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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 | |
| **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 | |
| **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 | |
| **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] | |
| **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. | |
| **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. | | | |
| **Design Technology** |  | * Healthy Food choices - | | | |
| **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 | | | |
| **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 | | | |
| **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.). | | | |
| **French** | **Ordering in a cafe** | * Space * The town * Buildings * Directions * Ordering food * Learning song Voudrais un orangina * Writing menus | | | |
| **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. | | | |
| **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? | | | |
| **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 |
| **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. | | | |