

## English coverage

Week 1: Suspense narrative

Week 2: Suspense narrative

Week 3: Balanced Argument

Week 4: Balanced argument

Week 5: Poetry

Week 6: Poetry

All lessons will have a daily spelling and grammar session.

## Science coverage

Week 1: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Week 2: Investigate different factors when measuring forces.

Week 3: Investigate and identify the effects of air resistance.

Week 4: Plan an investigate and identify the effects of air resistance using different variables.

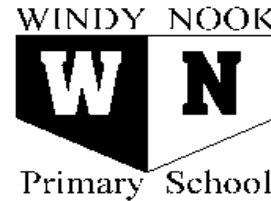
Week 5: Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Week 6: Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect .

Class: UKS2 Beeches Term: Summer 1

Class Teachers: Mr Hawdon and Mrs Herring

## **Trading Places**



*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.*

This term we will be learning about a balanced diet in science, which will then help us to research, design and make pizzas as part of our DT project. We will also be carrying out some localised field work for Geography and thinking about trading within the UK and the wider world.

## Maths coverage

Week 1: Revision

Week 2: Revision

Week 3: Revision

Week 4: Revision

Week 5: SATs

Week 6: Calculators

All lessons to have daily 'Speed Calc' sessions (3 calculation, 1 shape and space and 1 maths facts). They will also have a quickfire 'times tables' session.

## Computing coverage

Week 1: Introducing Variables

Week 2: Variables in Programming

Week 3: Improving a Game

Week 4: Designing a Game

Week 5: Design to Code

Week 6: Improving and Sharing

## Discrete subjects

- Spanish— 'Mi familia' (my family)
- PSHE— respecting other people and cultures, Misinformation vs dis-information
- RRSA Focused weeks, Human rights - debates
- Music— explore beat, perform and understand pitch
- DT-research, explore, design and then make a pizza

### Curriculum enrichment activities

- Visitor—Cricket Taster

## 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.

## PE coverage

Week 1: Develop my fielding skills

Week 2: Develop my fielding skills

Week 3: Develop my bowling and batting skills

Week 4: Improve my bowling and batting skills

Week 5: Develop my batting skills to ensure accuracy

Week 6: Apply my skills and knowledge to a game situation

All lessons will begin with a HIIT session.

## 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

## Geography coverage

Week 1: Plan fieldwork using maps and other sources.

Week 2: Carry out fieldwork in my local area.

Week 3: Identify trade links between UK and other countries.

Week 4: Identify some of the issues with global energy distribution.

Week 5: Understand the inequity in food distribution.

Week 6: Identify sources of food and understand the implications of food miles.

## RE coverage

Week 1: Explore the influence of faith on believers

Week 2: Explore the links between faith and action and reflect on what influences my own actions

Week 3: Explore the meaning of a pilgrimage and reflect on their significance for believers

Week 4: Identify holy places in my local area and the wider world

Week 5: Engage with the experience of going on a pilgrimage for a Christian