering.

Develop ideas for improving a public space with street art.

Express ideas through a satirical work of art designed for public spaces.

Develop techniques for creating street art using stencils.

Create street art using stencils.

MusicDancing in the Street

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**Dance**

Create a dance using a random structure and perform the actions showing quality and control.

Understand how changing the dynamics of an action changes the appearance of the performance.

Understand and use relationships and space to change how a performance looks.

Work with a group to create poses and link them together using transitions.

Use choreographing devices when working as a group.

Work with a group to create poses and link them together using transitions.

Work with a partner to copy and repeat actions keeping in time with the music.

Work collaboratively with a group to create a dance in the style of Rock 'n' Roll.

Cricket

Develop throwing accuracy and catching skills.

Develop batting accuracy and directional batting.

Develop catching skills (close/deep catching and wicket keeping).

Develop overarm bowling technique and accuracy.

Develop a variety of fielding techniques and to use them within a game.

Develop long and short barriers and apply them to a game situation.

PSHCE**Computer Safety: Image Sharing**

List reasons for sharing images online.

Identify rules to follow when sharing images online.

Describe the positive and negative consequences of sharing images online.

Recognise possible influences and pressures to share images online.

The Working World: Enterprise

Understand and explain why people might want to save money.

Identify ways in which you can help out at home.

Budget for items you would like to buy.

Recognise ways to make money and the early stages of enterprise.

Spanish**The Planets**

Name and spell accurately some/all of the planets in Spanish on a solar map.

Say and write extended sentences for at least one planet.

Understand better the rules of adjectival agreement in Spanish and apply these rules to work improving grammatical accuracy.

To be able to say and write, with improved accuracy, short phrases describing the planets in terms of their position, size and colour.



Ainsdale St. John's Curriculum Overview

Year: 6

Term: Summer 1

Reading

Focus Text: Great Adventurers by Alistair Humphreys

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: MANFISH by Jennifer Burne

Written Outcome: To write a multi-modal biography of Jacques Cousteau

Select the appropriate style to engage the audience.

Use direct and reported speech to express a range of viewpoints.

Use verb tenses consistently and correctly.

Use real life facts, including dates and place names.

Use thematic language specific to the subject.

Use formal language appropriately.

Maths

Statistics

Read and interpret line graphs.

Build on prior experience of reading and interpreting data in order to draw own line graphs.

Use line graphs to solve problems and use their knowledge of scales to read information accurately.

Circles - Illustrate and name parts of circles, using the words radius, diameter, centre and circumference confidently.

Explore the relationship between the radius and the diameter and recognise the diameter is twice the length of the radius.

Read and interpret pie charts with percentages.

Draw and discuss own pie charts and their representations.

Understand how to calculate fractions of amounts to interpret simple pie charts.

Understand what the whole of the pie chart represents and use this when solving problems.

Children will apply their addition and division skills to calculate the mean average in a variety of contexts.

Science

Electricity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

Use recognised symbols when representing a simple circuit in a diagram.

RE

Ideas About God

Discuss which names other faiths (aside from Christianity) give to God.

Consider what atheists and humanists believe about the concept of God.

Creation and Science: are they conflicting or complimentary?
What does The Creation Story tell us about what God is like?
Understand the terms: creator, benevolent, omnipotent, omniscient
Write own responses to questions about God.

Computing

Data and Information – Spreadsheets

Create a data set in a spreadsheet.
Build a data set in a spreadsheet.
Explain that formulas can be used to produce calculated data.
Apply formulas to data.
Create a spreadsheet to plan an event.
Choose suitable ways to present data.

Humanities

Geography: The Changing World

Explain how water and weather can change the landscape.
Understand how coastal features are formed.
Identify coastal features in the UK.
Explain how borders in the UK and Europe have changed over time.
Explain how and why landscapes change over time.
Predict how physical factors might change the landscape in the future.

Art & Design

DT: Burgers

Explore different types of burgers and their nutrition facts.
Explore how to make burger patties.
Explore sauces and side dishes for burgers.
Explore burger buns and their suitability.
Plan and design a burger to make.
Make a burger and evaluate the process.

Music

Music and Me

Talk about the music of the featured artists and make connections.
Explain which inspirational woman listed on the timeline they would like to meet and why.
Talk about why four female artists were chosen for this unit.
Talk about any of the key words or themes from the videos and relate them to themselves.
Plan and write a composition and talk about: *which options they have chosen and why; the key themes they have used in their lyrics & the tools they have used; the sections they particularly like/dislike and say why*
Present the performance in an interesting and engaging way.

PEOAA (Outdoor and Adventurous Activities)

Be inclusive of others, share job roles and lead when necessary.

Orientate a map efficiently to navigate around a course.

Pool ideas within a group, selecting and applying the best method to solve a problem.

Use critical thinking skills to form ideas and strategies to solve challenges.

Work effectively with a partner and a group to solve challenges.

With increasing accuracy, reflect on when and how successful you can be at solving challenges and altering methods in order to improve.

Dodgeball

Officiate and help to manage a game by refereeing.

Select the appropriate action for the situation and make this decision quickly.

Use a wider range of skills with increasing control under pressure.

Use the rules of the game consistently to play honestly and fairly.

Work collaboratively to create tactics with my team and evaluate the effectiveness of these.

Work in collaboration with others so that games run smoothly.

Recognise own and others strengths and areas for development and can suggest ways to improve.

PSHCEThe Working World: In-App Purchases

Know and understand various money-related terms.

Recognise some of the ways in which we can spend money via technology.

Describe the potential impact of spending money without permission.

Identify strategies to save money.

Spanish

Write phrases from memory with support and express ideas clearly.

Describe people, places, things and actions orally in preparation for writing full sentences.

Review basic grammar - including feminine, masculine; use of high-frequency verbs – conjugate verbs: hablar, beber, abrir

Revise use of conjunctions.