

English coverage

Week 1: Can I read and explore a text from our literary heritage?

Week 2: Can I identify the features of a newspaper report?

Week 3: Can I write a newspaper report?

Week 4: Can I write a diary entry?

Week 5: Can I understand the message of a short story?

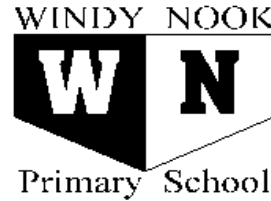
Week 6: Can I write a narrative?

All lessons will have a daily spelling and grammar session.

Class: UKS2 Oaks and Beeches

Class Teachers: Mrs Hope and Mr Hawdon

Term: Spring 1



Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Maths coverage

Week 1: Can I understand place value?

Week 2: Can I understand addition and subtraction?

Week 3: Can I understand multiplication and division?

Week 4: Can I understand fractions?

Week 5: Can I understand fractions?

Week 6: Can I decimals and percentages?

All lessons to have daily 'Speed Calc' sessions (3 calculation, 1 shape and space and 1 maths facts)

Science coverage

Week 1: Can I name parts of the circulatory system?

Week 2: Can I understand the function of the heart?

Week 3: Can I describe how nutrients and water are transported within animals, including humans?

Week 4: Can I plan an investigation into the impact of exercise on the human body?

Week 5: Can I plan an investigation into the impact of exercise on the human body?

Week 6: Can I use data to reach conclusions about the impact of exercise on the human body?

This term our topic will cover the Maya. This term our topic will cover the Maya. We will learn all about the history of the Maya and their culture. Our art will also link to this as we will be making masks in the style of the Maya. In computing, we will be focussing on coding while science will be learning about the cardiovascular system. In R.E., we will continue to discover more about Islam, learning about the five pillars of Islam and their importance. In P.E., we will be developing our gymnastics skills while PSHE will be focussed on friendships and gangs as well as risky behaviour.

Computing coverage

Week 1: Can I use functions to simplify complex programs?

Week 2: Can I assign appropriate costumes and behaviours to a sprite?

Week 3: Can I create an interactive animation using sprites, behaviours, and events?

Week 4: Can I differentiate between commands that need to be repeated in loops and commands that should be used on their own?

Week 5: Can I identify the benefits of using a loop structure instead of manual repetition?

Week 6: Can I show an understanding of variables?

Discrete subjects

- PHSE - Gang Culture/risky behaviour/friendships
- French - Quelle Est La Date Aujourd'hui? (What is the date?)
- Art - Maya Masks (4 lessons)
- Music— African Drumming (2 lessons)

Curriculum enrichment activities

- Video links from Dr Diane Davies - Maya archaeologist

PE coverage

Week 1: Can I develop my knowledge of gymnastics balances and my ability to hold them?

Week 2: Can I develop my knowledge of balances and travelling?

Week 3: Can I use mirror and matching techniques to improve my balances? Can I understand counter tension and counter balancing?

Week 4: Can I create a short routine that involves mirroring and matching?

Week 5: Can I create an extended routine using apparatus? Can I extend and practise a routine?

Week 6: Can I perform a routine?

All lessons will begin with a HIIT session.

History coverage

Week 1: Can I use a timeline to further my understanding of the periods of Maya history?

Week 2: Can I look at the characteristics of Maya gods and design your own?

Week 3: Can I understand how the Maya's scientific achievements helped them to be a successful civilisation?

Week 4: Can I understand how the Maya's scientific achievements helped them to be a successful civilisation?

Week 5: Can I find out information about the Maya from a range of sources?

Week 6: Can I show an understanding of the decline of the Maya?

RRSA Links

Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 12 You have the right to give your opinion, and for adults to listen and take it seriously

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need

British Values

Individual Liberty

Children can choose their own golden time activity.

Rule of Law

Children will be expected to follow school rules, and will follow school behaviour policy for reward and punishment.

Mutual Respect

Children will be given opportunities to work alongside each other and follow the class Rights Respecting Charter.

Democracy

Children will be allowed to select tasks based on their perception of their ability.

RE coverage

Week 1: Can I explore the five pillars of Islam and reflect on why they are important?

Week 2: Can I explore and reflect on why Shahadah is important to Muslims?

Week 3 Can I explore how the principle of Zakat is used to help the poor?

Week 4: Can I explore the meaning of Sawm and reflect on how this may feel as a Muslim?

Week 5: Can I engage with the reasons for Hajj and reflect on why it is important to Muslims?

Week 6: Can I compare Muslim rules to Christian ones?