



History	Summer 2
Geography	<p>Rivers</p> <ul style="list-style-type: none"> - To name and locate a number of the rivers in the UK - To describe and understand the features of rivers and the water cycle. - To describe how a river may change over time (through erosion, transport and deposit of materials) - To consider the differences in lives between people who live near a river and their own lives. - To carry out Field work at Ferry Meadows <p>SKILLS</p> <ul style="list-style-type: none"> - Suggest geographical questions before deciding on an enquiry as a group, planned with guidance from the teacher - Data is collected using a range of methods chosen by the learner - Formally present their findings with some consideration to what they could do next time and a whole-class discussion on whether the evidence and method of collection was reliable <p>Key Vocabulary meander, mouth, source, tributary, confluence River Trent, River Severn, River Thames, River Wye, River Clyde,</p>
MFL	My Home (IN)
Art	<p>Knowledge</p> <p>To experiment with different styles that artists have used.</p> <p>To learn about the work of others by looking at artists work in books, the internet, visits to galleries and other sources of information.</p> <p>Skills</p> <p>To create all the colours they need. To create mood in their paintings.</p> <p>To express accurately through their painting and their sketches.</p> <p>Key Vocabulary arts and crafts movement, decorative art, direct observation, handmade crafts, industrial revolution, natural pigment, pattern, production.</p>
RE	<p>Judaism</p> <p>What is <u>holiness</u> for Jewish people: a place, a time, an object or something else?</p> <p>Key Vocabulary Ner Tamid, shabbat, Bar Mitzvah, Bat Mitzvah</p>
Science	<p>Animals, including humans</p> <ul style="list-style-type: none"> ● Describe the changes as humans develop to old age <p>Key Vocabulary womb, foetus, embryo, gestation, baby, toddler, teenager, elderly growth, development, puberty, life process, reproduction, offspring</p>
Working Scientifically	<ul style="list-style-type: none"> ● planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ● taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ● recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ● using test results to make predictions to set up further comparative and fair tests

	<ul style="list-style-type: none"> ● reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ● identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Key Vocabulary conclusions, casual relationships, explanations, degree of trust, oral and written display and presentation, evidence – support, refute, ideas or arguments biology, physics, chemistry</p>
PE	<p>Outdoor adventurous activities</p> <ul style="list-style-type: none"> ● Use clear communication when working in a group and taking on different roles. ● Begin to lead others, providing clear instructions. ● Plan and apply strategies with others to more complex challenges. ● Orientate a map confidently using it to navigate around a course ● Explain why a particular strategy worked and alter methods to improve. <p>Key vocabulary collaborate, collective, navigation, tactical, control card and orienteering.</p> <p>School games value: teamwork</p>
PE with Total Sports	<p>Athletics</p> <ul style="list-style-type: none"> ● Run at the appropriate speed over longer distances or for longer periods of time. ● Show control at take-off and landing in more complex jumping activities. ● Perform a range of more complex jumps showing some technique. ● Show accuracy and power when throwing for distance. ● Demonstrate good balance and control when performing other fundamental skills. ● Demonstrate improved body posture and speed when changing direction. ● Can co-ordinate a range of body parts at increased speed. ● Independently compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Key vocabulary technique, down sweep, upsweep, flight, rhythm and stride.</p> <p>School games value: teamwork</p>
Computing	<p>Switched On Computing 5.5 – We are bloggers including some data within the blog.</p> <ul style="list-style-type: none"> ● become familiar with blogs as a medium and a genre of writing ● create a sequence of blog posts on a theme incorporate additional media, considering the target audience ● comment on the posts of others ● develop a critical, reflective view of a range of media, including text. <p>Key Vocabulary blog, audience, comment, evaluate, discerning</p> <p>E-safety pixl lesson 5 – online scams scam, junk mail, cyber-crime, phishing, hack</p>
Music	<p>Title of unit: Dancing in the Street Style of main song: Motown Unit theme: Motown Performance focus: Playing their own compositions on their instruments.</p> <p>Listening: Discuss and recognise the structure of the song (Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3). Identify instruments/sounds they can hear (Female voice</p>

	<p>and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). Find the pulse as they are listening. Identify/discuss whether the tempo is fast, slow or inbetween, dynamics and texture. Know the song is an example of Motown music and be able to describe the style indicators of Motown music.</p> <p>Rhythms: Play and copy back rhythms, on a glockenspiel using up to 3 notes (F, G + A).</p> <p>Sing: In two parts.</p> <p>Play instruments: Play with the song by ear, or from notation. Using complex rhythms with up to 2 notes (F + G). Know the difference between pulse and rhythm and be about to keep an internal pulse.</p> <p>Improvise: using the up to 3 notes (D, E + F).</p> <p>Compose: a simple melody using simple rhythms choosing from the notes C, D, E, F + G. Children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p> <p>Key Vocabulary Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, Motown, musical dimensions, style indicators.</p>
PSHE and RSE	<ul style="list-style-type: none"> ● L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others ● L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
DT	Summer 2
British Values	<p>Tolerance</p> <ul style="list-style-type: none"> ● Tolerance of those with different faiths and beliefs <p>Rule of Law</p> <ul style="list-style-type: none"> ● What does this mean and what rules do we have at Werrington Primary School ● Why are rules important? <p>Introduction to the protected characteristics</p>
SMSC	RE Day – Buddhism