

Term 6 – The Big Race (Pirates KS1)

| | Year 1 – 2 2015-2016 | Year 1 – 2 2014-2015 | Year 3 – 4 2015-2016 | Year 3 – 4 2014-2015 | Year 5 – 6 2015-2016 | Year 5 – 6 2014-2015 |
|---------|---|---|--|---|---|--|
| English | Fiction: Focus on an author- Julia Donaldson | Fiction: Focus on an author- Roald Dahl | Fiction: Myths and legends – Aesop – Hare and Tortoise | Fiction: Adventure stories – Jules Verne – Around the World in 80 days Narrative writing The Traveller (film clip) as starting point for writing. | Fiction: Myths and Legends – Marcia Williams – Greek stories | Fiction: Informal/Formal writing using author focus on Gene Kemp (Ferret) |
| | Non-Fiction: Explanations Draw pictures to illustrate a simple process and prepare several sentences to support the explanation | Non-Fiction: Explanations Produce a flowchart, Ensuring content is clearly Sequenced | Non-Fiction: Non-chronological reports Sports day reports | Non-Fiction: Persuasive writing – advertisements Introduction to debating | Non-Fiction: Persuasive writing – is exercise good for you? | Non-Fiction: Journalistic writing |
| | Poetry: Take one poet – poetry appreciation link to focus author | Poetry: Take one poet – poetry appreciation link to focus author | Poetry: | Poetry: | Poetry: | Poetry: |
| | Grammar: learn how to use both familiar and new punctuation sentences with different forms past and present tense connectives and clauses Handwriting: form lower case letters correctly start using joins write capital letters and digits correctly use spacing | Grammar: learn how to use both familiar and new punctuation sentences with different forms past and present tense connectives and clauses Handwriting: form lower case letters correctly start using joins write capital letters and digits correctly use spacing | Grammar: To understand and use the term “adverb” To experiment with deleting words in sentences to see which are essential to retain meaning and which are not. | Grammar: To identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading To be aware of the use of connectives, e.g. Adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. “If ..., then”, “on the other hand...”, “finally”, “so” | Grammar: To explore ambiguities that arise from sentence contractions, e.g. through signs and headlines: “ <i>police shot man with knife</i> ”, “ <i>nothing acts faster than Anadin</i> ”, “ <i>baby changing room</i> ” To ensure that, in using pronouns, it is clear to what or whom they refer To investigate clauses through: Identifying the main clause in a long sentence Investigating sentences which contain more than one clause Understand how clauses are connected (e.g. by combining 3 short sentences into 1) To use connectives to link clauses within sentences and to link sentences in longer texts | Grammar: To revise work on contracting sentences: Summary Note-making Editing To revise formal styles of writing: The impersonal voice The use of passive Management of complex sentences |

| | | | | | | |
|---------|---|---|---|---|---|--|
| Maths | <p>Maths: Symmetry Mass Multiplication and Division</p> | <p>Maths: Symmetry Mass Multiplication and Division</p> | <p>Rainbow Maths: Elsum Educational Drivers: Counting in multiples (inc 50s & 100s) Adding and subtracting fractions Volume and capacity Subtracting efficiently (formal method) Durations of time Scaling</p> | <p>Rainbow Maths: Elsum Educational Drivers: Area Multiplying and dividing by 10 & 100 Factors Scaling Time Going below zero</p> | <p>Rainbow Maths: Elsum Educational Drivers: Rounding decimals Volume and capacity Going for 100% Remainders Units of time Scaling</p> | <p>Rainbow Maths: Elsum Educational Drivers: Sequences Calculating with fractions Calculating percentages Remainders Angles Scaling</p> |
| Science | <p>Science: Yr1: identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen ☑ identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. Yr2: 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.</p> | <p>Science: Yr1: identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen ☑ identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. Yr2: 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.</p> | <p>Science: People and nutrition – food groups, healthy eating What gives us energy</p> | <p>Science: Changes of state – solid, liquid, gas</p> | <p>Science: Describe changes as humans</p> | <p>Science: Measuring forces, gravity and the weight of an object, investigations, air resistance, speed</p> |
| History | <p>History:</p> | <p>History: Study the Queen – as a significant local figure/key individual Key events – Ascot Week Visit Windsor Castle The Queen, Charles, William and George – what was it like when they were born?</p> | <p>History:</p> | <p>History:</p> | <p>History: Ancient Greece – Greek life and achievements and the influence on the Western world – Olympics, democracy</p> | <p>History: Mayan civilisation History of British leisure</p> |

| | | | | | | |
|-----------|---|--|---|---|---|--|
| Geography | Geography: | Geography: | Geography: 8 point compass – symbols and keys Maps – race routes | Geography: Locate the world’s countries – Europe and the Americas Physical and human geography | Geography: | Geography: |
| RE | RE: RE Discovery: Judaism Does celebrating Chanukah make Jewish children feel closer to God? | RE: RE Discovery: Islam Does completing the Hajj make a person a better Muslim? | RE: RE Discovery: Sikhism What is the best way for a Sikh to show commitment to God? | RE: RE Discovery: Christianity Do people need to go to church to show they are Christians? | RE: RE Discovery: Christianity What is the best way for a Christian to show commitment to God? | RE: RE Discovery: Islam Does belief in Akhirah (life after death) help Muslims lead good lives? |
| Computing | Computing: We are gardeners – simulating growth | Computing: We are journalists – publishing a newsletter | Computing: Using Office Suite and Rising Stars unit | Computing: Using Office Suite and Rising Stars unit | Computing: Using Office Suite and Rising Stars unit | Computing: Using Office Suite and Rising Stars unit |
| Art/DT | Art: Learn about craftsmen and designers from Windsor Castle | Art: | Art: Sport sketches, speed lines and blurring. Olympic art, designing logos | Art: | Art: Artists and designers – posters and movement pictures Pots and relief tiles | Art: Linked to RE/History: Printing; Drawings and repeated patterns; Tile design |
| | DT: Design and make your own castle | DT: Vehicles – wheels and axles | DT: Design a power snack – link to science | DT: Design and make a running vest Sew patterns and T-shirts | DT: | DT: |
| Music | Music: Listen to a range of music live and recorded. Songs of Julia Donaldson (linked to Literacy) Drama linked to songs of JD. | Music: Learn songs and rhymes linked with races Films – race songs e.g. Chitty Chitty Bang Bang | Music: Music express – playground games, body music Hare and Tortoise composition | Music: Singing patterns – rounds and choral refrains | Music: Sporting themes, songs linked to sport The class orchestra: Chariots of Fire etc | Music: Music as propaganda |
| PE | PE: Swimming SCL – competitive games Gym – wide and curled Athletics | PE: Swimming SCL – competitive games Country dancing Athletics | PE: Swimming Athletics Competitive games | PE: Gymnastics and Athletics Competitive games Swimming | PE: Athletics Greek Olympic day Competitive games Swimming | PE: Swimming Athletics Outdoor and water based activities |

| | | | | | | |
|-----|--------|--------|---------------------------------|-----------------------------|---|---|
| MFL | French | French | French: Transport vocabulary | French: Going on holiday | French: Jeux et chansons French songs and playground games | French: Hobbies and sports - What do you do in your spare time? |
|-----|--------|--------|---------------------------------|-----------------------------|---|---|