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| **Class specific additional opportunities – SMSC, Character Development****(Further details of events to be confirmed)** | Chatham Docks/ Kent life -22nd Ashdown Forest Trips – 3rd April, 7th April,Year 5 and 6 Show – 11th July |

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|  | **Subject Title(s)**  | **Summer Term 1** | **Summer Term 2** |
| **Topic/Unit** | **Main objectives/outline** | **Topic/Unit** | **Main objectives/outline** |
| **S.T.E.M** | **Maths** | **Perimeter and area** | * Perimeter of composite rectilinear shapes
* Calculate and compare the area of rectangles (including squares), including using standard units.
 | **Decimals** | * Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
* Solve problems involving number up to 3 decimal places
* Read, write, order and compare numbers with up to 3 decimal places
* Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
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| **Statistics** | * Solve comparison, sum and difference problems using information presented in a line graph
* • Complete, read and interpret information in tables, including timetables
 | **Negative Numbers** | * Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
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| **Shape** | * Estimate and compare acute, obtuse and reflex angles
* Draw given angles, and measure them in degrees (°)
* Identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°)
* Use the properties of rectangles to find missing lengths and angles
* Distinguish between regular and irregular polygons
* Identify 3-D shapes, including cubes and other cuboids, from 2-D representations
 | **Converting Units** | * Convert between different units of metric measure
* approximate equivalences between metric units and common imperial units such as inches, pounds and pints
* converting between units of time
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| **Position and direction** | * • Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
 | **Volume** | * Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity
* Estimate volume and capacity [for example, using water]
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| **Science** | **Reproduction**  | * • Describe the life process of reproduction in some plants and animals.
* Use keys, tables, scatter graphs, bar charts and line graphs
* Describe the life process of reproduction in some plants and animals.
 | **Reversible Materials, Plastic Pollution And Reproduction** | * Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
* Using test results to make predictions to set up further comparative and fair tests.
* Use knowledge of solids, liquids and gases to decide how mixtures might be separated
* Working scientifically – Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
* Demonstrate that dissolving, mixing and changes of state are reversible changes.
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| **Computing** | **Selection in quizzes****Creating media- video** | * Looking at how ‘conditions’ can be used in programming, representing this understanding in algorithms
* Using Scratch to represent this and try out ideas
* Writing programs that ask questions and use selection to control the outcomes based on the answers given, leading to quiz design.
* What is video? What filming techniques can be used?
* Using a filming storyboard to plan a video, then recording and evaluating.
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| **Design Technology** |  | * Healthy Food choices -
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| **English and the Arts** | **English** | **Key texts:****‘Robot Girl’** **Class book ‘Holes’****The Legend of Sir Gareth****ʻThe Secret of Mulanʼ in Tales of Hidden Heroes.****The Sport of Knightsʼ in Tales of Hidden Heroes.** | During these topics, children will have the opportunity to write and explore the following styles of writing:* persuasive speeches
* explanation texts
* discussion texts
* dialogue
* character comparisons
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| **Music** | Balinese gamelan. | * Instruments and music from other parts of the world
* Beat, rhythm and syncopation
* Composing in ternary form
* Using a range of percussion instruments
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| **Art/DT** | **Printing and Form** | * Experienced in combining prints taken from different objects to produce an end piece.
* Experiment with ideas, to plan in sketchbook.
* Experienced in producing pictorial and patterned prints.
* Designs prints for fabrics, book covers and wallpaper
* Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)
* Discuss and evaluate own work and that of others. (Morris, labeling, etc.)
* Shape, form, model and join with confidence.
* Produce more intricate patterns and textures.
* Work directly from observation or imagination with confidence.
* Take into account the properties of media being used.
* Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.).
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| **French** | **Ordering in a cafe** | * Space
* The town
* Buildings
* Directions
* Ordering food
* Learning song Voudrais un orangina
* Writing menus
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| **Historical, Spiritual and Global Understanding** | **History** | **Deserts/Oceans** | * Would you like to live in the desert?
* Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment
* **Why do oceans matter?**
* Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef. Specifically addressing climate change and pollution.
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| **Geography** |
| **Religious Education** | **Surrey Agreed Syllabus** | * What does it mean to be a Muslim?
* How do the pillars of Islam help Muslims live a good life?
* What is wisdom?
* How did Jesus’ teaching challenge people?
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| **Health and Wellbeing** | **Physical Education** | **Athletics** | * Use a variety of running techniques with confidence.
* Throwing with increasing accuracy and over a longer distance.
* Relay techniques
* Jumps with more than one component e.g. hop, skip, jump.
 | **Games****Ball games/ Dodge ball** | * Throwing and catching a smaller ball with accuracy
* Strategies and tactics within games
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| **P.S.H.E** | **Health and Well-Being** | * Growing and changing- What influences my view of my body?
* What happens when the bodies of boys and girls when they reach puberty?
* How are babies made (including IVF)?
* Physical health: Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies
* Safety: Keeping safe in different situations, including responding in emergencies, first aid.
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